



ST MARY'S SCHOOL
GEELONG



MELBOURNE
ARCHDIOCESE
CATHOLIC SCHOOLS

St Mary's School Geelong

2022

Annual Report to the School Community



Registered School Number: 549

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Minimum Standards Attestation

I, Annice Lappin, attest that St Mary's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

21/03/2023

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Following Jesus and His mother, Mary, we aspire to be a just, compassionate and inclusive learning community, striving to be the best we can be.

School Overview

St Mary's Catholic Primary School, is part of St Mary of the Angels' Parish Geelong and is set on a one hectare site, adjacent to St Mary's Basilica and situated in the central business district of the City of Greater Geelong. The school is one of the oldest in the Geelong area, established in 1842. The school has operated from various locations and in 2010 the school was relocated from its previous site in Myers Street, to the current site, in Little Myers Street. St Mary's School is one of four Catholic primary schools in the largest parish of Geelong, St Mary of the Angels. Fr. James Clarke is our parish priest.

The school buildings incorporate many modern features to support contemporary learning and teaching approaches. The two-storey building, while compact, includes four large learning areas, currently housing twelve class groupings that are flexible in design allowing for differentiated learning. Each learning area has its own library and resource area. There is a multi-purpose area, an administration wing, meeting spaces, planning room, a staff room and a large undercover atrium. A lift is available to the second level and ramps provide easy access.

The school site has been carefully landscaped to provide two adventure playgrounds, grassed playing areas, an asphalt playing area, attractive gardens and seating areas. An adjacent drive-thru on the property provides easy access for parents to drop off and pick up children at the beginning and end of the school day.

The school's central location provides opportunities for students to use many of the outstanding educational facilities that the City of Greater Geelong has to offer. Our location is further complemented by the visible presence of our Parish Church, St Mary of the Angels' Basilica. St Mary's School provides an inclusive education for girls and boys from Foundation to Year 6 with enrolments in 2022 totalling 235 students. There are two straight Foundation classes with multi-age structures from Year One to Year Six.

A comprehensive curriculum based on the VicCurriculum, is taught as well as Religious Education in the Catholic Faith as set by the Archdiocese of Melbourne. St Mary's School remains diligent in working to achieve the goals and targets identified in the School Improvement Plan across the five spheres of; Religious Dimension, Learning and Teaching, Student Wellbeing, Leadership and Management and School Community.

St Mary's School values the strong and supportive relationship we enjoy with our parent community. The quality partnerships between home and school benefit the students' learning and wellbeing. Many opportunities for parents to be involved in our school and their child(ren)'s learning, are offered. Our supportive Parents and Friends' Association, are strong contributors both financially and in community building. Their efforts are integral to the success of St Mary's School. The School Advisory Council meets regularly and continues to provide an effective voice of the parent community as members include parent representatives, the Principal, Deputy Principal, and the Parish Priest. The School Advisory Council has the capacity to influence outcomes as it provides a wide range of viewpoints on many matters. The strong spirit of partnership between our parents, teachers, students and the wider community remains a satisfying aspect of our school. As a Catholic school we strive to demonstrate our commitment to our faith and provide living examples of God's loving care for all people.

Principal's Report

It is with much gratitude that I present the 2022 Annual Report to our school community. 2022 began with some uncertainty about what the year would bring, particularly with the continuing impact of the COVID19 pandemic. Although some challenges arose, again as a school community we faced any adversity with faith, positivity and hope. As a learning and faith community, we focussed on solutions to any issues faced to ensure the 2022 school year was very successful and rewarding for all at St Mary's School.

Our enrolments were again strong, with a total student enrolment of 235. This is again testament to the high regard in which St Mary's School is held in the Geelong region. Some new staff commenced at St Mary's School, bringing with them, a wealth of experience, and a willingness to positively contribute to our school's dynamic.

The focus for the teaching staff continued to be an increased expectation of quality teaching and learning experiences for students, grounded in research and best practice. The focus for the learning support officers continued to be ensuring the students needs were met, particularly those requiring additional support.

At St Mary's School we aim to focus on 100% of students, 100% of the time. All staff are dedicated to providing a learning environment that suits the needs of our students.

Our families, staff and wider community work together to provide an engaging learning community where students can thrive. The Respectful Relationships program, which supports schools to promote and model respect, positive attitudes and behaviours, again was an initiative that positively contributed to our student wellbeing sphere. It teaches our students how to build healthy relationships, resilience and confidence. This program added value to our strong wellbeing culture and inclusive practices.

There was again, the need for a fine balance of 'making up for lost learning' and having 'achievable expectations of our students', many of whom had worked extremely hard at home over during the remote learning periods during the past two years.

Our educators continued to plan rich and rigorous units of learning for all students and term overviews were communicated with all parents/carers. Time to focus on student wellbeing was also provided. Throughout the year, school staff continued to go above and beyond to meet the students' numerous needs.

Our school camps were able to proceed, giving students the opportunity to experience learning and social activities in a camp setting. Year 3/4 students enjoyed Angahook, and our Year 5/6 students loved the camp experience at Goondawindy.

Some programs, initiatives and events that involved many members of our community including, students, parents, families and the local community working together in 2022 included:

School Advisory Council meetings, Parents and Friends' Association meetings. Fundraising and Friendraising Events (Chocolate Drive, Easter Raffle, Mother's Day and Father's Day gifts, Color Run.)

