



St Mary's School Greensborough

2021 Annual Report to the School Community



Registered School Number: 1539

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Minimum Standards Attestation

I, Marisa Matthys, 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.

31/03/2022

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

St Mary's is a dynamic Catholic community
of empowered learners,
engaging justly in the world.

School Overview

St. Mary's Parish Primary School was officially opened in 1955. It is a Catholic Parish Primary School situated in the northern eastern suburbs of Melbourne. At the commencement of 2021 the projected enrolment was 550 students. There are 21 straight class groupings with three streams at each level from Prep to Year 6. In recent years enrolments have remained fairly consistent.

In 2021, we had an enrolment of 548 students as at 8th of October. The total number of families in 2021 was 376 with the gender balance being 273 girls and 275 boys. 45 siblings will enter Prep in 2021 and 33 new families. The total number of Preps in 2022 is 73 with a gender balance of 38 female and 35 males. We expect that the 2022 school population will be 540.

In 2021, we had 21 classes, three classes in each year level, with an average class size of 26. In 2021, 146 students were listed on the Nationally Consistent Collection of Data (NCCD) as requiring adjustments to meet their learning needs.

Our Vision Statement recognises that we are a dynamic catholic, learning community called to engage justly in the world. We maintain a warm, welcoming community spirit with a high level of parental involvement and connection with our Parish Community.

Through a distinctively Catholic lens, St Mary's commits to a culture that promotes learning for all, clear communication, student empowerment and consistent and effective pedagogical practices across all spheres.

We believe in educating the whole child thus our specialist classes include; Physical Education, Visual Arts, Performing Arts and Science & Digital Technology In 2021, we have 31 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 2021 was "My Spirit is Alive". As we focused on this calling throughout each Term, we explored the following four Christian actions - Unity, Gratitude, Determination and Joy. These Christian actions provided us with the stamina and support to provide hope throughout the Covid lockdowns.

Principal's Report

I am pleased to provide this my report to the St Mary's School Community, detailing the 2021 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 Gabee Leone, Laurina van der EL, Amanda Greig, Sally Kerr, Marguerite Jones, Alison Hall and Belinda Cheong has been a wonderful support to me. They have supported me in all decisions regarding this Covid school 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 through at times difficult circumstances.

This year we are in the first year of our School Improvement Cycle. We are dedicating all efforts to strategically implement the recommendations from the Review in 2020. Our three priorities and subsequent goals are Student Empowerment, Consistent and Effective Pedagogical Practices across all spheres and A Culture that Promotes Learning for ALL.

Goal: To build a culture of learning that is characterised by a shared vision with a strong sense of teamwork, collaborative practices and a focus on feedback for continuous improvement.

Goal: To embed practices that provide students with authentic empowerment over their learning and well-being through agency, voice and leadership.

Goal: To maximise learning for all through consistent, high quality, explicit, teaching and shared practice which is supported by evidence, feedback and research.

Although the Covid pandemic posed many challenges, the staff and students rose above the hurdles and with the support of the parents, adapted to new ways of learning and teaching. The students experienced over 100 days of remote learning. We had honed our practices from 2020 and changed some of our remote learning expectations as a response to parent, staff and student feedback.

The Leadership team were united in their efforts to support and continue to have high expectations albeit through an online experience. We continued to implement focused, targeted learning through an online platform. Google Meets, Seesaw and Google Classroom became our regular avenues of connecting with one another.

Working simultaneously with our Annual Action Plan, through MACS support the major projects St Mary's undertaken in 2021 were the Learning Collaborative working with Simon Breakspear, Ryan Dunn and Lyn Sharratt as critical friend. Our Leading Languages initiative and functional

language approach continued to grow and be embedded. 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 NAPLAN growth results in Literacy have been impressive as we shifted to a Retrieval Practice methodology based on the work of Tom Sharrington. I was immensely proud of our teachers for continuing their great explicit teaching in the online environment. They worked diligently with our students ensuring their well-being and academic abilities were met.

The school business manager, Lan Le, consistently reviewed the school budget and met with me on a regular basis. Many thanks to Lan and to Rochelle Mietus our Finance 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 82% for 2021.

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 Council 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 provided an online raffle for Mothers and Father's Day which gave the community a boost. All other activities were cancelled or rescheduled due to Covid.

