

St Mary's School Echuca

2022 Annual Report to the School Community



Registered School Number: 584

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Contact Details

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|-----------|--|
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Minimum Standards Attestation

I, Jasmine Ryan, 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.

30/03/2023

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

The 2022 Catholic Education Week theme “Tell the Good News” expresses both the joys and challenges of offering Catholic education across the Sandhurst diocese.

We continue to be committed to providing contemporary and innovative learning environments that value diversity, promote care, respect and co-operation. In 2022 our schools diligently responded to the transition back to continued face to face learning against the disruptive backdrop of the previous two years. This transition was exacerbated by staff and student absences due to COVID 19 quarantine requirements. However, school communities demonstrated outstanding resilience to find creative and sustainable pathways to ensure continuity of learning was maintained and the Good News continued to be heralded.

Our changed governance structure continues to mature, with both CES Ltd and SCECEC Ltd committed to ensuring the highest quality student outcomes in a safe and nurturing environment. A future focus that offers direction and solidarity will find expression in the development of a diocesan-wide Strategic Plan, 2023-2027.

Partnerships between schools and parishes remain a priority as parish priests continue their vital leadership role in support of the spiritual and pastoral needs of the school community. The sacramental life of both school and parish expresses and invites participation in the evangelizing mission that brings Good News to all.

Significant investment in new learning facilities and school infrastructure through the Catholic Capital Grants Program and the hard work of our school communities have ensured the provision of high-quality learning and teaching facilities for both staff and students.

The nation-wide shortage of teachers has had an impact on all schools, demanding new and innovative ways to attract and retain high quality and committed Catholic educators. Strategic initiatives will prioritize workforce placements that are sustainable and ongoing with particular attention given to our remote and smaller communities.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2022 of personnel in our schools and in the Catholic Education Office. They continue to work tirelessly for the students and families, telling the Good News every day.

Yours sincerely,

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

Vision and Mission

A faith community,
Learning together,
Spreading the Good News of Jesus through
Positive relationships,
Trust and love.

RESPECT others, self and the environment.
COURAGE to stand up and be strong even when it is hard.
Be INCLUSIVE of all, value differences.
Strive to ACHIEVE and be our best.
SERVE others with Jesus as our model.
CELEBRATE faith, achievements, all that life gives us.

School Overview

St. Mary's school was relocated to West Echuca from central Echuca in 2009 with an enrolment of 350. The newly constructed buildings were purposefully built to provide innovative and contemporary learning opportunities for students. Enrolments continue to be strong with prep intakes being consistently high. The 2021, enrolment figure is 620.

As a faith community we celebrate liturgically on a weekly basis with Year Level, Community and whole school Masses; Reconciliation for students from Years 3-6; special occasions and assemblies when restrictions allow. There is a strong sense of community evident, and parents are actively involved at many levels when they are able. The Diocesan "Source of Life" Core document and Religious Education Curriculum" forms the basis of our Religious Education program. The school is promoting Professional Learning Communities and Teams, encouraging teachers to work collaboratively to develop skills and knowledge that will enable them to provide highly engaging learning opportunities.

The school continues to focus on building the capacity of all teachers. Teachers are encouraged to attend appropriate professional learning and to share their newly acquired skills with others. The school continues to promote leadership at all levels, encouraging and supporting staff in their development.

The school continues to develop an Investigative Inquiry approach to learning across the school and encourages children to be active participants in the learning process. Data gathered at many levels, continues to inform our practice as we strive to maintain high academic standards

The school is extremely well resourced and the investment in buildings and technologies is significant, providing all students with a comprehensive learning environment.

Student wellbeing is included in every action plan. The Positive Behaviour in Schools (PBIS) continues to provide us with the strategies to be Respectful of Others, Self and the Environment. There is also a significant focus on supporting children with need and a special education co-ordinator, speech pathologist and an occupational therapist, provide expertise and advice to teachers and parents. Our school is a child safe school where All Students have a Right to Feel Safe and Be Safe All the Time.

Parents are valued and the school is committed to ensure communication between school and home is consistent and practical. Parents are invited to be active participants in their child's learning.

The School offers a comprehensive and varied curriculum, which is inclusive of specialist Performing, Visual Arts, Physical Education, Social Emotional Learning, Digital Technology and Indonesian subjects.

The school's Three-Year Future Direction Plan continues to inform the decision making at many levels.

St. Mary's takes great pride in its ability to provide for the needs of many. It has a commitment to best Learning and Teaching Practice and is very well supported by the Catholic Education Office Sandhurst.