Stephanie Alexander Kitchen Garden Program (modified), School Assemblies, Italian Immersion Program, Professional Development for all staff, Program Support Meetings with parents of students with additional needs, Excursions, School Sporting Events, Whole School Athletics, Camps, Pre-service Teachers, Fresh Fruit Fridays, Lunch Order Days, Principal For A

Day, Swimming Program, Parent/ Teacher Interviews P-2, Learning Conversations 3-6, Sacraments, Year 6 Graduation

We are a Catholic school, proudly celebrating our Faith in many and varied ways. Thank you to Fr. James Clarke, our Parish Priest, who again provided spiritual guidance throughout 2022 and ensured a close relationship between the school and parish. His dedication and ongoing work in the faith development of our staff and students and the support he has given our Religious Education Leader, has been most valuable.

Thank you to the members of the Parents and Friend's Association for their hard work and support. St Mary's School has a strong tradition of being a vibrant community and this was evident again in 2022 with meetings and external activities, re-established. Providing assistance and support to families in times of need was once again extremely appreciated and gratefully received by recipients. Thank you to the outgoing members for their generosity of time and dedication given to their roles.

Thank you to the School Advisory Council members who have supported myself, the staff and students throughout the year. Thank you to the members finishing their tenure with the council. I thank you for your support and commitment throughout your time as parent representatives.

Finally, as I reflect on 2022, I am proud of the collective efforts of many, that have enabled us to overcome any challenges presented. Thank you to the teaching team, for your expertise, care and dedication to our students and families; the learning support officer team, for your positive attitude, patience and guidance; the administration team, for your organisation, reliability and careful management and the families for working in partnership for the benefit all.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

To provide multi-disciplinary opportunities to encounter the Sacred and learn about the Catholic Faith.

Intended Outcomes:

Opportunities are provided for the community to encounter Christ, building knowledge and understanding of the Catholic Faith Tradition.

Use of the Religious Education Curriculum Framework and Catholic Social Teaching is well embedded in planning and assessment cycles.

Achievements

It was wonderful to be able to welcome everyone back to onsite learning at school for 2022. It was a year where the everyday norms, that before the pandemic we took for granted, were able to be re-established and the whole school rejoiced in celebrating the everyday events and activities that we took for granted.

Throughout 2022, St Mary's Primary School has been able to further strengthen our faith by being an active and authentic community who cares, supports and looks after one another.

Student interactions during 2022 continued to demonstrate a commitment to Gospel values and social justice through rich and engaging Religious Education units of learning that encouraged participation through explanation, interpretation and reflection.

The Sacramental program had no interruptions and all the Sacramental content in years 3, 4 and 6 was taught to our students. With all restrictions lifted, Sacramental celebrations proceeded for Confirmation and Reconciliation with family and friends welcomed back to the Basilica. One change that took place during the pandemic was that our Eucharist candidates celebrated their First Eucharist within the school day and this was the case in 2022.

The Sacramental program at St Mary's School provides a powerful learning experience for all our students and gives them the confidence to wonder, reflect and develop in the light of Jesus. At St Mary's School we take great pride in developing the knowledge of our students as they undertake their Sacramental journey.

In 2022, St Mary's School continued their partnerships with Social Justice organisations such as the St Mary's Parish Pantry, CARITAS, St Vincent De Paul, The Bayleaf Community Kitchen as well as maintaining our partnership with the St Mary of the Angels' partner Parish of Mary Immaculate in Viqueque, providing them with financial support and friendship. Being involved in these initiatives instills the importance of being a just, compassionate and inclusive community that inspires our students to learn about the wider world and care for others through their faith connection. St Mary's School will continue to build Christian relations, modelling aspects of social justice in staff and students and encouraging love and understanding with all people.

At St Mary's School the staff are committed to continually build and strengthen their knowledge in Religious Education. In 2022 all teaching staff took part in the FRG Ministry online programs to maintain their Catholic teaching accreditation hours to teach or lead in a Catholic school.

Through the undertaking of these courses, staff members were able to build their knowledge and understanding of many aspects of the Catholic Faith Tradition.

VALUE ADDED

Strengthening meditation and mindfulness practices

Collaboration with parish schools and our parish priest to plan and celebrate the Sacraments

Maintaining links with local Catholic organisations such as St Mary's Parish Pantry

Encouraging students and their families to strengthen their relationship with the parish by attending Sunday Mass regularly

Visible display of religious symbols, icons and student artwork promoting Catholic Identity around our school

Christ-centred community activities, building awareness of diversity and social justice

Acknowledging the sacred moments in our church calendar, such as journeying through the 'Stations of the Cross'

Learning and Teaching

Goals & Intended Outcomes

Goal:

To develop educator capacity and practice to maximise impact and deep learning.

Intended Outcomes:

Educators collaborate to design learning that is evidence informed, utilises high impact strategies and challenges all learners.

Achievements

2022 saw the welcomed return of consistent, onsite learning. Whilst this provided a high level of stability for staff, students and families, the school's daily procedures remained subject to Covid19 safe protocols and the management of the growing 'teacher shortage'.

The introduction of a knowledge rich curriculum and Explicit Instruction formed the year's professional development focus for teaching staff. These two focus areas were systematically chosen as the 'next steps' from the Learning & Teaching Team's research about the science of learning, high impact teaching practice and a knowledge rich curriculum.

