



St Mary's School Mount Evelyn

2021 Annual Report to the School Community



Registered School Number: 1804

Table of Contents

- Contact Details2
- Minimum Standards Attestation2
- Governing Authority Report.....3
- Our School Vision4
- School Overview.....5
- Principal’s Report7
- Education in Faith.....9
- Learning & Teaching11
- Student Wellbeing15
- Child Safe Standards.....17
- Leadership & Management19
- School Community22
- Future Directions23

Contact Details

ADDRESS	58 Clegg Road Mount Evelyn VIC 3796
PRINCIPAL	Angela Glennie
GOVERNING AUTHORITY	Melbourne Archdiocese Catholic Schools Ltd
TELEPHONE	03 9736 2219
EMAIL	principal@smmountevelyn.catholic.edu.au
WEBSITE	www.smmountevelyn.catholic.edu.au
E NUMBER	E1312

Minimum Standards Attestation

I, Angela Glennie, 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 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

29/03/2022

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

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

Love Above All.

In our faith, in our words, in our actions.

In our diversity, in our striving.

In our sharing, in our hoping.

This is our journey, this is our truth.

"Love never gives up, never loses faith is always hopeful and endures." 1 Corinthians 13:7-8

School Overview

St. Mary's Primary School, which opened in 1980, is situated in the Yarra Valley and has an enrolment of approximately 310 students who come from culturally and socio-economically diverse backgrounds. Families come from the townships surrounding Mt Evelyn. Many of the children are bussed in from the outlying areas, free of charge, on the Invicta and Martyrs buses.

St. Mary's is situated on seventeen acres of bushland, incorporating extensive play areas that include an oval, courts, a fitness track, bush chapel, three separate areas of play equipment, including a separate playground for Prep students, a community garden and quiet play areas equipped with table tennis tables, games and sets of giant chess and draughts. All areas of our school have been refurbished, providing functional spaces to enhance learning. We have a well-stocked library and specialist teachers in Library, Performing Arts, Visual Arts, Wellbeing, Italian and PE. The property is partly landscaped, focusing widely on native trees and plants. The grounds provide an opportunity to be used by staff, children and families for both recreational and educational purposes. We have fourteen classes: two x preps, four x one-two classes, four x three-four classes and four x five-six classes. We try to ensure that, after Prep, the children remain with the same teacher over a two-year period. We believe that this promotes a stable learning environment, minimises the loss of learning time (at the beginning of each year), and ensures the continuity of learning for our students so that they may achieve their potential.

The school is supported by the Parish, School Advisory Council, Parents and Friends Association and a very positive parent body. Parents are encouraged to participate in various curriculum and extracurricular activities, e.g. Literacy program, The Arts, Religious Education, weekly assembly, liturgies, toddler story time, gardening and craft clubs as well as excursions and sporting programs.

We have a staff of 45, comprising 27 teachers and 18 learning support officers and administration staff. With the assistance of our Learning Support Officers, we work hard to address the learning needs of all children. As well as endeavouring to extend students in the classroom; an extension program for Literacy and Mathematics is run several times a week to enable like-minded children to work together to further stimulate and challenge each other as well as achieve personal learning goals within the classroom. When children are experiencing difficulties, we believe it is important to intervene early and find that short, daily intervention programs and support have the greatest positive impact on student learning and growth. We work closely with parents and value their input through Program Support Group meetings, and we have trained staff onsite who are qualified to administer User B educational assessments. If student data indicates that our intervention is not having the desired impact, children are further assessed and referred to MACS Learning Diversity or consulting specialists. As well as the interventions that take place in the classrooms, with the assistance of the Learning Support Officers, we also run Mini Lit and PERI for Literacy, and have two Number Intervention staff who work across the school four days per week. These teachers also work closely with classroom teachers and Learning Support Officers, often facilitating planning and providing professional learning for staff.