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. In a regular year they organise wonderful events and work so diligently for the benefit of the whole school community. They continued as a PA albeit online.

Marisa Matthys

Parish Priest's Report

Précis of Parish Priest's AGM Report 2021

This Report is a way to inform you, with very wide brush-strokes, of the activities in our parish in the areas of our pastoral care, worship, education & formation, planned developments & our activities that extend us beyond our parish to our deanery, diocese, other churches, our local community. Our AGM is also an opportunity for us who exercise leadership in our parish to be accountable to you, those we serve. So, I would like to thank you for the interest you express by reading the reports, and I'd especially like to publicly thank those who have presented their reports for their dedicated service to St. Mary's. I would also like to express my gratitude to the so many who are involved in practical ways of ministry, leadership and maintenance in our parish. Much of what I present in my report is covered more comprehensively by the individuals and groups with whom and which I work closely. They express the implementation of decisions we have made together, or with my approval. I would like to express my heartfelt gratitude to the many parishioners who generously and actively involve themselves in leadership roles in the life of the parish because of their love of Church and the people in our parish. I especially thank Jacinta Bright and Sr. Margaret Sapsford, my two Pastoral Associates, and Frs. Tao Pham and Dixon George our assistant priests for their support, as well as Susan Kempen in her role as chair of the Parish Pastoral Council and the members of the PPC. I am particularly grateful to Francesca Olofsson and Sharon Prosser, our parish secretaries as well as to Denise Chang-Faux, our community liaison officer, who are the immediate face and voice of the parish offices and who especially assist me in my administrative responsibilities. I include also Pat Guatta and Lisa Leahy, the parish secretaries of Sacred Heart and St. Thomas for the ways they have assisted me in my role and for the way have worked together with our own Administration team at St. Mary's. They have all worked either at home or in the parish offices when they were able to do so, under very difficult circumstances. Two major changes have occurred in leadership personnel over the last year. Lenin Thenamirtham was appointed to North Balwyn as assistant priest at the end of last year and has been replaced by Dixon George who has come to us from a 2-year appointment at Craigieburn after serving in a parish and in seminary formation in Kerala, India. I am grateful to both our Principal, Marisa Matthys and Gabee Leone, our Deputy Principal for the ways we work so well together, and we are indebted to them for their contribution to making our school such that it is considered a model of quality education and a real asset as a place of formation for our children. Ana Amorim, our REL, has been away on maternity leave after having Zachary, but is due to return for second term. She has supported our teachers in preparing for reception of the sacraments that were due last year.

COVID-19

Despite all the hardships, deaths as a result of the Coronavirus, the economic chaos and the collapse of businesses and industries, perhaps this past year has also been for individuals, societies and globally, a year that should afford the opportunity to make changes in our lives and lifestyles. It has also presented challenges and opportunities for exploring creative and effective ways of caring for our parishioners, students and their parents. This last year has placed considerable demands on our pastoral activities, especially in relation to organising, developing and maintaining extraordinary processes of COVID-safe practices. A team of volunteers has responded to calls for cleaning and sanitising our churches after each ceremony and a COVID safety team has been formed under the direction of Jacinta to ensure that our documentation is

up-to-date and procedures for cleaning and sanitising are carried out faithfully. Denise Chang-Faux has set up and maintains the Trybookings platform for people to book in for Masses. From mid-March 2020 we commenced recording and uploading Mass across the four churches of the parish and made them available for viewing on the Parish Websites through YouTube. This was done with the assistance of Trevor DeSouza and Troy Flores who did the filming, and Fiona Scott who, as Webmaster of our Parish website, has uploaded them with a written copy of my homily. This will continue even with a gathering of parishioners for the foreseeable future. This year as we have been restricted to our own homes has presented opportunities to work differently and explore innovative ways of being connected. Our Friday Morning Teas across the parishes have enabled people to be connected and socialise with one another online. Two sessions of presentations over Zoom entitled "The Wonders of the Cosmos" led by a parishioner, John O'Connor, a cosmologist, Jacinta and myself have explored the connections and interrelationship between the truths of our Catholic Faith with the new insights gained from the physical and natural sciences. Emerging out of the Plenary Facilitators Group, the social justice group in response to the Australian Bishops' Social Justice Statement and out of an increasing awareness of the impact of lockdown on mental health, a group has arisen that is exploring how we can inform ourselves better on mental health issues and care for parishioners across our three parishes and their schools. The group has representation from each of the parishes and from among staff of our school. These are just some of the examples of how we have used modern technology to offer opportunities for faith formation and social interaction. Parishioners have also reached out through phone calls and letter drops to express our parishes' expression of care for each other. I am grateful for the ways they have expressed this outreach. The year has placed massive demands on our schools to provide online learning. The coordination of this for the education and welfare of our children has required a great deal of wise leadership and coordination with staff and parents. Parents have realised the wonderful work that teachers do as they have more actively participated in the education of their children.