Principal's Report

St Mary's experienced an exceptional 2022. Many changes to leadership have seen the school embrace new ideas, expertise and staff. All are committed to the greatness of the school. In 2022 St Mary's enrolled 630 students and 72 staff.

In 2022, I took over the Principalship of St Mary's Echuca after it was led exceptionally well by a cohesive team for over a decade. The staff, students and families warmly welcomed me and have been supportive in my transition. The school post covid was ready for a resetting of many practices and processes and energy to drive change and improvement after all. Victorian schools being affected by Covid. It has been wonderful to have such well-attended school events from our families.

The year was partially interrupted in Term 3 with the unprecedented flooding in our town and surrounding local areas. Our town was divided and isolated due to being a bordering town and this resulted in approximately 4 weeks of interrupted schooling. The school had approximately seven families impacted by the floods, our supports continue to be offered. Whilst the traditional learning at school ceased, the community support, connection and resilience were more alive than ever. Our school students, families and staff could be seen out in the community sandbagging, checking in on families and offering any support we had available. Our school was used as a temporary emergency base for additional police and community respite.

St Mary's staff are passionate and committed professionals, all going above and beyond for the students they teach and care for. We pride ourselves on our collaborative approaches and strategic commitment to school improvement. 2022 professional development focused on using data to drive practice, explicit instruction and behaviour management through Restorative Teaching, and Restorative Practices.

St Mary's School Advisory Board and Community of Parents and Friends continued to be invaluable support of the school, its students and families. The year saw our fundraising continue and our council discern, advocate and support school improvement. I thank all of these families for your time, passion and commitment to our school.

Achievements from 2022

- Production
- Composition of the Master Plan
- Sporting Accolades
- Restorative Teaching / Restorative Practices
- Developing data literacy of staff
- Families back on site to many events - Community Attendance
- Camps & Excursions
- ICON
- Enrolment _ Enquiry Tracker
- New Website
- NAPLAN online

The first year of my Principalship at St Mary's has been wonderful. It has been overwhelming how welcoming the community has been, excited by what lies ahead and the shared story of St Mary's has allowed me to transition thoroughly and be well-informed.

I thank everyone in the St Mary's community for such a successful year.

Jasmine Ryan

Parish Priest's Report

NA

School Advisory Council Report

NA

Catholic Identity and Mission

Goals & Intended Outcomes

- To build the capacity of staff to plan for and participate in meaningful, relevant liturgies and masses.
- To deepen experiences of prayer and spirituality in everyday life through encounters with the Risen Christ, enabling individuals to grow in understanding of, and relationship with Christ.
- To develop the capacity of staff in the unpacking of Scripture and the use of the Shared Christian Praxis and Catholic Social Teaching when planning for meaningful Religious Education classes.

Achievements

In 2022, the theme for Catholic Education was to 'Tell the Good News', from Mark's gospel. As a Catholic School community, we pledged to use our gifts to share the Good News to all. The gifts of Wisdom, Understanding, Right judgment, Courage, Knowledge, Reverence and Wonder & Awe help us to keep God in the centre of our thoughts and actions, with the Fruits of the spirit- love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, self-control being the actions we demonstrate as we share the Good News and God's love for all.

We held our first mass with year 5 traveling to the church during Caritas ks for a peace for Ukraine mass. Due to COVID restrictions, we had to wait until June before we could all gather as a whole school community to celebrate our first community mass. At this mass, we introduced our whole school prayer which embodies our St Mary's way of being. It incorporated our graduate outcomes into our school motto of faith, trust, and love. Our first whole school mass was a beautiful celebration of our school, our community, and every student.

Throughout 2022, we worked diligently to re-establish connections to our parish. We formally welcomed Fr Novie to our school community. We were engaged with his homilies! He played games with children, staff, and parishioners to help them understand the message in the gospel, usually games that involved listening (and friendly competition!). We made plans with Fr Novie to refurbish our chapel space, with a larger altar and a tabernacle to store the consecrated host. We supported and celebrated the children from grade 3 and up who celebrated their sacraments in 2022 and Fr Novie initiated 15 children as Altar Servers. There are many more who are keen to be initiated!

We enacted our 2022 Annual Social Justice plan. This involved identifying actions throughout the year revolving around Catholic Social Teaching principles. Term one centred around Project Compassion, raising funds for Caritas projects in Australia and around the world. Term 3 was a mission focus, raising awareness of poverty around the world and Term 4 was a food drive for St Vincent de Paul, where we were inundated with goods!

Teachers worked towards maintaining their teacher accreditation in Catholic Identity through professional learning opportunities. In 2021, CES LTD introduced compulsory professional learning in 3 areas over a 5 year period:

1. the aims and objectives of the Catholic school

2. Catholic curriculum, Religious Education, and faith development
3. Catholic identity, culture, tradition and theology (including prayer, liturgy, Scripture and Catholic social teaching).