Collaborative, data informed planning, teaching and decision-making procedures are well-developed. Teachers in each level, consult student assessment data, plan and work together regularly and provide opportunities for interaction amongst all students. We have a very successful prep/year six buddy system operating in the school and a highly active Student Action Team, who meet regularly with the principal discussing and planning student initiatives.

Student and family wellbeing are a priority at St Mary's with the firm belief that wellbeing underpins overall development and student success. Wellbeing is supported by the employment of a Student Well-being Leader, Pastoral Care Worker, and remote access to a School Psychologist.

The Parish Priest, Principal, Staff and families value St. Mary's as a welcoming and inclusive community of people who share a common commitment to our motto, "Love Above All". As members of a Catholic Parish School, we strive to be models of the Gospel values of love, understanding, respect and service, reflecting upon the examples set by those within the gospels as well as those within the community.

In 2021, we embarked on our next four year's work with the School Improvement Plan, devised as a result of the highly successful formal School Review carried out in December 2020. Our commitment to school improvement is mobilised by all staff who hold a shared commitment in working together to increase engagement, resilience and learner confidence, with the aim to achieving continued improvement thus ensuring ongoing and better outcomes for all of our students.

Principal's Report

2021 was a year of reflection, challenge, exploration, initiative, feedback and genuine collaboration and achievement. The St Mary's staff continued to build their whole school commitment to school wide improvement as they entered into improvements of practice and engagement that emerged from the 2020 School Review. Initial actions on this journey of School Wide Improvement included extensive work in Literacy, partnering with Eastern Region Learning Consultants and the formation and membership of the RE Hills Collective; a partnership between Outer Eastern Catholic Schools and Eastern Region RE Consultants.

Once again remote learning was thrust upon us, and we were able to reflect upon the findings of parent and student experience surveys, from 2020 to help to improve the remote learning experience for the community. Google Classroom attendance averaged 90% throughout remote learning. Features of remote learning included:

- ESO support provided to critical students in the Google meet space.
- Student Action Team (SAT) met with the principal and one of the year 5/6 teachers each week to co prepare live, student lead, google Whole School Assemblies. These were very well attended, most weeks over 200 participating families.
- Specialist programs
- Google Parent Q & A sessions held by principal and other leaders throughout
- Pastoral Care support was provided by the Pastoral Care Officer, the Wellbeing Hub and Self Care Online Support Group. Tuning Into Kids Parent Program was also provided after hours online.
- Daily videoed serial reading by the principal
- Issuing over thirty devices to families.
- Intensive and ongoing IT support
- Google teaching and class supervision from 9:00am- 1:00pm daily, (eating breaks, brain breaks included).
- Gifted Education classes
- P/T interviews and PSGs online
- Weekly Class Challenges and virtual scoreboard to assist with student engagement
- Onsite students in the library each with a device and headphones engaged in the online class.
- Online Prep/Year Six buddy interactions.
- Online choir sessions
- Online guitar and recorder sessions.

St Mary's was also proud to host their very own St Mary's Online Show, which saw all students participate in a number of Show Themed Events ranging from cupcakes to horseback riding!

St Mary's continued to partner with the Outer Eastern Principal's Network, and the School Improvement Learning Collaborative which continued to partner schools with Dr. Lyn Sharratt, in highly personalised and strategic cycles of inquiry.

2021 whilst overshadowed somewhat by Covid-19, had many highlights including:

- Year 6 Camp, Bike Ed and 5/6 leadership week
- Participation in the RE collective with other Outer Eastern schools to further enhance RE teaching throughout the school and region
- 'Around the Grounds' and 'Pathways to Leadership' weekly staff sessions.
- Whole Staff One Day Live In which focused on whole school literacy improvement.
- Growth Coach International Coaching Course for leadership team members.
- Sacramental Information Night (face to face)
- District Swimming Carnival (selected students)
- Program Support Group meetings both face to face and remote
- One provisional teacher completed VIT project
- Celebration of the sacraments of Reconciliation and Confirmation.
- ARMs (staff Annual Review Meetings with principal)
- Prep Transition program facilitated (face to face).
- Christmas Carols Filmed and delivered as an online event including a raffle
- Italian Day onsite
- Grade Six Fun Day onsite
- Whole school fun day onsite
- Graduation Candle ceremony on-site and outdoors
- Graduation farewell concert on-site and outdoors
- Graduation Luncheon
- Guard of Honour and balloon arch (socially distanced)
- Interventions continued remotely including MiniLit and Number intervention
- Mini Vinnies "drive through" winter appeal