Parish Partnership:

Having been appointed to St. Mary's in January 2003, I have now completed 18 years as your parish priest and with my incumbency incorporating the partnered parishes of Sacred Heart and St. Thomas in January 2017, I think I will be here for a few more years as I try to develop that partnership with the assistance of Jacinta Bright, Dixon George, Tao Pham and Sr. Margaret Sapsford in our pastoral leadership roles, but also with the assistance of the three principals and administrative staff. Probably the greatest challenge with the partnership of three parishes is the successful encouragement of people in each of the parishes who exercise similar responsibilities to meet with one another and look for opportunities to collaborate with each other for common initiatives and goals. I believe that working together can enable us to work more efficiently and more effectively for each of our parishes. I am beginning to see fruits of this cooperation and collaboration through formation days we have had with our pastoral and administrative leadership teams facilitated by a member of the Archbishop's Office of Evangelisation. Advances have been made particularly in the area of the financial management of the parishes. Francesca Olofsson is gradually taking on the operation of the finances of each of the parishes, with the assistance of Diocesan offices into a Financial Package operated by the Archdiocese. The secretaries in the other 2 parishes will continue to input data for Francesca to work with. I see this as a real development of best utilization of our resources. We have on a regular basis, a common administrative team meeting involving the three priests, pastoral associates and administration staff from the three parishes. At these meetings we explore ways we can work together across

the three parishes. An example of this is our common parish newsheet that still allows for news and notes distinctive to each parish, as well as a sharing of information that is common for all. My endeavour is to encourage various individuals and groups to meet across the three parishes to explore ways that can work with one another. Examples of groups that have already begun to work together are Faith Development Team; the three Principals; Liturgy teams; Admin staff; Baptism teams; Parish Pastoral Councils and etc. As a Faith Development team we work together across the three schools to synchronise Sacramental programs and offer Faith Formation nights for parents. I would like to make it quite clear that I believe that fostering the model of partnership of our three parishes can work, rather than working towards an amalgamation of them. The three parishes are very different in all aspects from one another and can remain distinct from each other. That does not mean that they cannot work with one another and have shared leadership.

Parish Pastoral Council:

Every two years half the members of the Council retire and we extend a call for nominations for membership. At the beginning of a new cycle we will have a discernment day to appoint new members onto the PPC which then undergoes a process of formation. Later this year we will ask members of the parish to consider being nominated for membership on the PPC and will undergo the process of discernment. COVID has stalled our work towards creating an "umbrella" pastoral council across the three parishes, but we will look to recommence our formation of this over the next few months. The PPC has begun to work with members of parishioners from Sacred Heart and St. Thomas to develop an "Umbrella" Pastoral Leadership team to further progress ways we can develop a common vision and direction for our three communities, while at the same time honouring the distinctive identities of each. A subcommittee of the PPC was created to examine and clarify the leadership structure of the parish as part of our strategic plan of personnel. With the facilitation provided by Nick Scully, a member of the PPC, an organization chart was developed that clearly defines oversight, responsibilities and lines of delegation. It outlines in the form of a diagram my (and our) understanding and vision of how leadership operates in the parish. I have often stated that I operate my role as pastor in a collaborative way whereby authority and leadership is shared. The Leadership Team at St. Mary's consists of Jacinta Bright, Susan Kempen (as chair of the PPC) and myself.

Safeguarding Establishment Committee:

One of the most important tasks we've been able to commence and continue during COVID through Zoom meetings is the development of policies and procedures for the protection of children and vulnerable people in our three parishes. Under the leadership of Helen Anderson, we have been hard at work to write these policies and procedures and make them available on our Parish websites when completed. This is consistent with the requirements put to parishes by the Archdiocesan Professional Standards Unit which offers opportunities for training. We will need to form a committee with representation from each parish that will have the task of overseeing and maintaining practices in our parishes that ensure the safety of children and vulnerable people for whom we have a responsibility of care.

