



ANNUAL REPORT TO THE SCHOOL COMMUNITY

**ST MARY'S PARISH PRIMARY SCHOOL
GREENSBOROUGH**

2019

REGISTERED SCHOOL NUMBER: 1539



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Minimum Standards Attestation

I, Marisa Matthys attest that St Mary's Parish Primary 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 2019 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 School.

29th June 2020

Our School Vision

St Mary's School: A dynamic community of empowered learners engaging justly in the world



School Overview

St. Mary's Parish Primary School Greensborough was officially opened in 1955. It is a Catholic Parish Primary School situated on the same grounds as the Parish Church at 210 Grimshaw Street, Greensborough in the northern suburbs of Melbourne.

'Reverence for the sacred dignity of each learner provides a foundation for pedagogy in a Catholic school. Through pedagogical choices educators seek to develop deep learning, powerful teaching and to create animated learners who are inspired by the Holy Spirit to act for justice and strive for the common good. (Horizons of Hope: Pedagogy in a Catholic school, p. 2 & 6.)

At St Mary's we all identify as learners and in a Catholic context we are animated by the Holy Spirit. Helping learners to 'put life together' meaningfully in the context of an ongoing engagement with Catholic faith, is the privilege of Catholic educators and the great contribution our teachers make to the learning of their students.

Our strategic intent as outlined in our School Improvement Plan (2016-2020) is to *Empower all in the community to grow as learners and people who engage justly.*

In 2019 we had an enrolment of 536 students at the August census. The total number of families in 2019 was 374 with the gender balance being 271 girls and 265 boys. 33 siblings will enter Prep in 2020 and 47 new families. The total number of Preps in 2020 is 80 with a gender balance of 35 female and 45 males. We expect that the 2020 school population will be 545.

In 2019 we had 21 classes, three streams in each year level, with an average class size of 25. In 2019, 93 students were listed on the Nationally Consistent Collection of Data (NCCD) as requiring adjustments to meet their learning needs. We believe in educating the whole child thus our specialist classes include; Physical Education, Visual Arts, Performing Arts, Languages: Italian and Library.

In 2019 we have 33 families receiving the Camps, Sports, Excursion Funding CSEF and a number of families who are supported financially to have their child/ren educated at St Mary's. Our mission is that no student will be excluded from Catholic Education for financial reasons

Our school theme for 2019 was "We are the Hands and Heart of Christ." As we focused on this calling throughout each Term, we explored the following four Christian actions – **Reach Out, Embrace, Create and Serve.**

Principal's Report

I am pleased to provide this report to the St Mary's School Community, detailing the 2019 school year.

Our Catholic School Vision underpins all school improvement planning within the St Mary's school community. My own vision for St Mary's aligns first and foremost with our school vision which is one of promoting empowerment of learning through a life giving, safe community, and engaging justly in the world.

The Leadership team of Liz Sullivan, Marg Colangelo, Gabee Leone, Elizabeth Whiting, Erin Whitbread and Ana Amorim has been a wonderful support to me. They have supported me in all decisions regarding the school this year. It is imperative that I thank all the staff of St Mary's for their devotion to the students and families and for their continuous dedication and hard work.

This year we are in the third year of our School Improvement Cycle. We continue to dedicate all efforts to strategically implement the recommendations from the Review in 2016 in relation to student engagement, updating policies, implementing the Child Safe Standards and ensuring a growth mindset for all learners. The leadership team in conjunction with CEM continue to provide opportunities for participation in Professional Learning specifically to build pedagogical knowledge which will therefore ensure growth for all students.

Working simultaneously with our Annual Action Plan, through CEM support and the Leading Languages initiative, the major project St Mary's undertook in 2019 is the implementation of a Functional Language approach to learning Italian. This methodology continues to have remarkable outcomes for our students and encourages teachers to be co-learners with the students.

Year Two Level embarked on a Learning Collaborative whereby they focused on Writing. Lyn Sharratt's research; *Putting Faces on the Data* supported our endeavours and a team worked with Misty Adoniou on an initiative 'Grammar in Context'.