The severe storm events of Melbourne also greatly impacted both the school site and the homes of several families. These were times when emergency management support was received by MACS and once again the school was forced to be further resilient. The school was successful in securing a supplementary grant in order to start the required upgrade to the fire service. The afore mentioned is a credit to every member of the St Mary's School Community in their combined efforts to not only manage but grow stronger together throughout the year. Despite another year of challenge, St Mary's continued to be united through their Vision statement of 'Love Above All'.

Education in Faith

Goals & Intended Outcomes

The goal for Education in Faith for 2021 was:

To ensure effective whole school pedagogical knowledge and practice.

The intended outcome was:

That Pedagogy of Encounter is enacted and embedded across the school.

Achievements

A strong culture of community celebration, social outreach and prayer continued throughout 2021. The students eagerly participated in experiences that provide them with opportunities to live out the principles of Catholic Social Teaching. The staff continued to make explicit connections to the Catholic faith to cultivate discipleship and further the students' understanding of service and servant leadership. Ongoing Professional Learning The ECSI data reveals a significant emphasis, expressed by school staff and parents, for a Values Education approach, with staff aware of the importance and challenge of engaging students in meaningful dialogue about connecting faith and life. The staff has continued to explore recontextualisation as a means to meet this challenge. Professional Learning in Religious Education and in personal Religious development continues to be a school priority. The school's motto, Love Above All, is clearly identified by students, staff and parents, and it is evident that the values associated with the motto are well understood by members of the school community. The interruptions of Covid-19 restrictions, prevented the school community from celebrating the sacraments of Confirmation and First Eucharist, both of are planned for 2021.

VALUE ADDED

Embedding of the renewed RE curriculum & 'InquiRE', Pedagogy of Encounter in line with current inquiry planner, in our distinctive Catholic context. The use of provocations continued throughout the school especially at the start of inquiry units. The REL attended RE network meetings online during 'COVID'. Daily prayer continued. Project Compassion was embraced by the community using the 'Caritas' curriculum to promote donations for the needy. The 2021 'Mini Vinnies' program continued to thrive with members commissioned after 6 months of service to the school community. 'Mini Vinnies' promoted Catholic Mission month and hosted 'Socktober' day, to raise money for Catholic Mission. Children wore coloured socks and gave a gold coin donation. The REL completed the Emerging Leaders Program. Weekly RE news and reflections continued in the school newsletter. Celebration of Mary through Marian feast days and during May with a focus on Mary and the rosary. Continued election of Faith Captains into the SAT (Student Action Team). The School Song, by Andrew Chinn, collaboratively written and performed by St Mary's was embedded into all school gatherings. The office entrance space was redecorated to be a specifically Catholic space of welcome. Staff opportunities including prayer, masses, reflection and retreats. The Parish priest also spoke at sacramental family evenings, facilitating workshops for the students and families. Our annual Christmas Giving Tree was again well-supported, with gifts being donated for all members of families assisted by the St Vincent de Paul Society throughout the year. The school continued to work

with the MACS sponsored RE Hills Collaborative which combined three Outer Eastern Region Schools with a commitment to reviewing, sharing and strengthening practice in Faith Education.

Learning & Teaching

Goals & Intended Outcomes

Intended goal: To ensure effective whole school shared pedagogical knowledge and practice.

Intended outcomes:

That consistent effective practice in Literacy is evident across the school.

That effective Mathematical practices are embedded across the school.