In 2022, St Mary's Echuca chose to focus on faith development and tradition, and theology. As a school staff, we utilised a webinar 'Knowing Mary', facilitated by Fr Rob Galea - FRG ministries. This webinar explored who Mary was, her impact on the mission of God, and her impact on us today. We felt it was a relevant learning experience due to us being a St Mary's school. Staff also participated in a retreat at the beginning of the year, facilitated by Colleen Hampson and Maria Ford from CES Catholic Mission Team at Cadell on the Murray. Time was spent reflecting on the 2022 theme 'Tell the Good News' through prayer, conversation, and reflection.

VALUE ADDED

- Re connection with the St Mary's Parish
- Reintroduction of whole school liturgies and masses
- Sacraments of First Eucharist and Confirmation
- Intake of new altar servers
- 5 teachers committed to obtaining Accreditation to Teach RE
- Professional learning to contribute to TAP
- Commitment to the revised Source of Life Religious Education

Learning and Teaching

Goals & Intended Outcomes

To continue to develop data-driven literacy, improving data-literate behaviours

To share a 3 tiered coaching model

To extend coaching opportunities for staff in the area of Literacy & Numeracy, Religious Education.

To have a deep understanding of evidence-based content-specific pedagogy in order to plan sequenced learning in all curriculum areas

Achievements

The use of data was identified as an area of professional learning and need in St Mary's School Improvement Plan. Staff have varied interpretations of the collection and analysis of data to drive teaching and learning. Leadership explored whole data to identify explicit trends, growth and challenge areas. Staff responded with curiosity and shared accountability to modify practices to ensure student impact. Staff, students and families will continue to explore the use of data and deep analysis to improve and track student progress.

The 3 tiered coaching model was personalised and constructed for the professional growth of staff at St Mary's. This model was so impressive that moving forward may be adopted by teachers to drive improvement. Coaching continued to be a valued practice at St Mary's with coaches supporting and exploring best practices within key curriculum areas. Teaching staff and learning support willing seek the expertise of the Literacy, Numeracy and Catholic Identity leader. Coaches were also encouraged and empowered to seek out what is next for the teaching and learning practices for St Mary's.

Professional Learning Communities explored evidence-based pedagogical practices in annual action plan goals to ensure impactful change. The leader of learning and teaching presented, shared and supported staff in using a variety of evidence based practices that would ensure students were progressing. Assessment and the use of data was a key area explored in 2022.

STUDENT LEARNING OUTCOMES

St Mary's is committed to an annual assessment schedule that uses summative and formative assessments in literacy and numeracy. Termly students complete a variety of assessments to track growth and challenge.

Students at risk are supported by the classroom teacher through adjustments and in 2022 curriculum coaches ran interventions and extension mini-sessions to target and support explicit needs. Students with further learning needs were explored and monitored using St Mary's pre-referral process. This process allowed investigation and partnership with parents, teachers and the leader of learning diversity.

In conjunction with St Mary's assessment schedule, student data is tracked in accordance with CES and St Mary's benchmarks. Targets are monitored regularly to ensure focusses teaching and intervention or consolidation if required.

School Summary Report 2022

Yr 5

St Mary's NAPLAN results indicate median scale scores below the state in all areas of literacy

Numeracy:

- Similar to the state with St. Mary's median slightly higher than the state

5 year trends

Yr 3 Reading

- Since 2018 learners reading median scale scores have remained above the national median however lower than the state.
- St Mary's median scale scores have relatively been maintained around 440 (bands 4 & 5)
- St Mary's learners are above the national minimum band in 2022
- St Mary's reading scale score has improved from 433 in 2021 to 441 in 2022
- St Mary's median in 2022 for reading is lower than the state.
- St Mary's lower extreme in 2022 has improved compared to 2021
- A greater number and differentiation of learners scale scores are located within the 50th percentile in 2022 with extremes in the top 25th percentile