Parish Leadership:

When I first employed Jacinta Bright as our Pastoral Associate at the beginning of 2005, her role was essentially to develop and foster relations with the school and especially the parents of our school children and to form and support groups and teams in the parish and to empower them to continue and develop a sense of ownership of their own particular contribution to the life of the parish; to then also offer opportunities for formation of leaders for ministries. She has also offered opportunities for retreats and for individual spiritual direction. Jacinta and I have placed much emphasis on formation and opportunities for reflection for the various leadership groups in our parish as well as for parishioners generally. We are particularly fortunate to have as our PA one who is qualified as a spiritual director and who competently leads spiritual formation sessions. I am particularly grateful for the way we work well together. Jacinta has, with my encouragement and support, taken on a greater leadership role at St. Mary's and I am gratified how increasingly she is consulted on matters that require leadership decisions. Since I have become Parish priest across three parishes, I have asked her to 'step-up' and express pastoral leadership with me, thus she has taken on more direct responsibilities which I had formerly expressed on my own. We meet regularly and consult on decisions that are to be made that she may express on behalf of both of us. I am very pleased how she has undertaken this increased responsibility and how parishioners have cooperated with her assured that decisions in leadership and pastoral care derive from the leadership team planning and working together. During this last year, Jacinta has extended her leadership role especially with her direct involvement in almost all the groups of the parish, particularly the Safeguarding Establishment Committee and the implementation of the COVID policies and procedures for the protection of our parishioners.

Governance of Schools:

A new structure of governance of schools was established at the commencement of this year that eliminates the parish priest as the employer, canonical administrator and governor of Catholic Primary and Secondary schools in the Melbourne Archdiocese. This is in response to one of the recommendations of the Royal Commission. An incorporated body: the Melbourne Archdiocese Catholic Schools (MACS) was established as the organization responsible for the governance of all Catholic Schools as a legal entity. The advantage is that parish priests will no longer have legal and administrative responsibilities for the schools, but their roles in pastoral leadership for the spiritual welfare of the school community has been reinforced and encouraged. The relationship between Parish priests and the schools will, to a large extent, be determined between the schools and priests.

Grounds:

I would like to thank the Maintenance and Development Committee (MaD) committee for their work of maintaining our grounds and gardens. Unfortunately, no working bees were held since about February last year and there is a need for this to resume. I am grateful to Tina Lazzaro, who has for several years tirelessly tended the gardens around the church and parish house. She is no longer able to do this and I will need to form a small team who would take on this task.

Spirituality and Faith Formation:

Faith formation and holistic education of our parishioners is fundamental to the mission of the church. It is of prime concern that our parish offers the best possible opportunities especially in our primary school for learning and preparing the young for secondary school and for life with an integrated formation of Catholic Christian faith. The Catholic school works in partnership with parents in the raising of their children in faith. We have again completed a booklet for our parish for parents who have children preparing for the Sacraments. It not only provides practical details specific to our parish, but also a theology of sacramentality so as to enable parents to better understand their Catholic Faith as adults, and so to better equip them in the faith formation of their children. I place much emphasis on the school being a significant part of the parish's life and much is done to manifest the relationship between school and parish. Together with Marisa, I meet with all the parents who have enrolled their child into St Mary's for Prep. I have now also done this at St. Thomas. At Sacred Heart Parish I speak with the Prep parents as a group. I use this opportunity to welcome them, to meet their child and to let them know that they are part of the parish community and I encourage them to make use of opportunities to be involved in the life of the parish. I also try to make it clear to them that we work in partnership for the formation and development of their child, particularly their faith formation and that I have an expectation of them to be active participants in this. Jacinta does much in making links between parish and school; she makes contact with all parents of year Prep children, many of whom she visits and establishes a relationship with them; the Prep parent evenings that enable parents to have a sense of belonging to a community wider than the school. There is also the work of the Faith Development Team; the body which consists of school staff, catechists & parishioners to provide faith formation especially for our children and their parents. In conclusion, I would like to express my gratitude to all the parishioners for their support of me and their preparedness to be involved in a whole host of ways to make this the vibrant parish community that it has been, and for the support they offer for the future as we progress with the partnership of our three parishes.