Throughout the year, Staff have collaborated with Simon Breakspear's *Agile Schools* and utilised *Learning Sprints* to support a high growth learning environment. The growth results in Mathematics have been impressive and St Mary's offers the GRIN program for students who lack confidence in this area of learning as well as working on Developing Mathematical Understanding – Measurement.

In 2019 St Mary's transitioned to ICON, the Integrated Catholic Online Network which includes e-Finance, e-SIS which includes student's details, HR and e-Learn which will ultimately include learning and teaching, assessment and reporting. The new school business manager, Lan le, consistently reviewed the school budget and met with me on a regular basis. Many thanks to Lan and to Phillipa Griffin our Office Manager who have done an outstanding job with all financial matters. A summary of the school budget is presented and reviewed by the Parish Finance Committee annually. We had a fee collection rate of approximately 81.6% for 2019. Lan is working on all finances as we transition to ICON.

St Mary's school has an amazing parent community who seek every opportunity to participate in the life of the school through the classroom helper's program, a dynamic Parent's Association and School Advisory Board and all their subcommittees and

numerous other school activities. I thank the parent community, for the support they have given to me as their principal.

The Parent's Association has performed an outstanding job in organising social and fundraising activities within our school. The major event was a Moonlight Cinema at St Mary's which was a wonderful, well attended event.

I am extremely grateful to the parents of our school for their dedication and tireless work. The PA thoroughly support our financial and community building efforts. They organise wonderful events and work so diligently for the benefit of the whole school community.

In 2019 Helen Anderson, St Mary's Principal retired after 14 years of dedicated service to the St Mary's community. Her passion for education and devotion to the wellbeing of the students and their families must be acknowledged. Helen initiated and oversaw the various building programs which created the beautiful learning environment which the community are so fortunate to enjoy to this day. It is important to recognise Helen's tireless work and service to Catholic Education. I thank her and wish her well in her retirement.

Marisa Matthys

School Education Board Report.

St Mary's Greensborough School Advisory Board Chairperson's Report,

2019 was another busy year for the school and the board. We worked hard on furthering community engagement and on developing closer ties and better communication with the Parish and other stakeholders.

1. Plenary: The SAB was involved in a Plenary listening and dialogue session conducted by members of the PPC. This was a thoughtful and engaging process and helped to deepen our understanding of our own faith.
2. Strategic Masterplan brainstorming: The School Advisory board presented its vision for school grounds improvements to the SPC.
3. Parent Engagement and Participation Parent Involvement form: In 2019 the number of school families that responded and participated in various fundraising and other events was approximately 70% of the school families. Historically we have had around 15% participation rate so this is a very positive step. We are working on including Parish events to this form in order to further develop community ties.
4. Community Welcome Evening: Recognising the extraordinary work of volunteers from all community groups who contribute so much to our community. It was pleasing to see people from the parish, PPC, school, PA and MaD team attend. We also opened up the event to new school families as a way of introducing them to our community.
5. Tuckshop: A sub-committee was formed (Marco Hall - Chair SAB, Amanda McKenna - SAB, Simon Braid - SAB, Carley White – President PA, Helen Anderson) to investigate ways of improving the turnover and ease of use of the tuckshop with a view to introducing more healthy options and an online ordering platform. The result has been a greater uptake in the tuckshop; with the 'healthy option meal deals', regular sushi days and *Flexischool's* online ordering platform helping to increase visitation and turnover dramatically.
6. Principal Appointment: Jackie Purcell presented to the SAB on the principal appointment process. As a member of the selection panel, I found the process to be thorough and well directed. The panel was delighted to recommend to Steven the candidacy of Marisa Matthys, whom the SAB welcome to the role.
7. Policies: The SAB worked on a number of policies throughout 2019 and will continue to do so in 2020. All school policies are available on the website and copies given to parents of prep students.
 - a) Parent/Caregiver and Student Behavioural Standards Policy – created and ratified
 - b) Communication policy – updated and ratified
 - c) Grievance Policy – created and ratified
 - d) Child Safety Policy – updated and ratified
 - e) Uniform Policy – updated and ratified
8. After School Care – Camp Australia This continues to be a well attended and well run initiative for before and after school care. A fee increase of 5% was proposed to the SAB, which was negotiated down to 1.9%, this ensures continued care at good value for

school families.