Yr 3 & 5 Reading

Yr 3 & 5 Spelling

Yr 3 & 5 Language Conventions

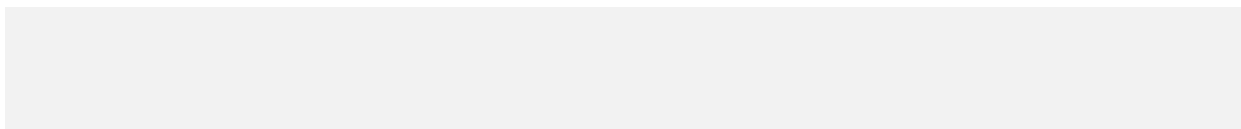
Yr 3 & 5 Numeracy

Yr 3 & Yr 5 Writing %

Item Summary Reports Yr 3

| Reading | Spelling | Grammar & Punctuation | Numeracy |
|---|--|--|---|
| Lower than Expected <ul style="list-style-type: none"> Locates directly stated information in an imaginative text Infers a key idea in an informative text Locates directly stated information in a persuasive text Interprets the meaning of vocabulary in an imaginative text | Lower than Expected <ul style="list-style-type: none"> Identifies & corrects error in a 2-syllable word with -ar- Identifies & corrects error in 2-syllable word with /s/ spelled s;ss;ce;c Correctly spells 3-syllable word with final /ee/sound spelled y;ey;ee Correctly spells 1-syllable homophone Correctly spells 1-syllable word with -ied Correctly spells 1-syllable word with final /k/ spelled c;k;ck Identifies & corrects error in 1-syllable word with /au/ spelled or;ore;our;oor;aw | Lower than Expected <ul style="list-style-type: none"> Identifies a sentence with correct capitalisation of proper nouns Identifies incorrect tense of a verb in a sentence | Lower than Expected <ul style="list-style-type: none"> Interprets a table in context Interprets directions to locate the position of an object Determines a length using informal units Identifies missing elements in a picture pattern Calculates using multi-step addition and subtraction |
| Higher than Expected <ul style="list-style-type: none"> Identifies the main purpose of an informative text Interprets a character's | Higher than Expected <ul style="list-style-type: none"> Identifies & corrects error in 1-syllable word with CCVC pattern | Higher than Expected | Higher than Expected <ul style="list-style-type: none"> Calculates using multi-step addition and subtraction - Multiple choice Recognises the |

| | | | |
|--|--|--|---|
| <ul style="list-style-type: none"> response in an imaginative text Interprets a cohesive link in an imaginative text Identifies the most appropriate publication for an informative text Interprets directly stated information in a persuasive text | | | <ul style="list-style-type: none"> time to the half hour on an analogue clock Identifies the likelihood of a chance event Identifies a number as part of a number sequence Identifies equivalent numbers written in both words and digits |
|--|--|--|---|



Item Summary Reports Yr 5

| Reading | Spelling | Grammar & Punctuation | Numeracy |
|--|--|--|---|
| Lower than Expected <ul style="list-style-type: none"> Locates directly stated information in an informative text | Lower than Expected <ul style="list-style-type: none"> Identifies & corrects error in 3-syllable word with elided medial schwa spelled er | Lower than Expected <ul style="list-style-type: none"> Identifies the correct use of a verb in sentences Identifies words that should have capital letters Identifies the word type of a noun and a verb in a sentence | Lower than Expected <ul style="list-style-type: none"> Describes a location using directional language and a map Solves a problem involving the addition and subtraction of decimals Identifies a symmetrical shape in context Uses partitioning to identify a given total Solves a word problem involving multiplication and division Represent multiplication in context |
| Higher than Expected <ul style="list-style-type: none"> Locates directly stated information in an imaginative text - multiple choice questions | Higher than Expected <ul style="list-style-type: none"> Correctly spells multisyllabic word with medial schwa spelled a;e;i;o;u Correctly spells 2-syllable word with long /ee/ spelled ei;ie;e_e | Higher than Expected <ul style="list-style-type: none"> Identifies the correct modal verb to complete a sentence Identifies a sentence in a paragraph which is not suited to an information text Identifies the | Higher than Expected <ul style="list-style-type: none"> Compares and orders decimals Identifies the place value of a digit in a decimal Uses a calendar to identify a specific date |

| | | | |
|--|--|--|--|
| | | correct use of commas to separate items in a list <ul style="list-style-type: none"> Identifies the correct use of capital letters for proper nouns Identifies the sentence with a correct article Identifies a statement | |
|--|--|--|--|

Yr 3 - Strand Group Reports

| SPELLING | | All Students | Male | Female | Bands 5-6 | Bands 3-4 |
|----------|-----------------|--------------|------|--------|-----------|-----------|
| | No. of Students | 73 | 38 | 35 | 34 | 32 |
| | Average Band | 4.7 | 4.7 | 4.7 | 6 | 3.9 |

| Strand | Percentage of Questions | | | | | |
|----------|-------------------------|---|---|---|---|---|
| LANGUAGE | 100% | E | E | E | E | E |

| GRAMMAR & PUNCTUATION | | All Students | Male | Female | Bands 5-6 | Bands 3-4 |
|-----------------------|-----------------|--------------|------|--------|-----------|-----------|
| | No. of Students | 73 | 38 | 35 | 48 | 24 |
| | Average Band | 5.3 | 5.3 | 5.2 | 6 | 3.9 |