(Steven Rigo Parish Priest)

School Advisory Council Report

St Marys School Advisory Council 2021 AGM Report

Like in most areas of our lives, the 2021 year for the SAC revolved around Covid 19.

Meetings were held online and many initiatives forced to be put on hold for the majority of the year. The AGM was delayed till June, before a new leadership team was established. A roster system was developed allowing members to engage across areas of the committee rather than nominated individuals. This allowed for greater collaboration and understanding of partnership groups such as the PPC, PA & MAD team.

The focus of the year soon moved to how we can support the school through lockdowns and homes schooling. This pivot was required to address the urgent need through our society and ensure all support that could be provided by the SAC to the school was made available.

The boundary fence was completed in December. This has been a long-standing project for the SAC and has been welcomed by all in the school community, providing improved security and safety for all at the school. Contractors were engaged to complete the project.

Work on the North East link has begun in earnest in our local community. The SAC remains vigilant in assessing any negative impact upon the school and continues to follow public updates on the project.

I advised the SAC of my decision to retire from the SAC at the March AGM. An invitation to members to consider a leadership role was extended.

Although the achievements of the SAC over the past 10 months will be less than reported in previous years, I believe it's important to acknowledge and thank all members of the SAC for their dedication during unprecedented circumstances. The dedication and commitment of all members was unwavering in an ever-changing landscape.

I would like to personally thank all current and past SAC members who I have had the privilege to serve with over the past 4 years. I have greatly enjoyed my time as part of the SAC and found my involvement to be a great source of pride and satisfaction. I encourage all SAC members to remain enthusiastic in endeavours as we slowly return to a more normal life and embrace the opportunities that will present themselves in the future.

Simon Braid

Education in Faith

Goals & Intended Outcomes

Goal: To build a culture of learning that is characterised by a shared vision with a strong sense of teamwork, collaborative practices and a focus on feedback for continuous improvement.

Goal: To maximise learning for all through consistent, high quality, explicit, teaching and shared practice which is supported by evidence, feedback and research.

Intended Outcomes: That the school maintains a high-performing culture of organised and responsive professional learning underpinned by continuous feedback, data and research.

That staff implement high expectations across the school fostering a strong culture of success and the full flourishing of every student.

That the Learning Culture, particularly in relation to role clarity and staff empowerment will improve.

That the school's leadership development initiatives are focused on succession planning and sustaining effective leadership practices.

Achievements

Evidence of achievements in the Religious Dimension in 2021:

Throughout 2021, the staff and students engaged with the RE Framework to bring to life the Pedagogy of Encounter. The school once again commissioned the 2021 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 ensuring rigour and a deep understanding of student progress in their religious knowledge of the Catholic tradition, Mission and Gospel.

VALUE ADDED

- Living out our Catholic School Vision by beginning the Year with an RE focused theme : "My Spirit is Alive .with Unity, Gratitude, Determination, and Joy.
- Close working relationship with the Fr Steve.

- Opportunity for regular Masses and School Masses in the beginning of the year before Covid 19. FIRE Carriers, Opening School Year Mass, End of School Year Graduation Mass.
- Daily Christian Meditation opportunities
- Daily class prayer
- 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.
- Deepen and embed a consistent pedagogy of encounter methodology for religious education
- Continued work through FIRE Carriers: Supporting the Catholic Aboriginal Ministry of Victoria and bringing awareness and acknowledgement.
- Participation in Social Justice activities through Caritas Australia projects and St Vincent de Paul Winter and Christmas appeals
- Participation at various faith formation sessions online. Parish Reflection day, Blessing Masses
- RE partnership with St Thomas' and Sacred Heart to build teacher capacity to implement a Pedagogy of Encounter
- Online Faith nights for our staff and community to deepen understanding about the Sacraments
- Online Faith Development Team Meetings
- Staff Professional learning about Pedagogy of Encounter
- Purchasing Catholic symbols for classrooms

Learning & Teaching

Goals & Intended Outcomes

Goal: To build a culture of learning that is characterised by a shared vision with a strong sense of teamwork, collaborative practices and a focus on feedback for continuous improvement.