Already embedded in the school's English learning design and delivery, are the key components of reading instruction (Phonemic Awareness, Phonics, Vocabulary, Fluency, Comprehension). The school continued to utilise Little Learners Love Literacy and Heggerty Phonemic Awareness resources for core instruction in Foundation - Year 2 as well as to meet the targeted, intervention needs in Years 3-6.

The collection and use of DIBELS (Dynamic Indicators of Basic Early Literacy Skills) data at both benchmarking and progress monitoring levels, were an essential component of the school's Data Plan. Classroom educators administered DIBELS subtests, which measure critical skills and abilities that are necessary for reading success, to inform instructional decisions ensuring the needs of all students were met.

With the success of the Year 1/2 Enhancement Educator role implemented in 2021, an Enhancement Educator was also introduced in Years 3-6. Whilst the Enhancement Educator roles were originally intended to exclusively support core instruction and provide targeted or intensive intervention as required, the fidelity of both enhancement roles were at times challenged with the emerging 'teacher shortage' that all schools faced in Terms 2 and 3.

Following a curriculum review completed by the Learning and Teaching Team in 2021, a two-year knowledge building Curriculum Plan was introduced. With the aim of reducing both cognitive and workload pressures for teaching staff, the Learning and Teaching Team invested much time into building 'Year A' unit outlines, complete with essential tier 2 and 3 vocabulary and critical texts to complement each unit of work. Updated planners and aligned timetable structures were also introduced and further assisted the school's vision for aligned practice to be enacted in every classroom.

Staff professional learning centred around the research and practice of Explicit Instruction - the delivery of strategically planned lessons that explicitly teach new concepts for students to master. Adopting Rosenshine's Principles in Action by Tom Sherrington, as a mentor text, provided educators with the opportunity for dialogue and reflection about Barak Rosenshine's

Principles of Instruction. By engaging with Sherrington's guide, teaching staff were able to unpack each of Rosenshine's ten Principles of Instruction.

Complementing the research completed during Professional Learning Team meetings, the school hosted a day online with DataWORKS. This professional learning day unpacked the Explicit Direct Instruction (EDI) model as devised by John Hollingsworth & Dr. Silvia Ybarra. Underpinned by both the learnings of EDI and Rosenshine's Principles of Instruction, school based norms were created and practised by teaching staff. Shared knowledge and norms that are contributing to aligned practice include:

- Cognitive Science; how all students all learn.
- Seating arrangements; allowing for 'A-B' partners to work effectively.
- The integral use of whiteboards and 'pick sticks'; upholding engagement norms and providing formative feedback.
- The use of worked examples; allowing for Explicit Instruction and gradual release of responsibility: I Do, We Do, You Do.
- Daily Review; the importance of interrupting the 'Curve of Forgetting' by periodically accessing information from long term memory into working memory.
- TAPPLE; Checking for Understanding norms to verify that students are learning while the teacher is teaching.

Student learning was further supported through participation in:

- Daily Italian sessions, underpinned by the Autonomous Language Learners (ALL) approach, focusing on using functional language and gestures to support language learning. The school hosted MACS initiative professional learning days for other educators within the Archdiocese of Melbourne.
- Systematic synthetic phonics instruction, utilising the Little Learners Love Literacy resources. An additional two staff members completed the online professional learning series.
- Writing instruction that encompassed the Hochman Method, from The Writing Revolution by Jan Hochman and Natalie Wexler. An additional four staff members completed the online professional learning series.
- Mathematics lessons that further developed the four key proficiencies in Mathematics - Understanding, Fluency, Problem Solving and Reasoning, which are fundamental to learning mathematics and working mathematically. 'Daily Review', was introduced as an essential component of the mathematics lesson.
- Various excursions for all year levels, complementing 'Year A' curriculum units of work.

St Mary's School has a dedicated staff with a collective and shared commitment to improve outcomes for all students. As researchers of our profession, professional learning remains a high priority of the leadership team and is highly valued by all members of staff.

STUDENT LEARNING OUTCOMES

Due to the nation-wide cancellation of NAPLAN in 2020, changes between 2020 and 2022 data sets cannot be compared. This data set would usually show the results of the same group of students, comparing Year 3 in 2020 and Year 5 in 2022.

With the exception of Year 5 writing and spelling, all mean scale scores reflect a similar trajectory from 2022, whereby scale scores continue to be above state means and improve from 2021.

As part of the school's ongoing commitment to the purposeful use of data, core instruction programs and targeted enhancement and intervention groupings are regularly reviewed. In response to the school's NAPLAN data trends in 2021, Spelling Mastery, a Direct Instruction spelling program, was introduced in Years 3-6. After a placement test, students completed daily, spelling instruction targeted to their point of need.

In addition to NAPLAN, data in reading, writing, spelling and mathematics is collected in accordance with the school's Data Plan. At a team, staff and leadership level, data collected is periodically analysed to inform teaching practice and learning design, where goals and targets are set for cohort groups and students at risk.