| Strand | Percentage of Questions | | | | | |
|----------|-------------------------|---|---|---|---|---|
| LANGUAGE | 96% | E | E | E | E | E |
| LITERACY | 4% | E | E | E | E | E |

| NUMERACY | | All Students | Male | Female | Bands 5-6 | Bands 3-4 |
|----------|-----------------|--------------|------|--------|-----------|-----------|
| | No. of Students | 74 | 39 | 35 | 29 | 37 |
| | Average Band | 4.6 | 4.9 | 4.4 | 5.9 | 4 |

| Strand | Percentage of Questions | | | | | |
|----------------------------|-------------------------|---|---|---|---|---|
| MEASUREMENT AND GEOMETRY | 28% | E | E | E | E | E |
| NUMBER AND ALGEBRA | 59% | E | E | E | E | E |
| STATISTICS AND PROBABILITY | 13% | E | E | E | E | E |

Yr 5 Strand Group Reports

| READING | | All Students | Male | Female | Bands 7-8 | Bands 5-6 |
|-----------------------|-------------------------|--------------|------|--------|-----------|-----------|
| | No. of Students | 77 | 40 | 37 | 25 | 47 |
| | Average Band | 6.6 | 6.4 | 6.7 | 7.8 | 6.1 |
| Strand | Percentage of Questions | | | | | |
| LANGUAGE | 18% | E | E | E | E | E |
| LITERACY | 69% | E | E | E | E | E |
| LITERATURE | 14% | E | E | E | E | E |
| SPELLING | | All Students | Male | Female | Bands 7-8 | Bands 5-6 |
| | No. of Students | 75 | 39 | 36 | 20 | 47 |
| | Average Band | 6.3 | 6.1 | 6.5 | 7.4 | 6.1 |
| Strand | Percentage of Questions | | | | | |
| LANGUAGE | 100% | E | E | E | E | E |
| GRAMMAR & PUNCTUATION | | All Students | Male | Female | Bands 7-8 | Bands 5-6 |
| | No. of Students | 75 | 39 | 36 | 18 | 49 |
| | Average Band | 6.2 | 6 | 6.5 | 7.7 | 5.9 |
| Strand | Percentage of Questions | | | | | |
| LANGUAGE | 99% | E | E | E | E | E |
| LITERACY | 1% | E | E | E | E | E |

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | |
|--|------|-------|------------------------|-------|------------------------|
| NAPLAN TESTS | 2020 | 2021 | 2020 – 2021 Changes | 2022 | 2021 – 2022 Changes |
| | % | | | % | |
| | * | | * | | |
| YR 03 Grammar & Punctuation | - | 96.9 | - | 100.0 | 3.1 |
| YR 03 Numeracy | - | 96.9 | - | 100.0 | 3.1 |
| YR 03 Reading | - | 95.9 | - | 98.6 | 2.7 |
| YR 03 Spelling | - | 99.0 | - | 95.9 | -3.1 |
| YR 03 Writing | - | 100.0 | - | 98.5 | -1.5 |
| YR 05 Grammar & Punctuation | - | 96.2 | - | 100.0 | 3.8 |
| YR 05 Numeracy | - | 98.0 | - | 98.7 | 0.7 |
| YR 05 Reading | - | 99.0 | - | 100.0 | 1.0 |
| YR 05 Spelling | - | 90.4 | - | 100.0 | 9.6 |
| YR 05 Writing | - | 98.1 | - | 97.4 | -0.7 |

* 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

- To build the capacity of all staff in PBIS process
- To improve attendance towards an average of 90%+ across each year level.
- Introduction of New Child Safe standards
- Staff to use common language around students' positive behaviour as well as behaviours of concern.
- Reduce behaviours of concern in the yard.

Achievements

Pastoral Well-being successes continue to be celebrated at St Mary's in particular the community support and drive by the whole school community when experiencing the impact of the floods. It was terrific to see all staff checking in with families on a regular and ongoing basis as well as providing support in the community.

The Behaviour Support Team continued to regularly track data relating to behaviour of concerns, as well as give feedback to the parties concerned and it was great to see a reduction in inappropriate behaviour in all areas of the yard. This was helped by staff consistently modelling and utilising common language, promoting positive behaviour, as well as actively seeking out interesting and affirming alternative play options for students. These options included the library being open each day as well as teacher-led activities scheduled and consistently promoted at lunchtime. During staff meetings and professional learning, we continued to build our repertoire of proactive skills in relation to dealing with behaviour. The allocated time spent as a school learning about and implementing the Restorative Practices through Real Schools was effective and continues to be a focus into 2023 and beyond.