9. Helen Anderson / Liz Sullivan: I would personally like to extend my sincere thanks to the work that Helen has done in my 6 years on the SAB and for her entire tenure at St Mary's. Helen's hard work, vision and dedication were an inspiration to not only the school, but the whole community. She will be dearly missed and I am sure that everyone will join me in wishing her all the very best in her future endeavours. I would also like to thank Liz Sullivan for her work as Student Wellbeing leader and Vice Principal. I know Liz will be a great principal and she will also be missed at St Mary's.

10. Community Leadership Groups: I believe the SAB has continued to strengthen relationships with key stakeholders within our community. We initiated a process to rotate a representative to attend all PPC meetings (as do the PPC), which allows for a greater understanding of the processes and work of both groups to a wider group of people. The SAB also has representatives on the Parents' Association, MaD team and Strategic Planning Council.

Respect for each other, involvement and good communication are key pillars in developing our vibrant Christian community.

As I will be ending my term on the SAB at our AGM in March, I would also like to thank all the people and groups that I have been involved with in the past six years on the SAB, the last four as Chair, namely: Helen, Liz, Father Steve, Jacinta, Susan, Gabee, as well as all the teachers, parents and volunteers that make this a wonderful place to be.

Marco Hall

Education in Faith

Goal

In the Sphere of Religious Dimension the School Improvement Goal is;

To connect faith and life in an authentic manner, deepening students understanding of their world, formed by their Catholic Identity and their call to be of service to others.

Intended Outcomes

That students make strong connections between what it means to be a Catholic and their actions in the world.

That students can know and understand their own Catholic beliefs whilst being in inclusive relationships with others.

Achievements

Evidence of achievements in the Religious Dimension in 2019:

Throughout 2019, the staff and students engaged with FIRE Carriers: (Friends Igniting Reconciliation through Education), supporting the Catholic Aboriginal Ministry of Victoria and bringing awareness and acknowledgement of our indigenous brothers and sisters. The inquiry-based approach to planning and teaching Religious Education within the classroom is how the school is enhancing catholic identity. The teachers moderate and assess against the RE standards.

VALUE ADDED

- Living out our Catholic School Vision by beginning the Year with an RE focused theme : “We are the Hands and Heart of Christ
- Close working relationship with the Fr Steve.
- Opportunity for regular Masses and School Masses throughout the year, Mission Mass, FIRE Carriers, Opening School Year, End of School Year, The Assumption, Feast of the Sacred Heart
- Daily Christian Meditation opportunities,
- Daily class prayer, meditation
- Focus on Social Justice throughout our inquiry learning and social justice activities e.g. St V de P Winter appeal
- Engagement and inquiry in Faith and Life by integrating Religious Education with all curriculum areas.
- Continued work through FIRE Carriers: Supporting the Catholic Aboriginal Ministry of Victoria and bringing awareness and acknowledgement. Leaders attended the Whittlesea National Sorry Day commemorations, Yr. 6 students participated in a Long Walk
- Participation in Social Justice activities through Caritas Australia projects and St Vincent de Paul Winter and Christmas appeals
- Mission month: support of Nazareth House in Ghana -a home for children with disabilities
- Participation at various faith formation sessions. Parish Reflection day, Blessing Masses

- Sacramental program in Year's 2, 3, & 6 and participation by Parents in Faith and Sacramental Education.
- Faith Development Team: Working together and holding all of our meetings for the sacramental program as one community
- Enhancing Catholic School Identity: All stakeholders participated in the surveys to establish our priorities
- Plenary: Parents were encouraged by the School to come along to dialogue sessions.
- Support of the Indigenous Literacy Foundation: Students and families encouraged to participate in The Great Book Swap
- Promotion of Catholic Social Teachings through supported of the St. Mark Nubian Foundation: working to support the people of South Sudan. Donations of children's summer clothing or children's picture story books
- Regular moderation of student's RE work using the RE framework.