Intended Outcomes

- That the school maintains a high-performing culture of organised and responsive professional learning underpinned by continuous feedback, data and research.
- That staff implement high expectations across the school fostering a strong culture of success and the full flourishing of every student.
- That the Learning Culture, particularly in relation to role clarity and staff empowerment will improve.
- That the school's leadership development initiatives are focused on succession planning and sustaining effective leadership practices.

Goal: To maximise learning for all through consistent, high quality, explicit, teaching and shared practice which is supported by evidence, feedback and research.

Intended Outcomes

- Implementation of a visible, comprehensive and explicitly planned approach to whole school improvement focused on data informed, evidence based and co constructed action that is collaborative and aligned to improving student learning outcomes

Achievements

A contemporary learning approach responds to the learning needs, interests and experiences of each student. At St Mary's 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. Expert teachers know their students and using a research based approach, discern the best strategy for enabling the student to grow in their learning. 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 Team has been established and meets regularly.
- There is a clear internal referral process and external referral process (ROSAE) when students do not meet, or exceed expected standards.
- Faces on the Data- continuous upgrade of slides in response to learning environment. Commitment to Identification of all children and their needs and responsibility for all.

STUDENT LEARNING OUTCOMES

After rigorous analysis of our literacy data sets and CEMIS data, we set the initial Collaborative Inquiry Question. By the end of 2021, how can high quality focus teaching improve comprehension as measured through PATR growth data and data walls?

After receiving feedback from the Review regarding inconsistency, information from our learning walk feedback and our professional learning journey through the Intervention Framework and response to intervention models, we refined our Collaborative Inquiry to;

By the end of 2021, how can high quality tier 1 instruction and explicit teaching of phonics and vocabulary combine to improve comprehension as measured through PATR growth data and data walls?

As leaders we identified the need to focus on building strong Tier 1 instruction to ensure consistent and effective pedagogical practices that would begin to close the gap of our variance in student performance and to maximise high growth for all learners.

Parameters #1, #3 and #14 guided our initial journey. Every leadership decision was made in light of these parameters and their alignment to our Annual Action Plan goals; to build a culture that promotes learning for ALL, to embed practices that provide students with authentic empowerment over their learning and consistent and effective pedagogical practices across all spheres.

The Parameters were vital for shaping the direction we would take with staff to uncover beliefs of how students learn to read and to help measure our impact as leaders. The Literacy Leader and Literacy Coach worked collaboratively as knowledgeable others to engage all staff in professional learning and intentional dialogue through facilitated planning. All conversations began with the data to help identify effective or ineffective practices and engage in research to design learning opportunities underpinned by the Assessment Waterfall Chart. Focussing on phonics and vocabulary allowed us to strategically align two core areas of reading instruction that were influencing student growth and support teachers to consistently implement evidence based instructional strategies in these areas from Prep-Year 6.

As a leadership team we began the work by building shared understandings and accountability for our focus on ensuring high reading growth for all learners, while identifying the key routines and practices that all leaders would

- deliberate and collaborative dialogue through facilitated planning
- fostering assessment literacy through data walls, collaborative assessment of student work and case management
- connecting professional learning to practice through learning walks and lesson study
- embedding the selected three core parameters in all professional learning as the 'why' for our collaborative work together and our measure of impact as educators

The Learning Collaborative Dr Lyn Sharratt

Dr Lyn Sharratt and Michael Fullan, have generated a coherent model of practical strategies that can be used by system leaders, principals, teachers and students to improve student achievement and growth.



This model is based on the 14 Parameters. "The 14 Parameters – spell out 14 key areas that Lyn Sharratt and Michael Fullan have found to be important for schools, systems, and states to become places where high student achievement is expected and delivered year after year by energized teams of professional educators. These 14 parameters are the very-essence of deep and sustainable collective capacity building." (Sharratt & Fullan, 2010) At St Mary's we are currently focusing on the following:

1. Shared Learning and Understanding

- All schools are seeking high standards for the right mix of the right programs
- All schools are looking to their standards practices and for high standards
- High standards are not only setting high standards for students
- Effective systems and structures are in place to ensure the right mix

3. Shared Leadership and Responsibility

- Leadership is distributed across the school system and is not just a top-down process
- Leadership is not just a top-down process
- Leadership is not just a top-down process
- Leadership is not just a top-down process

6. Data Management Systems

Using data to inform the management approach is a key success factor

- Leadership is distributed across the school system and is not just a top-down process
- Leadership is not just a top-down process
- Leadership is not just a top-down process
- Leadership is not just a top-down process

14. Shared Responsibility and Accountability

Leadership is distributed across the school system and is not just a top-down process

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- Leadership is not just a top-down process

Our St Mary's Collaborative Inquiry Question

By the end of 2021, how can high quality tier 1 instruction and explicit teaching of phonics and vocabulary combine to improve comprehension as measured through NCE growth data and data walls?