Specific programming that focused on student needs across the school included:

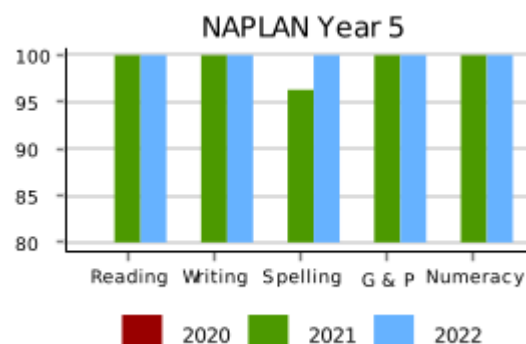
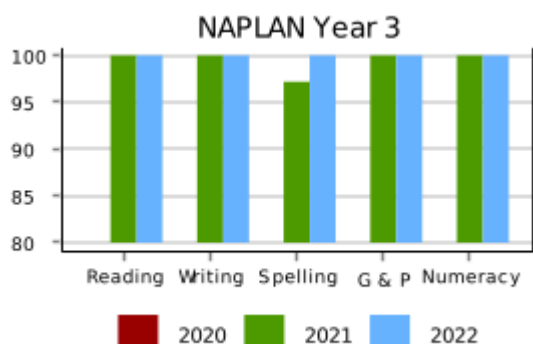
- daily Spelling Mastery sessions. In 2022, nine Spelling Mastery groups were facilitated across the Years 3-6 learning spaces.
- continuing to strengthen the school's phonics program to build students' knowledge of the alphabetic code in Foundation - Year 2 core instruction and targeted intervention as part of Year 3-6 tier 2 instruction.
- continuing to strengthen the school's phonemic awareness program to enable students to isolate and manipulate sounds in spoken words.
- ensuring reading fluency practice to promote reading with expression, automaticity, rhythm and phrasing and smoothness are targeted teaching areas in the senior school.
- continuing to prioritise pre testing in mathematics to target student needs effectively.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	97.2	-	100.0	2.8
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	96.3	-	100.0	3.7
YR 05 Writing	-	100.0	-	100.0	0.0

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

Goal:

To cultivate learners who are adaptable, motivated and empowered.

Intended Outcomes:

Explicit strategies for social and emotional learning are embedded.

Achievements

In 2022, the wellbeing of all our students, staff and families was again a high priority after two years of challenges and interruptions due to COVID19. Returning to a stable school environment was paramount which meant more than ever, that effective practices and processes were put in place to ensure that everyone was supported. St Mary's School's commitment to providing a safe and supportive learning environment was at the forefront of daily decision making.

As a school staff, we recognise that wellbeing impacts learning and contributes to overall health and success of students. In 2022, St Mary's School continued to consolidate a range of practices to support student wellbeing, particularly with a focus on building relationships between staff and students, and students and students.

The School Wide Positive Behaviours Support (SWPBS) continued to be a major focus of our school throughout 2022 to support classroom and playground management and provide a consistent whole school approach. Fortnightly behaviour foci were again included in planning of explicit lessons. The introduction of professionally designed signage promoting this was created and displayed in the school's entrance foyer.

Classroom and playground Behaviour Management flowcharts were reinforced and used across the school to provide a consistent behaviour management approach. Each year level created a cohort agreement based on the classroom and playground Behaviour Management flowcharts. Staff continued to promote positive experiences to ensure students were engaged and connected to their learning. Explicit teaching of social and emotional skills continued without disruption. The Resilience, Rights and Respectful Relationships (R4R) Learning Curriculum continued to be taught with a focus on developing respectful relationships amongst students and classroom teachers also utilised aspects of the Berry Street Educational Model in their day to day classroom routines. Various other strategies were implemented or consolidated to enhance student wellbeing which included circle time, meditation, mindfulness practises, restorative practices, brain-breaks, regulation support, social and emotional or safety plans for students with behaviour needs. Students experiencing challenging behaviours were supported by leadership and were guided on how to follow the school's expectations in a respectful and caring way.

The student leadership structure across the school aimed to develop leadership skills, provide strong student role models and include student voice. Middle year leaders (Year 3/4) had leadership opportunities through the Head Rangers' program, where a selection of students got the opportunity to lead weekly cohort meetings. When selected to be a Head Ranger, they were provided with adult support to lead these meetings over a term. Two new leaders from each 3/4 class, were elected each term.

Senior students were invited to give speeches to apply for leadership positions in the year prior. Senior leadership structure includes School Captains, House Captains, isea, icare ambassadors, Language Ambassadors for Italian and Social Justice leaders. All senior students had the opportunity be a Foundation or Year 1 Buddy and to work in the school's garden throughout the year. These leadership positions gave students the opportunity to have a voice and positively influence the school.

The facilitated play initiative continued in 2022 to support students with social and emotional needs during our break times. Facilitated play was supervised by a member of staff who would stay with small groups of students during breaks and build their capabilities in turn taking, patience, play and social problem-solving. Students would opt into facilitated play during break times if they were feeling isolated, needed support or wanted a break from the playground. As the year progressed, the staff that were involved in supporting facilitated play moved into the playground to support and monitor how these students were interacting with their peers.

St. Mary's School has always prided itself on striving for a positive school culture, one of which is highly inclusive, respectful and nurturing, contributing to the positive wellbeing for all in our community. This is evidenced by the 2022 MACSSIS results, which in comparison to the MACS average, students at St. Mary's School indicated a higher level of satisfaction with regard to school engagement, belonging, teacher- student relationships, safety, student voice and the overall climate of the school.

The parent satisfaction data also shows this with a higher degree in engagement, communication, best fit school for their child, student safety and overall school climate than the MACS average. Overall, staff, students and families appreciated the energy committed, policies and procedures followed and care provided, to ensure the wellbeing of all in our St Mary's School community.