Learning & Teaching

Goals

To empower students, through rigorous and transformative learning, to be self-regulated thinkers and learners, who engage justly in the world.

Intended Outcomes

That students achieve at least one year of growth in Literacy and Numeracy.

That student engagement improves.

That students demonstrate greater responsibility and capacity to self-regulate their own learning (PRT).

Achievements

A contemporary learning approach responds to the learning needs, interests and experiences of each student. We endeavour to improve teacher knowledge and performance based on the belief that with support, teachers make the significant difference to student achievement. We are striving for Expert teaching.

We know that student's gain increased success through a positive, stimulating learning environment and that we are a community of co-learners; student, staff and parents learning together.

STUDENT LEARNING OUTCOMES

Evidence of achievements in Learning & Teaching:

- Opportunities to 'add value' to student achievement both within curriculum and from extra-curricular activities e.g. strong formative assessment practices which direct the learning and teaching, goal setting by students and teachers, Book Week activities, Interschool sports, Australian Maths and Writing Competition, excursions, camps, and personalised learning.
- Year Two level Participants in the Literacy Collective: Building a bridge from data collection to improved outcomes for students. Starting to use a data wall to track student progress in Writing.
- Strategic assessment regime ensuring valid data collection and analysis for benchmarking, triangulation and for tracking progress and growth of each individual student
- Collection, analysis and tracking of student data presented to parents and the learner, to allow for goal setting and personalisation of learning
- Tableau Data provided by Catholic Education Melbourne
- Personalised awards presented at assembly
- NAPLAN data shows St Mary's is above the state mean in Year 5 In 2019, the school has outperformed the state in Reading (+10), Writing (+26), Spelling (+16) and Grammar and Punctuation (+25)
- NAPLAN data shows St Mary's is above the state mean in Year 3 and Year 5 in Numeracy. School mean is significantly above state mean in Year 5.

- Getting Ready in Numeracy GRIN, Bridges, LLI intervention to support needs of students
- Leading Language Learning Italian functional language lessons from Prep to Year 6 and strengthening of the approach across the school and with Secondary schools
- Major focus on collaboration and teamwork for all staff
- Leaders work in classrooms supporting teachers
- Literacy helper's workshops conducted by Literacy Leader

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	97.5	97.4	-0.1	96.1	-1.3
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	94.8	-5.2	97.4	2.6
YR 03 Spelling	100.0	94.9	-5.1	96.1	1.2
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	98.8	97.0	-1.8	98.8	1.8
YR 05 Numeracy	100.0	98.6	-1.5	100.0	1.5
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	97.6	97.0	-0.6	100.0	3.0
YR 05 Writing	96.3	97.1	0.8	98.8	1.7



Student Wellbeing

Goals

To empower students to know, understand and value themselves as they grow in relationships with others.

Intended Outcomes

That students are supported to grow socially and emotionally.

Achievements

At St Mary's we believe positive relationships form the basis of strong learning partnerships. Learning is strongest when learners feel a sense of belonging within a community. This sense of belonging and being in relationship with others builds and strengthens the ability of learners to understand and manage their emotions and develop their sense of self.

VALUE ADDED

Evidence of achievements in Student Well Being:

- Implementation of elements of PBS; Positive Behaviour Support framework such as
- Support school in Respectful Relationships working with our lead school Sacred Heart to enact best practice around gender equity and help seeking behaviours.
- Explicit consistent teaching of 4B's- Be Safe, Be Friendly, Be a Listener and Be Respectful. School expectations lead by the students.
- Student Well Being as an agenda item at every staff meeting.
- Student input into the routines and structure of school through participation in Community Action Teams
- Buddy Program for Year 6 and Prep students
- Restorative Practices program to support behaviour management
- Support from our School Psychologist: Bindi from Disha Psychology Company
- Accreditation as an E-smart school: Digital licenses for all students
- Regular social skills groups offered to students
- Compliance with Ministerial Order 870 Child Safe Standards
- Child Safe Officer continues to work on updating policies and processes
- Positive relationships between Teachers and Students
- School Camp at Billabong and Rumbug
- Greater leadership opportunities; though Community Action Teams: Languages, Health and Wellbeing, Environment and Sustainability, Liturgical, Communication and Digital Technology, School Leaders and Fire Carriers
- NCCD professional learning and implementation for all staff
- Professional Learning in Social Education Program from Austin Hospital: focusing on Trauma, Anxiety, ASD, school disengagement and refusal for all staff
- Family Life Program: On human development preparing for puberty