Achievements

Once more our Vision for Learning and Teaching, professional responsibility and high expectations for all underpin the work we do at St Mary's.

The Shared Vision for Learning and Teaching is:

At St Mary's we believe that quality learning and teaching demands high expectations of teachers and students within the context of contemporary best practice. We believe that quality learning and teaching inspires, motivates and challenges students and teachers; it encourages and supports an inner drive for learning across all areas: social, emotional, academic and professional.

Quality learning and teaching is explicit, scaffolded, reflective and personalised in nature. It is maximised: when environments are welcoming, engaging and safe, when teachers know, listen to and respect their students, and when decisions are made collaboratively.

Quality learning and teaching must be accessible to all members of our community in order that we enact our mission of "Love Above All."

Achievements of note include:

- Continued to develop whole school and level, effective data usage strategies to inform differentiated teaching and learning.
- Extension of writing rubrics to include grammar and punctuation.
- Visible Learning Intentions and Success Criteria for Literacy, Maths & RE all Learning Intentions evident in all work programs and central to all teaching spaces.
- Embedded the use of Learning Arrow and Bump it up walls across the school as a feedback strategy for student learning.
- Continued use of Data Walls to inform Writing progress, trends and instruction.

The use of data to inform differentiation in learning and teaching was a focus, with particular attention to achieving growth as a measure of success. Data Walls were used to inform writing progress, identify trends, drive instruction and identify areas for improvement.

Visible learning was a prominent characteristic of our classrooms. Learning Intentions and Success Criteria were further developed and made more explicit to students in Literacy, Maths and Religious Education. These were also displayed and documented in work programs and introduced into other areas of the Curriculum and specialist classes.

Learning Walks continued to be utilised by the leadership and staff teams with school wide patterns identified and utilized for further enhancement of student outcomes. The school entered into working with MACS Literacy consultant to build a Pedagogical Framework grounded in research to which we agree and are held accountable. This resulted in further investigation with

the staff into High Impact Teaching Strategies and the beginnings of investigation into the Science of Reading. The Maths Leader and three ESO staff began training in the GRIN program which supports students in the lower middle band; preparing their conceptual knowledge and language prior to the Maths lesson. The Maths leader also facilitated the Maths efficacy survey and introduced the whole school routines of Counting Collections and Number Talk with staff and students.

Improvements in the area of Learning Diversity also occurred:

- The Learning Diversity Team devoted time and energy into refining and embedding processes.
- The Learning Diversity Team led the staff through the NCCD requirements, designed to accurately identify and cater for students requiring learning adjustments.
- The Learning Diversity Team continued to monitor and adjust the network- based record keeping system for all students on the NCCD
- Staff mentoring around Personalised Learning Plans, SMART goals and the referral process continued
- Remote PSGs were held during lockdowns and offered once on-site learning recommenced.
- Continuation of a team approach to Program Support Group Meetings.
- Refinement of the use of Educational Support staff in the delivery and record keeping of interventions.

Online Resources utilised over lockdown including the trial of Mathletics by the Seniors school.

Continued the promotion of the Peter Sullivan work including the inclusion of Challenging tasks in level units of work.

STUDENT LEARNING OUTCOMES

The comparison of NAPLAN data from 2019 to 2021 is called Relative Growth data. The 2021 cohort of Grade Five students showed similar patterns of relative growth compared to the state results particularly in the areas of Writing and Numeracy. We had more students achieving medium growth than the state in our Grammar results. The students achieving medium growth in the areas of Writing, Numeracy and Spelling were comparable with state results. The percentage of students making high growth was consistent with the state in the area of Reading. We had at least 95% of students at or above the minimum national standard for Numeracy and Grammar, with 100% of students achieving this standard for Reading. Within the cohort, the girls scored higher than the boys except in the area of Numeracy which was also evident in state results.