VALUE ADDED

St Mary's School has worked collaboratively to improve and enhance student wellbeing and meet student learning needs of all students through:

Regular teaching of the Resilience, Rights and Respectful Relationships initiative.

Curriculum to explicitly teach social and emotional learning and behaviour expectations

Emphasis on safe, responsible and respectful behaviours and consistent behaviour expectations and behaviour management processes

Strategic use of calming spaces, reflection sheets, reflective meditation and teacher request forms for students needing space and time for de-escalation and one-on-one staff support

Regular communication and Program Support Group (PSG) meetings to support students with social and emotional learning needs and their families.

Professional development for staff

Leadership opportunities for senior students

Support for Individual students and families

Maintaining a safe school with a positive tone and inclusive school culture

STUDENT SATISFACTION

2022 MACSSIS data indicated that students feel safe, valued and supported at St Mary's School and overall results across all domains were pleasing, scoring a higher average than MACS in all domains.

In the Rigorous Expectations Domain, St Mary's School scored 83% compared to MACS 78%. Students feel that teachers have rigorous expectations of them and encourage students to do their best.

In the School Engagement Domain, St Mary's School scored 58% compared to MACS 53%.

Students indicated that they are excited about going to their class, and that they were focused on activities and interested in their classes.

In the School Climate Domain, St Mary's School scored 67% compared to MACS 61%.

Behaviour expectations were high and there was energy around learning from both teachers and students.

In the Teacher / Student Relationships Domain, St Mary's School scored 78% compared to MACS 73%.

This indicated that students feel cared for, respected by their teachers and would like to have their teachers again.

In the School Belonging Domain, St Mary's School scored 73% compared to MACS 71%.

Students value their learning community and feel they are valued members. Students indicated that they feel included at St Mary's School.

In the Learning Disposition Domain, St Mary's School scored 82% compared to MACS 73%.

Students identify themselves as learners. Students reported that they try hard at school and like to do well. Learning tasks and activities were created with the students at the forefront. Teachers check in regularly with students to ensure positive wellbeing and offer timely feedback on work submitted.

In the Student Safety Domain, St Mary's School scored 66% compared to MACS 58%.

Students consider themselves safe both physically and psychologically. Students communicated that they were well cared for by their teachers,

In the Enabling Safety Domain, St Mary's School scored 65% compared to MACS 57%.

Students believe they have access to quality staff support in order to feel connected, safe and respected while at school.

In the Student Voice Domain, St Mary's School scored 62% compared to MACS 57%.

Students feel they have opportunities to have an impact on St Mary's School.

In the Catholic Identity Domain, St Mary's School scored 75% compared to MACS 63%.

Students believe St Mary's School is a school of faith, where Catholic Identity is valued.

The 2022 Student MACSSIS data was pleasing, particularly after the COVID19 pandemic and is a reflection of the opportunities provided by St Mary's School and the gratitude expressed by students.

STUDENT ATTENDANCE

St Mary's School ensures all duty of care expectations are met to support student safety.

'Going to school every day is the single most important part of your child's education' - Every Day Counts, Victorian State Government. Regular student attendance is vital as it affects their school work (academic growth and progress) and social adjustment (attitudes to school).

Therefore, at St Mary's School, regular student attendance is expected and encouraged. Parents have a legal responsibility to ensure that their children attend school regularly. Student Attendance Roll School attendance rolls are legal documents and are marked twice daily: 8:58am (morning period) and 1:58pm (afternoon period). Students arriving to school after 8:58am must be signed in by a parent/guardian using the school's VPASS system, located at the front office.

Absence from School In the event where a child is absent for any reason, the school's student absence procedure must be followed. Families are required to send a written correspondence to: absence@smgeelong.catholic.edu.au as well as their child's classroom educator prior to 8:58am on the day of absence.

When correspondence from families is not received, the student absence will be considered to be 'unexplained'. All unexplained student absences are followed up with an SMS, alerting families to the fact that their child is absent without notification and a reason.

The Principal follows up extended periods of absence with a phone call. Families planning a holiday during school term time must provide formal correspondence to the Principal and classroom educator prior to the child's absence. Please note: educators do not prepare and assign work for students during this time of holiday absence.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	90.7%
Y02	90.6%
Y03	90.0%
Y04	90.9%
Y05	90.3%
Y06	86.9%
Overall average attendance	89.9%

Child Safe Standards

Goals & Intended Outcomes

GOALS:

To ensure St Mary's School is compliant with all Child Safe Standards and develops further as a Child Safe School.

INTENDED OUTCOME:

To ensure the safety of all students.

Achievements

The safety of all students at St Mary's' School, continues to be a priority. Professional development at staff meetings and professional learning team meetings ensured that staff remained informed of the requirements of compliance, with relation to Ministerial Order 1359 and the new 11 Child Safe Standards.

The necessary and relevant policies, procedures and strategies to ensure legal and regulatory compliance were maintained.

The 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' was revisited with all staff.

The revisiting of embedded procedures has led to staff having a clear understanding of what has to be reported and how support is offered. It has clarified our role as a school in ensuring child safety and highlighted to our community that child safety continues to be a school priority.

The school actively displays all the relevant information posters around our school, as a visual support of staff, students and families who may require support in making a report.

Child Safe matters are addressed at each weekly staff meeting and items are as noted on the agenda and in the minutes.