STUDENT SATISFACTION

8.1 Are there any student leadership structures in your school, like a Student Council?	100%	93%	<1%	-	-	-	100%
8.2 How effective are the student leadership structures in your school?	76%	61%	2%	5%	16%	52%	24%
8.3 How often do teachers seek your views about what matters to you?	61%	55%	3%	8%	28%	38%	24%
8.4 How often do teachers seek your views about what matters in your school?	62%	58%	3%	8%	26%	41%	21%
8.5 When the adults in your school make a major decision about the school, how often do students have a voice in it?	35%	30%	17%	20%	28%	28%	6%

STUDENT ATTENDANCE

All parents are expected to contact St Mary's Parish School to communicate any absence of their child before 10am on the day of the student's absence. The teachers complete the roll at 9:00am and at 2:30pm daily. Any unexplained absence is communicated with the office staff. All unexplained absences are followed up firstly via an automated SMS, then a phone call the same day and then via a letter or a meeting with the Principal if this continued. Any non-compliance is communicated to CEM and then strategies would be implemented to support the student's return to school.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.0
Y02	93.0
Y03	93.1
Y04	95.0
Y05	92.3
Y06	93.3
Overall average attendance	93.3

Child Safe Standards

Goals and Intended Outcomes

At St Mary's Greensborough we hold the care, safety and wellbeing 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 ([CECV Commitment Statement to Child Safety](#)).

We take into account relevant legislative requirements within the state of Victoria, including the specific requirements of the Victorian Child Safe Standards as set out in [Ministerial Order No. 870](#).

ACHIEVEMENTS

At St Mary's our Student Wellbeing/Learning Diversity Leader is appointed as the Child Safety Officer. In conjunction with the Principal, the Wellbeing Leader worked with staff towards compliance with the new Child Safety Standards - Ministerial Order No 870. This is a requirement of all Australian schools in response to the Royal Commission into child abuse. The school continues to consult with the parent body through the School Advisory Board, the Candela newsletter, at information evenings for each level, at Prep information nights, in enrolment interviews and with all staff members to ensure that all stakeholders have a voice in this process, are fully compliant and are always aware of the requirements.

The process requires us to strengthen the many current policies and procedures already in place to protect the safety and welfare of all children. The Catholic Schools Child Safe Schools Commitment Statement is also prominently displayed throughout the school. The following current school policies were reviewed in 2019 and addressed our commitment to child safety:

- a) Parent/Caregiver and Student Behavioural Standards Policy
- b) Communication policy – updated and ratified
- c) Grievance Policy – created and ratified
- d) Child Safety Policy – updated and ratified

We also openly declare that we have a zero tolerance to child abuse and it is documented in each relevant policy.

All staff follow the Code of Conduct document, showing their commitment to child safety at St Mary's. New parents and volunteers sign the Volunteers policy. We are introducing a digital sign-in which alerts admin to any person who is non-compliant. Our staff had professional development around their reporting obligations and completed the Mandatory Reporting online certificate.

Everyone connected to our school can help children be safe and keeping children safe is everyone's responsibility in the St Mary's community. We have a Vision statement which promotes child safety by reminding all to be empowered and act justly in the world.

Leadership & Management

Goals &

To empower staff to be agents of continuous and transformative growth.

Intended Outcomes

That the capacity of leaders is extended and enriched, enabling strong supportive leadership.

That through dynamic and responsive evidence based action, St Mary's community is at the forefront of best practice in education.