To improve student outcomes, we have several programs and strategies in place including: MiniLit, Heggerty Phonemic Awareness Program, Daily Spelling clinics, Writing Rubrics, Literature Circles and the use of Mentor Texts for Literacy. In the area of Numeracy, we include Number Intervention, Counting Collections and Essential Assessment. Dedicated Literacy and Numeracy blocks are factored into the school timetable. To enhance curriculum and teaching practices, Professional Learning for all staff is ongoing, relevant and needs-based. The use of

Learning Support Staff across the school enables all students to access the curriculum at their level.

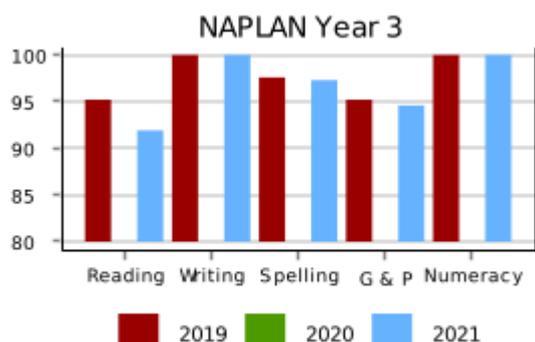
Targets to improve student outcomes are resultant of data collection, analysis and discussion, Learning Walks and consultation with Learning Consultants. Level sprints coordinated by the curriculum leaders is one way to drive strategic and narrow focused improvement for cohorts of students. School wide attention to practices and programs which are data informed and research supported is strategically driven, supported and monitored by the leadership team.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	95.2	-	-	94.6	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	95.2	-	-	91.9	-
YR 03 Spelling	97.6	-	-	97.3	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	82.5	-	-	97.4	-
YR 05 Numeracy	100.0	-	-	97.3	-
YR 05 Reading	97.5	-	-	100.0	-
YR 05 Spelling	97.5	-	-	86.8	-
YR 05 Writing	97.5	-	-	94.3	-

* 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 empower our community to actively engage in the continual improvement of learning, well-being and faith.

Intended outcomes:

That a sequential Wellbeing approach is consistent across the school.

Achievements

The Positive Education Enhanced Curriculum which comes out of Monash University was implemented across the school. Well-being learning intentions and success criteria were audited to gain a school wide picture of the manner in which well-being was being taught in the school. The PATW survey was initiated for years 3-6. The well-being leader completed Tuning into Kids facilitator training and teamed up with the pastoral care worker, ran the six-week parent education program remotely.

VALUE ADDED

Meditation

Tuning into Kids

Well-being Hub (afternoons during remote learning)

Weekly online well-being catch-ups for parents facilitated by principal and pastoral care staff

Weekly emails from class teachers including well-being focus and self-care strategies

STUDENT SATISFACTION

Despite the ongoing efforts of staff to focus on student well-being needs, the MACSSIS data shows a slight drop in most well-being indicators for students. The staff have unpacked this and believe that some of the indicators were also effected by the personal and school effects of the significant storm event. St Mary's well-being satisfaction results usually sit significantly higher than average and during 2021, hovered at or around average. This will be an area of focus for 2022.

STUDENT ATTENDANCE

Student non-attendance is included in reports and followed up personally with parents or guardians. Unexplained absences (of more than one day), are noted with contact being made from school to home via telephone or face to face. The importance of regular attendance is also stressed at Information Sessions, in the school newsletter, on our website and via displays within the school. When non-attendance becomes a pattern of behaviour, a meeting is called with parents, guardian, teacher and principal. Barriers to attendance are discussed with agreed attendance goals and actions minuted and monitored. During Remote Learning which was delivered via Google Classroom, all teachers marked the daily roll. The telephone absentee line was active and checked daily. Follow up from teachers occurred when unexplained absences were experienced, with teachers consulting with leadership when patterns appeared to be developing. Support from leadership to families was extended personally when required.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	91.5%
Y02	90.5%
Y03	92.6%
Y04	92.5%
Y05	93.8%
Y06	91.3%
Overall average attendance	92.1%

Child Safe Standards

Goals & Intended Outcomes

Child safety is central to our school motto of 'Love Above All'. Our goal is to create, maintain and promote a community committed to the following rationale:

At St Mary's Primary School, Mt Evelyn we hold the care, safety and well-being of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel. (St Mary's Child Safety Policy May 2017).