Ongoing training of teachers, non-teaching staff and volunteers ensured all on the school site were aware of their obligations in relation to Child safety.

Anyone who visits our school is required to acknowledge that they have read and will abide by the St Mary's School Child Safe Policy and Code of Conduct.

All staff received ongoing professional development regarding Child safety and the Reportable Conduct Scheme to ensure the continual embedding of policies and commitments into every day practice.

Through our 'Respectful Relationships' strategies addressing the principle of inclusion and student participation and empowerment strategies were again revisited.

Human Resources practices were again reviewed and processes refined to ensure child safety was addressed when employing new staff and allowing contractors on the school site.

Rigorous referee checks are undertaken and copies of photo identification are collected for all staff and placed in personnel files to accompany Victorian Institute of Teaching Registration Cards and Working With Children Check cards.

Leadership

Goals & Intended Outcomes

Goal:

To develop a culture of collaborative professionalism, characterised by a shared intent, evidence informed practice and critical reflection.

Intended Outcomes:

All stakeholders enact a shared vision for faith, wellbeing and learning.

Educators will engage in ongoing cycles of learning that involve goal setting and feedback

Achievements

A whole year of onsite learning was greatly appreciated by all in the St Mary's School community. From a leadership perspective, we were able to return to a new normal.

Throughout 2022, the Leadership Team worked tirelessly to enact our Annual Action Plan, implementing and embedding strategies to achieve our goals and targets. The Principal and Leadership Team ensured all policies, procedures and documentation met all compliance requirements to meet all VRQA standards.

St Mary's School continues to be highly regarded by students, families and staff. Relationships are built on high levels of trust, clear communication and decision-making processes which contribute to a positive culture. All stakeholders enact a shared vision for faith, wellbeing and learning. This was achieved through ongoing collaboration of staff, students and families, where the priority was always our students.

The 2022 achievements were very pleasing, particularly after the COVID19 pandemic and two years of unpredictable events and interrupted onsite schooling.

Some of our achievements included;

Improved teacher knowledge and practices

Improved student learning and progress

The re-establishment of our Parent's and Friend's Association Committee

Transitioning our School Advisory Board to our School Advisory Council

Well attended Parents and Friend's Fundraising and Friendraising events and activities

A very successful Art Show

A well attended Colour Run

Progression to next round events in many sporting events

Successful and enjoyable camps and excursions

St Mary's School continues to evolve and is experiencing great success. The school is continuing to benefit from the explicit improvement agenda that it has been implementing. Throughout 2022, the strengthening of a dynamic, Catholic learning culture, supported by positive relationships and engagement from staff, students and parents, was again the priority.

The school continued its journey of reviewing strategies and processes to embed an explicit change agenda to improve student outcomes. During the past five years, there has been a shift

to explicit teaching and differentiated learning. Evidence-informed strategies, collaborative planning, professional learning teams and clear processes for data analysis are continuing to support this shift. A whole school approach is being embedded with strategic actions in place to again strengthen this shift. I am very proud of the work that our teachers and staff do, and I am very grateful for their continued dedication.

Overall, many gains have been made in the area of Leadership and Management and the evidence of this are the motivated and engaged, staff, students and families.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Due to COVID19, many external professional development sessions were conducted via online platforms.

GCPPN- Geelong Catholic Primary Principals' Network

GCDPN - Geelong Catholic Deputy Principals' Network

MACS - Western Region Primary Religious Education Leaders Network 1, 2, 3, 4

MACS -Primary Learning Diversity Leaders Connect 1,2,3

MACS - Aboriginal and Torres Strait Islander Online Funding Application

MACS - Student Wellbeing Leaders Network Days

MACS - Geelong NCCD Network Meetings

MACS - Languages

MACS - LEAC

MACS - Western Region Admin Meetings

MACS - Lent with Rev Dr Elio Capra 1, 2, 3, 4, 5

MACS - Advent in the Year of Matthew 1, 2, 3, 4

MACS - Essential Safety Measures Webinar 2022

MACS - Expression of Interest - International Study Tours

MACS - Learning about the child - Setting up for success 1, 2, 3, 4

MACS - Mentoring - Leading a Learning Culture 1, 2

MACS - OHS for School Leaders 1, 2

MACS - Principal forum 1, 2

MACS - Student Health Support Plan Online Workshop

MACS - Western Region Mathematics - Communities of Practice 1, 2, 3, 4

MACS - Women's Advanced Leadership Program 1, 2, 3, 4, 5, 6, 7, 8, 9

DET – Respectful Relationships in Catholic School Communities

DET – NAPLAN Training

CTC - Enhancing Catholic Faith - Online Sessions

- FRG Ministry - Faith Formation (Various)
- School Based - Emergency Management Systems
- School Based - Faith Formation
- School Based – Weekly Professional Learning Team Meetings (Religious Education, Literacy, Maths, Student Wellbeing)
- School Based - Little Learners Love Literacy
- Learning Diversity Australia - Science of Reading
- Learning Diversity Australia - Webinars
- The Writing Revolution
- Edith Cowan University - Strategies for Learning Difficulties
- Edith Cowan University - Direct Instruction and Teaching Effectiveness in Special Education

Number of teachers who participated in PL in 2022	29
Average expenditure per teacher for PL	\$1200

TEACHER SATISFACTION

The 2022 St Mary's School staff often expressed their gratitude to be able to work in a well regarded school, where the contributions of all were valued and appreciated.