VALUE ADDED

- Class and community ROSE was embedded throughout the school
 - ROSE: Respect for Others, Self & Environment
- Attendance was tracked regularly at PLC's
- Teachers and leaders used diligence in following and supporting the attendance of vulnerable students
- Staff have a competent understanding of all eleven Child Safe Standards and standards & practices are regularly tabled at meetings
- Staff collaborated and constructed an understanding of Trauma-based behaviours
- Staff created a shared understanding of Tier 1 - 5 behaviours
- Alternate play was introduced to provide varied options for break time socialisation
- SIMON data was used to track and monitor areas of concern in the yard

- Additional staff were used on occasion to support complex social and emotional needs

STUDENT SATISFACTION

St Mary's uses PIVOT to regularly seek student feedback. Leadership attend coaching sessions that provide a deep understanding of our celebration and challenge areas. Staff are informed of whole school trends and collegial dialogue is encouraged to drive change and ensure student agency.



Areas for celebration

5.36 I know how I am supposed to behave in class

5.27 This teacher believes I can succeed in school

5.19 This teacher respects me for who I am



Areas for conversation

3.79 This teacher gives me choices about the work I do

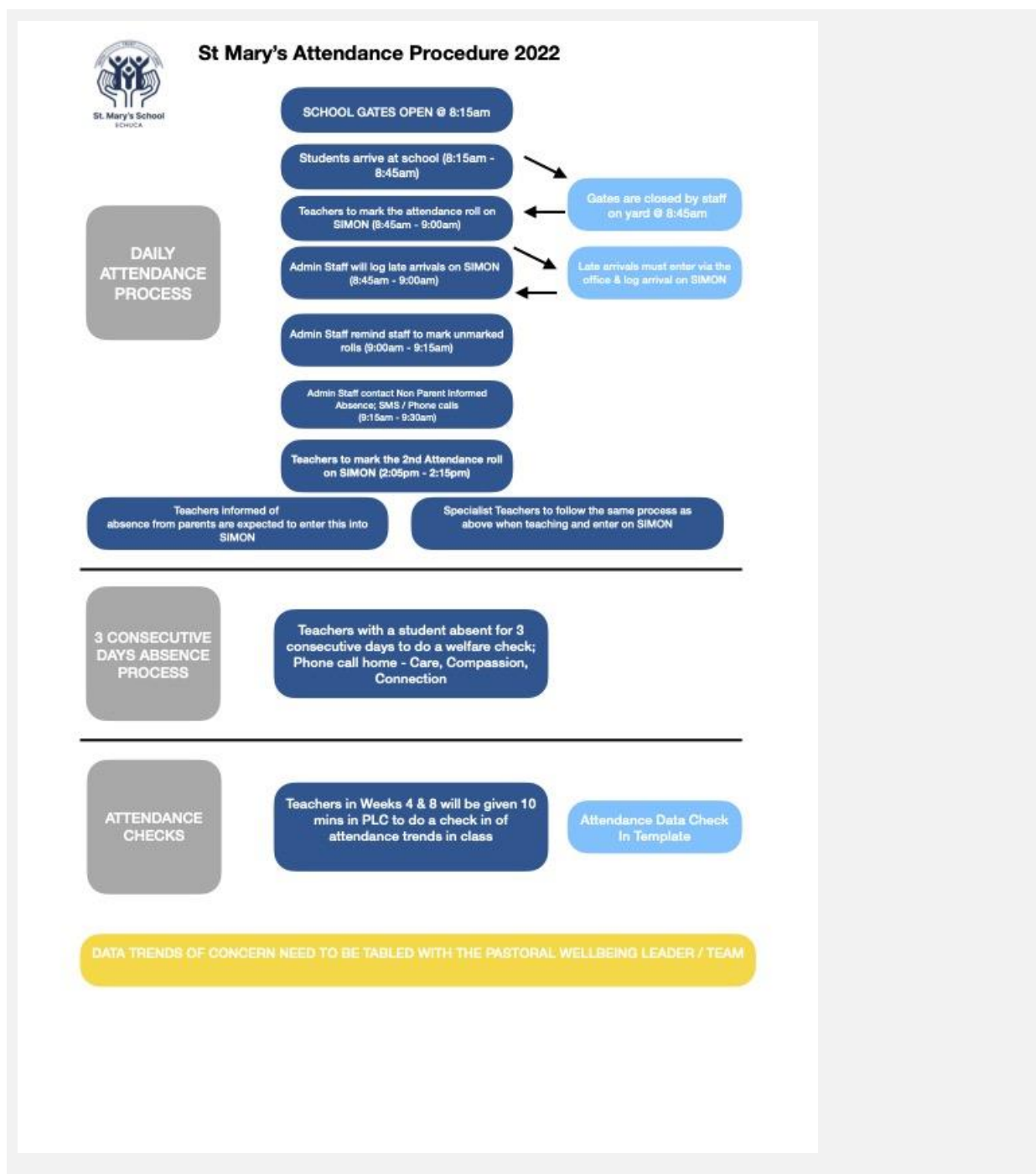
3.99 In this class, I often work with other students