Child Safety is highlighted further in our Vision Statement when we specify 'Love Above All' in our words, actions, striving, diversity and journey.

Child safety is included in every area of our School Improvement Plan, specified in the Well-being Goal:

To provide a safe and consistent learning environment that maximises the well-being of each student within our Catholic context

As a wider school community, we aim to educate all members of the community around the responsibility that each person has to ensure the safety of every child.

We have a strong commitment to the ongoing monitoring of child safety resources and practices within our school and parish community. We have dedicated staff members who remain informed of changes within the Child Safety Legislative requirements and whom work together to implement the changes and advertise these changes to the community as they occur. Child Safety is regularly discussed across all areas of the school and parish community, it remains at the forefront of conversations.

Achievements

Child Safety remains an active priority across all areas of the school community; the following are specific examples of this work during 2021:

- Review of Child Safety Policy and Code of Conduct ensuring compliance with current legislative requirements.
- Refinement and application of the email system to parents reporting same day unexplained non-attendance.
- Annual staff training around Child Safety standards, including whole staff online training specific to Child Safety, Reportable Conduct Scheme and Mandatory Reporting.
- Inclusion of Child Safety on all weekly staff meeting agendas.
- Attendance of key staff at MACS briefings and professional learning sessions around Child Safety.
- Staff training and discussion around Reportable Conduct Scheme.
- Implementation of protocol for principal and parish priest around Reportable Conduct Scheme.
- Child Safety compliance systems (including dedicated staff), which ensure maintenance of records regarding staff, volunteers and contractors and which highlight potential breeches of requirements.

- Inclusion of Child Safety questions at interviews for new staff.
- Inclusion of Child Safety questions in referee checks for new staff and volunteers.
- Development of risk assessment template and procedures by the Well-being Team, with follow-up briefings to all staff around planning obligations and protocols.
- Continued entry into Student Activity Locator via MACS portal.
- Email contact made with parent for unexplained absences (by 11am on the day of absence)
- Regular communication from the principal to the parent community highlighting Child Safety concerns, responsibilities and opportunities for discussion relevant to local context.
- Discussion and training at School Advisory Council
- Weekly Student Action Team meetings with principal, deputy and well-being leader as a forum for students to share concerns, questions and develop initiatives to raise the awareness and empowerment of all students around child safety.
- Parent forums focusing on Child safety and well-being during Covid-19.

Leadership & Management

Goals & Intended Outcomes

Goal:

To ensure leadership that mobilises and drives school wide improvement.

Intended outcomes:

That a coaching culture around feedback is evident.

That collaboration in teams improves.

That staff are accountable to agreed policies and practices.

Achievements

Provision of PL and support for leadership regarding coaching abilities. Growth Coaching International Training for leadership.

Strengthened PL and feedback for staff using the growth coaching model.

Co-design of peer coaching framework with staff; self selected coaching partnerships trialled.

Co-construction of and agreement around whole school literacy pedagogy and practices.

Principal and Deputy modelled and facilitate accountability discussions with staff, with commitment to facilitate team feedback discussion reviewing accountability connected to whole school agreements.

Investigation into what is facilitated planning; providing clarity through critical inquiry and professional reading to inform staff of the purpose and nature of facilitated planning.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

- Pedagogy of Encounter tool in planning and teaching whole staff PL
- Series of work shops and PL Whole school pedagogical framework
- Leadership participation in School Improvement Learning Collaborative (partnered with Dr. Lyn Sharratt)
- Literacy leader Collaborative Inquiry via network
- HITS in literacy school wide collaborative inquiry
- Getting ready in Numeracy GRIN training and certification x 4 staff members
- Completion of facilitator training for 'Tuning into Kids' for Well-being leader
- Seesaw facilitator PL for IT leader followed by workshops for classroom teachers
- 5 x Leadership Team members complete training: The Impact Cycle. Growth Coaching International

Number of teachers who participated in PL in 2021	25
Average expenditure per teacher for PL	\$830

TEACHER SATISFACTION

School Climate whilst in line with MACS average was down from 2019 (pre-Covid).