MACSSIS staff survey results in the School Leadership Domain were above the MACS Average in all areas. All staff appreciate St Mary's School as a safe workplace with clear goals, excellent communication and a positive tone and culture.

In the Student Safety Domain, St Mary's School scored 86% compared to MACS 70%. Staff believe that all students are safe and well cared for. They acknowledge that Student safety and wellbeing are a priority at St Mary's School and everyone's responsibility.

In the School Climate Domain, St Mary's School scored 94% compared to MACS 74%. This data indicates that staff are enthusiastic and positive about the work they undertake. They feel supported in their roles and enjoy positive, professional relationships in a positive working environment.

In the Staff-Leadership Relationships Domain, St Mary's School scored 100% compared to MACS 79%. In each of the ten categories relating to Staff-Leadership Relationships, a score of 100% was achieved. This indicates that all staff consider leadership, trustworthy, friendly, approachable, supportive, fair, respectful and understanding. They acknowledge that leadership work in the best interests of the school and create professional relationships and a working environment which meets the needs of all staff.

In the Instructional Leadership Domain, St Mary's School scored 79% compared to MACS 54%. This data indicates that leadership are knowledgeable about best learning and teaching practices and communicate a vision for learning and teaching at St Mary's School. Leadership listen to staff and assist them to address instructional issues in their classrooms.

In the Feedback Domain, St Mary's School scored 71% compared to MACS 39%. In each of the five areas in this domain, the scores improved by more than 10% from 2021. This is due

to the implementation of a feedback strategy, in which all staff engage in a termly check in, where many aspects of their work and performance is discussed and feedback given.

In the School Leadership Domain, St Mary's School scored 94% compared to MACS 57%. This is a result of the positive and productive school culture that has been created and maintained at St Mary's School.

In the Staff Safety Domain, St Mary's School scored 91% compared to MACS 63%. This indicates that staff feel that their workload is manageable, they are successful in their role and occupational health and safety concerns are managed thoroughly and in a timely manner.

In the Psychological Safety Domain, St Mary's School scored 86% compared to MACS 64%. This data reinforces the staff perception that they are safe to speak up about what is on their mind, make and learn from their mistakes and experiment with new approaches with support from leadership.

In the Professional Learning Domain, St Mary's School scored 92% compared to MACS 60%. Professional learning is a priority and staff were very satisfied with the professional learning opportunities afforded to them. A financial commitment to this endeavour, again saw all staff undertake extensive professional learning. A commitment to professional learning ensured that skill levels were of a standard to facilitate improvements in student learning.

In the Collaboration Around an Improvement Strategy Domain, St Mary's School scored 92% compared to MACS 65%. All staff at St Mary's School are aware of our school's improvement plan. All aspects are clear and achievable. Our school's resources, processes and procedures are all aligned with our improvement plan and programs and initiatives are implemented to achieve our goals.

In the Collaboration in Teams Domain, St Mary's School scored 98% compared to MACS 71%. Staff value the opportunity to work in a supportive team, accessing data to assist in planning for learning. Professional dialogue is encouraged and student assessment is used as a springboard for discussions about teaching.

In the Support for Teams Domain, St Mary's School scored 100% compared to MACS 65%. Leadership protects each team's meeting times, and it is supportive of decisions made at a team level. This contributes to each team's efficacy and productivity.

In the Collective Efficacy Teams Domain, St Mary's School scored 98% compared to MACS 77%. Teachers are confident that they can motivate their students and progress their learning.

In the Catholic Identity Domain, St Mary's School scored 85% compared to MACS 74%. Catholic identity and faith celebrations were reintroduced in 2022 and students, staff and families acknowledged that staff give witness to Gospel Values in their interactions with, and care for, each other, the students and families. Staff believe St Mary's School is a school of faith, where Catholic Identity is valued.

Annual Review Meetings and Termly Check ins were conducted, and staff were appraised and thanked for their contributions. It was pleasing that leadership also received thanks and positive affirmation from staff in all areas. The school climate was once again safe, inclusive, cohesive and positive. The staff continue to be supportive of one another and use a team approach. A strong collegial culture was maintained and teacher satisfaction and morale again remained high.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	71.9%
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ALL STAFF RETENTION RATE

Staff Retention Rate	67.7%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	18.8%
Graduate	18.8%
Graduate Certificate	12.5%
Bachelor Degree	75.0%
Advanced Diploma	31.3%
No Qualifications Listed	18.8%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	27.0
Teaching Staff (FTE)	22.7
Non-Teaching Staff (Headcount)	18.0
Non-Teaching Staff (FTE)	15.9
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Goals:

To empower families as partners of learning.

To seek, develop and sustain authentic community partnerships.

Intended Outcomes:

Modes of engagement are responsive to parent feedback.

Achievements

Throughout 2022, many of our pre-pandemic events and activities were reintroduced. We welcomed new teachers and additional support staff to our school community. This additional staffing allowed us to maintain reduced class sizes, to support the impact of disruptions from the previous years.

At the year's end, we said farewell to some classroom teachers, who are all pursuing roles in other schools, with the knowledge, skills and attributes developed while at St Mary's School.