That enhanced feedback and appraisal processes will facilitate transformative growth.

Achievements

- Implementing strategies based upon the feedback and goals set from the 2016 Review.
- Consistent weekly Leadership team meetings adhering to guidelines formulated by whole staff
- All staff involved in professional learning in accordance with the School Improvement Plan and specific professional needs of staff
- Ongoing professional learning focusing on pedagogical knowledge and capacity building.
- Focussed strategic approach to fortnightly Professional Learning Team meetings
- All teachers released each term in levels to ensure consistent term planning
- Plans and structures in place to enable staff to have multiple opportunities to seek, receive and give effective feedback
- Structures in place to support consistent team approach to planning and teaching and learning.
- Performance and Development Culture team leading the feedback culture for all staff and students. Implementation of the framework and professional learning for all staff
- Enactment of the School Vision.
- Sound structures in place which promote ongoing professional dialogue
- Pursuit of collaborative inquiry with other schools to support strategic school improvement in writing
- Expectations of consistency, persistence and insistence in high expectations and best practice
- St Mary's has a team of teachers involved in the Grammar in Context professional learning. They will support new teaching strategies in the practise of Writing

ICON: In 2019 St Mary's Parish School migrated to a new Administration package. As from 13 June Integrated Catholic Online Network (ICON) will align all Financial, HR,

Student and Parent Information throughout the Catholic school network. It is a huge enterprise which will take time to fully implement. We are committed to implementing ICON in Victorian Catholic schools because as an enterprise system, ICON will enable our schools to share resources, information and good governance practices quickly and efficiently.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

- Diabetes in schools
- IEU OHS refresher course
- Student Services Network
- Administrative Officers' Conference
- Awareness of Autism Workshop: Sue Larkey
- Principal's Conference: Israel/Jordan
- SMART Spelling Course
- ACHPER PL Primary Phys. Ed course
- Grammar in Context
- Data Collective: Cohort 1
- ALL program
- Leading Languages
- Developing Mathematical Understanding
- ICON training
- Growth Coaching Leaders for Learning

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

30

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$667

TEACHER SATISFACTION

2.7 How respectful are staff in this school to students	98%	94%	96%
2.8 How orderly does the school environment feel?	85%	75%	78%
2.9 Overall, how positive is the working environment of your school?	83%	73%	78%
4.7 How clearly does the senior leadership/principal communicate a vision for teaching and learning at your school?	81%	71%	77%
12.1 How clear has the principal been that the purpose of your work as a team is to improve teaching and learning?	84%	75%	82%

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	86.9%
TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	21.4%
Graduate	10.7%
Graduate Certificate	7.1%
Bachelor Degree	71.4%
Advanced Diploma	39.3%
No Qualifications Listed	7.1%

STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	45
Teaching Staff (FTE)	36.7
Non-Teaching Staff (Headcount)	23
Non-Teaching Staff (FTE)	21.8
Indigenous Teaching Staff (Headcount)	0



School Community

Goals &

To strengthen community partnerships that empowers the growth of all.

Intended Outcomes

That the community builds positive relationships that enable participation and contribution in all aspects of school life.

Achievements

Our school continues to be supported by a dedicated parent community who seek many opportunities to participate in the life of the school through; the classroom helper's program, a dynamic Parent Association, the MAD team and School Advisory Board, and all their subcommittees and numerous other school activities:

Evidence of achievements in School Community:

- In the classrooms this is evidenced by classroom helpers each week and the participation of parents in our junior Literacy workshops.
- At Working Bees where approx 30 + families attended one or more of the level working bees with the MAD team
- Participation on committees and celebrating the social life of our community through various fundraising activities.
- Parent help with the Parish Fete: manning stalls, members of organisational committee
- Three Open Days were held in 2019 and were attended by 75 new families in the area. Many tours are also requested on regular school days.
- The St Mary's Parish Pastoral Council have actively demonstrated their support and interest in the welfare of the school through welcoming staff to be on the committee events and always supporting the school and staff.
- Extra-curricular activities were conducted such as: The Music Bus, Tennis Club, St Mary's Basketball Club, St Mary's Football Club
- Grandparents Mass was held on July 28th joining Fr Steve and Fr Lenin and the school community in celebrating our wonderful Grandparents.
- Support from Parents for the Art Show either through attendance or cooking the sausage sizzle
- PA Social functions, Prep Welcome and Information night, School Disco, Mothers' and Fathers' Day stalls, Easter Egg raffle, Fathers' day Breakfast and Moonlight Cinema organised by individual class coordinators, and many more.
- Community welcome night
- Regular MAD, PA and SAB meetings
- Prep, Buddy Picnic: Great attendance and support

PARENT SATISFACTION

4.2 How motivating are the classroom lessons at your child's school?	78%	77%	0%	0%	22%	67%	11%
3.4 Given your child's cultural background how good a fit is the school?	96%	0%	0%	0%	4%	42%	55%
2.9 The school communicates well with people from your culture	98%	97%	2%	0%	0%	9%	89%

The Family CEMESIS data indicates a need to communicate effectively with our parents and build strong partnerships for learning as overall responses were below the CEM primary school comparison average positive responses. The parents and carers also provided feedback for the need to improve the perception of student's psychological safety.

Future Directions

Future Goals/Areas to strengthen: **Religious Dimension**

- Staff to have a deep understanding of Horizons of Hope Framework considering it is the overarching framework for Catholic Education in Melbourne.
- Build teacher pedagogical knowledge about how to teach RE using Pedagogy of Encounter which will improve a recontextualised stance thus supporting Catholic Identity for all stakeholders at St Mary's.
- Use a RE lens to approach inquiry learning
- Professional Learning Team meetings continue to contribute to staff professional growth using a Pedagogy of Encounter and Horizons of Hope.
- Daily Christian Meditation across the school at a set time to enhance the prayer life of the school and to support the Spiritual growth of all stakeholders.

Future Goals/Areas to strengthen: **Learning and Teaching**

- Daily learning walks by the Leadership Team. Asks the students; What are you learning? How are you going? How do you know? Where/Who do you go to for help? How are you going to improve?
- Regular Case Management meetings whereby teachers are supported by knowledgeable others to focus on personalised improvement
- Lesson Study whereby teachers plan, observe each other teaching, provide feedback and refine the lesson
- Termly feedback for Growth sessions with Principal and teachers to build pedagogical knowledge for improved outcomes for students.
- Utilising Horizons of Hope (L & T framework) to inform and deepen pedagogical practices
- Multi-sensory literacy intervention for students with a diagnosis of Dyslexia
- The 14 Parameters: Goal setting to drive School improvement
- Utilising Grammar in Context to support our growth in Writing and to put the joy back into Writing.
- Facilitated planning to support pedagogical growth of teachers
- NAPLAN data in Year 3 Reading is below State and an area of priority as this is concerning. Writing is equal to the state mean in 2019 and will also be focused upon for improvement.
- Continuation of a Performance and Development Culture focusing on regular opportunities for each teacher to receive formal feedback about his or her performance. Teachers think systematically about their practice and learn from experience. Video themselves teaching for feedback purposes

Future Goals/Areas to strengthen: **Student Wellbeing**

- Improve student's emotional wellbeing and resilience
- Regular PSG s for all eligible students
- Moderation of NCCD by teachers and leaders
- Ownership of behaviour and learning from mistakes
- Strengthen parent partnerships

- Implement consistent behaviour management processes and practices to improve the safety of students and staff.
- Implement and embed Positive Behaviour in Learning (PBL)
- Implement the Intervention Framework beginning Term 1 2021

Future Goals Areas to strengthen: **Leadership and Management**

- Communicate a clear improvement agenda to all stakeholders
- Continue to work with teachers to build their pedagogical knowledge
- Embed a culture of feedback for improvement

Future Goals/Areas to Strengthen: **School Community**

- Parent representative on the Respectful Relationship Team/PBL Team
- Family perceptions of Communication and partnership in learning
- Barriers to engagement

***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*