Staff leadership relations increased from 86%-92%.

School leadership satisfaction was average at 74%.

Staff safety increased by 10% whilst psychological safety remained consistently high at 84%.

Instructional leadership was well above MACS average at 93%

Collaboration both in teams and within the School Improvement process well exceeded MACS averages at 94%

Support for teams and collective efficacy both scored in the 80% range.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	84.4%
--------------------------------	-------

ALL STAFF RETENTION RATE

Staff Retention Rate	88.9%
----------------------	-------

TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	9.1%
Graduate	31.8%
Graduate Certificate	9.1%
Bachelor Degree	72.7%
Advanced Diploma	27.3%
No Qualifications Listed	9.1%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	31.0
Teaching Staff (FTE)	22.8
Non-Teaching Staff (Headcount)	16.0
Non-Teaching Staff (FTE)	11.7
Indigenous Teaching Staff (Headcount)	1.0

School Community

Goals & Intended Outcomes

Goal:

To empower our community to actively engage in the continual improvement of learning, well-being and faith.

Intended outcomes:

That the school community strengthens their understanding of the interconnection between faith, life and culture.

That parents show improved engagement through digital platforms.

That effective community partnership opportunities are evident.

Achievements

Improve regular communication around student learning between classroom and parent through weekly classroom emails to parents which cover all areas of school life relevant to the week/s

Introduction of online feedback platform to facilitate parent input into child's learning; introduction of Seesaw at 5/6 level.

Investigated and implemented recess engagement opportunities with the SAT team. This resulted in regular recess Dance Parties, Golf Range, Lego Club, student lead Craft Club.

Transitioned to Student Progress Reports online through nForma portal.

Athletic Carnival included coffee van and Their care involvement.

Parent Teacher Interviews offered both onsite and online.

Ed Board and P&F adjustments to timing and delivery. Alternating afternoon onsite with evening google meets.

PARENT SATISFACTION

School prep enrolments remained the same as previous year at 44. This enrolment trend is in line with the 5 year trend.

The retention rate of students was 95% with some families moving to rural Victoria and interstate.

Students enrolled with a disability account for approx. 20% of enrolment total.

Family engagement was 39% with a significant difference between females (51%) and males (27%). Family fit was 65% again with a significant difference between females (76%) and males (55%). It is to be noted that these results are significantly lower than pre-Covid results.

Future Directions

The future directions listed here continue to move the school from being a year one school to a year two school in the early years of the School Improvement cycle. This is best summarised in the school's strategic intent:

At St. Mary's we are committed to developing a school wide culture of improvement through strengthened leadership, deepened community engagement and effective whole school practices.

We aim to ensure effective whole school shared pedagogical knowledge and practice particularly in Education in Faith, Literacy, Numeracy, Well-being and Community Engagement with a commitment to ensuring:

- That Pedagogy of Encounter is strengthened and embedded across the school.
- That consistent effective practice in Literacy is evident across the school.
- That effective Mathematical practices are embedded across the school.
- That a sequential Well-being approach is consistent across the school.

We aim to empower our community to actively engage in the continual improvement of learning, well-being and faith by a commitment to ensuring:

- That the school community strengthens their understanding of the interconnection between faith, life and culture.
- That parents show improved engagement through digital platforms.
- That effective community partnership opportunities are evident.
- Leadership that mobilises and drives school wide improvement through the establishment and strengthening of a school wide coaching culture, improved collaboration in teams and staff accountability on agreed policies and practices.