As a school community, we were very appreciative that we were all able to gather together as a whole school community to celebrate events throughout 2022. Some normality appeared with 'Meet the Teacher', School Sports, Mother's Day breakfast and the celebration of Sacraments. School assemblies, community events, parents onsite, the Colour Run, school camps for 3/4 and 5/6 students and excursions were all able to proceed since the ongoing restrictions of the previous two years were permanently lifted and were very much enjoyed by the students. Families' attendance at the 2023 Foundation transition mornings, Year 6 graduation and last day of school celebrations were very well attended and signalled that normality had generally returned, but it would be a new kind of normal.

St. Mary's School values families as partners and co-educators of their children. In 2022, again we saw the partnership as important as ever, re-establishing routines and supporting our students to settle into learning back onsite for the entire school year. Teachers and families were able to connect face to face for 'Parent Teacher Interview's' or meetings to discuss student progress. These were meaningful discussions about their children and their learning and parents were well placed to contribute to the discussions, as they had closely supported their children with their learning in the previous two years, during remote learning. Additional meetings, including Program Support Group meetings, between staff and parents were conducted either online or onsite, depending on participants' preference. This arrangement was efficient for both families, teachers and allied health support.

The Parents and Friends' Association continued to work innovatively and creatively throughout the year, with 2022 once again being very successful. The concept of 'friend' raising and 'fund' raising continued to be the focus of planned events. The attendance at the parent social evening and trivia night was extremely pleasing. The emphasis again was made in 2022 to make sure events were priced at a minimal cost so that everyone in our school community could attend, if desired. The Foundation welcome night was again well received, allowing our new and existing families to bond in a social context and form relationships. After two years of limited ability to fundraise, this was back on the agenda and our families supported the Parents and Friends' Association in raising funds to provide our students with valuable resources.

A significant change that took place at the beginning of the 2022 school year, as a result of the new governance model was the replacement of the well established School Advisory Board with a School Advisory Council. A new Terms of Reference was provided for schools by MACS and the members of the School Advisory Council worked collaboratively to establish our norms within this context. The School Advisory Council continued in their supportive role of the Principal and the school, throughout the year.

The school's newsletter continued to be an effective way of communicating to families to support and inform the community of what was happening at St. Mary's School. This communication was emailed to families on a fortnightly basis and has continued to be a successful mode of delivering key information. The school's official Facebook page and Instagram supports this document by featuring reminders and this assisted families to support each other in the busy day to day.

Our social media platforms were again continually utilised to engage families through images and information about school events. Additional communication such as phone calls, emails and zoom meetings gave families the opportunity to reconnect to our school community.

The school continued to be actively involved in community projects. Connections were established or maintained through continued support of the Parish Pantry, Bayleaf Community Kitchen and by attending a number of local excursions, such as to the Library, Art Gallery, iceshare, other schools, Masses and the Museum of Art and Play.

MACSSIS survey results for families indicate that there continues to be a strong partnership between home and St Mary's School. After two very disruptive years due to COVID19 and the government mandated restrictions, it was pleasing to see positive results.

In all seven domains, St Mary's School scored above the MACS average.

Family Engagement - 48% as compared with MACS average of 46%

Barriers to Engagement - 72% as compared with MACS average of 66%

School Fit - 86% as compared with MACS average of 76%

School Climate - 88% as compared with MACS average of 85%

Student Safety- 75% as compared with MACS average of 72%

Communication - 82% as compared with MACS average of 72%

Communication - 71% as compared with MACS average of 64%

PARENT SATISFACTION

The 2022 St Mary's School families often expressed their gratitude to be part of a well organised, inclusive and successful school, where the contributions of all were valued and appreciated.

The 2022 Family MACSSIS survey results were above the MACS average in all seven areas. In the Family Engagement Domain, St Mary's School scored 48% compared to MACS 46%. This indicated that families value communication with their children's teachers, like to be involved at the school and are likely to recommend St Mary's School to prospective families

In the Barriers to Engagement Domain, St Mary's School scored 72% compared to MACS 66%. The main barriers, identified by families to engaging at St Mary's School included; child care needs, transportation and personal schedules.

In the School Fit Domain, St Mary's School scored 86% compared to MACS 76%. In each of the seven categories, St Mary's School achieved higher than the MACS average. This indicates that families believe that their children belong, receive assistance and have their learning needs met. They also believe the experiences offered match their children's needs and they are prepared well for the next school year.

In the School Climate Domain, St Mary's School scored 88% compared to MACS 85%. Families identify that their children enjoy coming to school, are motivated by lessons, respect staff and that the reporting system communicates efficiently, the growth and progress of their children. It also indicates that families view the leaders, teachers and staff as approachable and they feel welcome at the school.

In the Student Safety Domain, St Mary's School scored 75% compared to MACS 72%. Families view St Mary's School as a safe place for their children where respect is demonstrated between all community members.

In the Communication Domain, St Mary's School scored 79% compared to MACS 72%. This reflects the value placed on feedback and support for families. Families understand and appreciate the school's processes and procedures.

In the Catholic Identity Domain, St Mary's School scored 71% compared to MACS 64%. Catholic identity and faith celebrations were reintroduced in 2022 and while participation was low, those who attended appreciated the opportunity. Families acknowledged that Gospel Values are emphasised in the interactions with, and care for, each other. Families believe St Mary's School is a school of faith, where Catholic Identity is valued.

Families believe that all students are safe and well cared for at St Mary's School. They acknowledge that student safety and wellbeing are a priority at St Mary's School and is everyone's responsibility.