4.11 This teacher connects their teaching to my life

As a result of the 'Areas of Conversation' St Mary's has actioned change in our learning and teaching practice and is exploring the depths of possibility in ensuring 'Student Agency' is a part of how we approach many aspects of school life.

STUDENT ATTENDANCE

Given the challenges or isolation requirements and the floods in 2022, it was pleasing to see the school attendance trending towards the whole school attendance average goal of 90%, attaining 87% and being on an upward trend. This was a direct result of positive participation by staff in following up on absences and providing assistance to encourage consistent attendance at school.



| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | |
|---|-------|
| Y01 | 87.7% |
| Y02 | 87.5% |
| Y03 | 87.1% |
| Y04 | 88.0% |
| Y05 | 86.7% |
| Y06 | 84.7% |
| Overall average attendance | 87.0% |

Child Safe Standards

Goals & Intended Outcomes

CHILD SAFE THEME 1

Embedding culture through Leadership

At least annually, your school governing authority must ensure that appropriate guidance & training is provided to the individual members of your school governing authority about:

- their individual & collective responsibilities for managing the risk of child abuse;
- the child abuse risks in the school environment; and
- your school's current child safe practices.

Your school governing authority must;

- ensure that your school implements practices for a child-safe environment.
- periodically review the effectiveness of the strategies put into practice and, if considered appropriate, revise those strategies.

St Mary's 2022 Goal;

- Introduction of New Child Safe standards

Achievements

- Embedding child safe policies and practices into everyday practice at St Mary's
- Explicit teaching of Social & Emotional Learning Curriculum weekly - Children active in RRRR curriculum
- Professional learning of teachers, non-teaching staff and volunteers
- Ongoing child safe education via the School Advisory Council, P&F, newsletter and website is frequent and ongoing
- Staff are educated on protecting the safety of children and Mandatory reporting (DEECD) module completed annually
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'
- Child safety Team structures
- Engagement of Families and communities in promoting child safety
- Human Resources practices in line with CECV are used to employ staff
- Child safety - Risk Management practices
- Professional Learning provided by CES to learn and embed the additional 4 standards (11 Child Safe Standards)

Leadership

Goals & Intended Outcomes

- To continue to build the capacity of Middle and Curriculum leaders to coach and empower teams
- To further develop Student Voice measures
- To further develop the Leadership model

Achievements

St Mary's Middle and Curriculum Leaders explored, 'The Ideal Team Player' by Patrick Lencioni to build capacity and dialogue for team leadership. The professional reading was used to reflect on and identify professional growth areas. The Leaders used the language and learned from the text regularly within the team and with those they lead. Twice termly St Mary's leaders took part in professional learning with Noel Dillon, IEU Principal Rep and explored the language and mindset of leaders. These sessions allowed collegian dialogue and opportunities to explore conflict resolution, coaching strategies and important conversations.

Teachers and staff were encouraged to seek student voice on when and where student's voice is sought. Staff used the PIVOT survey as a data set to professionally goal set accordingly. As a whole school, St Mary's teachers need to embed student voices in a greater capacity. As a staff, we are exploring and learning the true understanding of Student voice and agency.

In 2022 St Mary's engaged with an external consultant to facilitate the composition of a new school improvement plan. The process allowed deep discussion around the leadership structure at St Mary's and what staff believe the school needs. Staff voice was consulted and a structure was proposed and discerned upon with staff. The Leadership Structure moving forward will build on existing staff capacity while employing new educators to the school.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

St Mary's is committed to professional learning both internally and externally. St Mary's professional development plan aligned with school and student needs in the hope of building staff capacity and improving student outcomes.

Focus areas were aligned with teams and individuals while whole school professional development was distributed through staff Professional Learning Community protocols.

Focus Areas;

- Education Base Trauma - La Trobe University
- Learner Diversity Network Days - Leader of Learning Diversity
- Mental Health First Aid Training
- First Aid Training
- RE Accreditation

- REC Network Days
- Restorative Practices / Restorative Teaching - Real Schools
- Writing Assessment - Literacy Coaches
- Child Safe Code of Conduct & Standards
- Mandatory Reporting
- Collective & Collaborative Leaders - Noel Dillon
- Evidence-Based Learning: Assessment & Data Driven Teaching
- Staff Spirituality Day
- St Mary's Strategic Plan 2023 - 2025

| | |
|---|-----|
| Number of teachers who participated in PL in 2022 | 0 |
| Average expenditure per teacher for PL | \$0 |

TEACHER SATISFACTION

St Mary's did not utilise any formal survey to collect teacher satisfaction. St Mary's continually consulted on key areas of the school and regularly discussed and monitored school culture.

Leadership conducted many meets and greet sessions, team leadership reflections, and one-to-one consults to seek opinions and evaluate and modify our practices.

General Feedback from staff...

- St Mary's staff are passionate about their school and enjoy the collegiality
- St Mary's staff openly share their foundational stories and are excited by future change and direction
- St Mary's staff felt valued in the inclusion and consultation of the School Improvement and Master Plan
- St Mary's staff value an explicit leadership structure and would like to see distributed leadership throughout the school
- St Mary's staff generally feel supported and share the responsibility for nurturing school culture

TEACHING STAFF ATTENDANCE RATE

| | |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 88.4% |
|--------------------------------|-------|

ALL STAFF RETENTION RATE

| | |
|----------------------|-------|
| Staff Retention Rate | 76.6% |
|----------------------|-------|

TEACHER QUALIFICATIONS

| | |
|--------------------------|-------|
| Doctorate | 0.0% |
| Masters | 5.1% |
| Graduate | 5.1% |
| Graduate Certificate | 2.6% |
| Bachelor Degree | 64.1% |
| Advanced Diploma | 20.5% |
| No Qualifications Listed | 25.6% |

STAFF COMPOSITION

| | |
|---------------------------------------|------|
| Principal Class (Headcount) | 5.0 |
| Teaching Staff (Headcount) | 55.0 |
| Teaching Staff (FTE) | 45.9 |
| Non-Teaching Staff (Headcount) | 28.0 |
| Non-Teaching Staff (FTE) | 25.1 |
| Indigenous Teaching Staff (Headcount) | 3.0 |

Community Engagement

Goals & Intended Outcomes

St Mary's post-Covid focussed on reconnecting and being seen within the community at all opportunities. As a school, we marketed, invited and re-educated our families on re-entering and being active partners in the school. St Mary's will continue to reflect, modify and offer a variety of ways to engage key stakeholders in school life.

Achievements

- Grandparents, Mothers & Father's Day Celebrations and Liturgies
- Beginning and End of Year Masses
- ANZAC Day March
- Clean Up Australia Day
- Caritas K's
- Graduation Ceremony
- Camp Program resumed
- Attendance at Assemblies & Liturgies
- Commitment to using social media to connect and celebrate our greatness

PARENT SATISFACTION

Future Directions

Faith Community:

- Investigate and document the St Mary's story with key stakeholders
- Compose contextualised curriculum to teach and learn the St Mary's story, traditions, symbols & rituals and faith journey for Foundation to Year 6
- St Mary's rich history is visible in our symbols and actions e.g. sustainability, community names, crosses and feast days.

Building Capacity:

- The implementation of a Professional Learning Plan reflects staff commitment and engagement to ongoing mentoring and coaching programs.
- Build leadership capacity of mentoring and coaching through external professional development to allow leaders to support teachers' growth and development
- Use existing skills, knowledge and expertise of staff to facilitate practices and processes of observation and feedback throughout the school
- Implement practices and processes to allow performance and development to occur throughout the school to ensure we are building the professional capacity of staff
- Reflect on individual PIVOT data to set a relevant goal using supporting resources and practices to improve classroom practice.

Academic Excellence:

- PLC's and planning are guided by data protocols and dialogue, driving teaching and learning
- The use of data will be evident on curriculum planners
- Evidence of growth for all students in Literacy and Numeracy in annual data
- Whole school consistent understanding of current data trends in literacy & numeracy
- Establish agreed practices, understanding, knowledge and skill to be a data-driven school - Whole School Data Plan
- Staff's capacity will be deepened in their ability to be data literate; learning the purpose of data collection, and analysis to target teaching and learning to meet

Wellbeing:

- Continuous implementation, knowledge and skills of restorative teaching practices to embed within the community
- Effectively communicating through various platforms the principles of positive and respectful relationships
- Embedding and adhering to child-safe practices through regular professional development and reflection

- Students completing ACER Social and Emotional survey and PIVOT to measure SEL needs throughout the school.
- Teachers will teach SEL using the RRRR Curriculum framework to ensure compliance and education for our students