As a staff, we are responsible for the growth of every face in our school and believe that all can experience high growth given the right support. Building our Assessment Literacy by deepening our understanding of the Assessment Literacy Chart will improve all Parameters of focus, for our pedagogical practice and student growth.

Facilitated Planning

Facilitated planning allows knowledgeable others and teachers to have rigorous and deliberate dialogue about assessment, data and instructional practice in order to improve student outcomes.

Facilitated Planning at St Mary's will occur weekly during the two hour collaborative planning block. The agenda will be set prior to each week and be co-constructed between leaders and teachers. The team will rotate being chair/minute taker. It will follow a predictable routine of:

- Meeting our Team Norms
- Reviewing minutes and actions of last facilitated planning session
- Leaders sharing the CI and SC for the session
- Each session will begin with the data – our Data Wall, ongoing assessment, teacher evidence, etc.
- Engaging in any of the following: data analysis, moderation, research designing learning, discussing instructional strategies, etc.
- Summarising the session and setting actions
- All providing feedback based on the team norms and success criteria (WWW & EBI/BC)

In 2021, Our Year 3 Reading Naplan Data mean increased for the first time in three years by 26 and we were now just outperforming the state. Despite a slight decline in mean performance in Year 5 Reading Naplan Data, we now have 72% of students achieving medium to high growth compared to 2019 where this reflected low to medium growth.

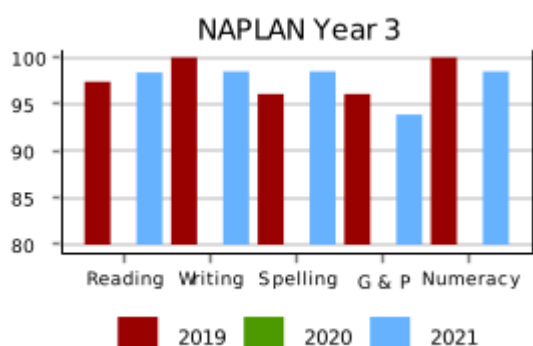
Year 3 Reading NAPLAN					
	2017	2018	2019	2020	2021
School Mean	467	445	428	-	454

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	96.1	-	-	93.9	-
YR 03 Numeracy	100.0	-	-	98.5	-
YR 03 Reading	97.4	-	-	98.4	-
YR 03 Spelling	96.1	-	-	98.5	-
YR 03 Writing	100.0	-	-	98.5	-
YR 05 Grammar & Punctuation	98.8	-	-	97.4	-
YR 05 Numeracy	100.0	-	-	98.7	-
YR 05 Reading	100.0	-	-	96.2	-
YR 05 Spelling	100.0	-	-	96.2	-
YR 05 Writing	98.8	-	-	97.5	-

* 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 embed practices that provide students with authentic empowerment over their learning and wellbeing through agency, voice and leadership.

Intended Outcomes:

- That students identify as being in a safe learning environment.
- That students have empowerment over their own wellbeing.
- That students have a voice in making innovative decisions related to school initiatives and changes.
- That students have empowerment over their own learning and understand that there is a high expectation for all.

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. At St Mary's we are determined to improve Student voice, agency, engagement in learning and leadership opportunities.

VALUE ADDED

Value added and evidence of achievements in Student Well Being:

- Implementation of elements of PBL; Positive Behaviour in Learning framework implemented such as PBL team formed, behaviour matrix established, reinvention of school wide expected behaviours from 4Bs to 3Rs I am respectful, responsible and resilient. All achieved through Google Meets
- Support school in implementing Respectful Relationships to enact best practice around gender equity and help seeking behaviours through Google Classrooms.
- Explicit consistent teaching of 3R's- I am respectful, I am responsible, and I am resilient.
- Student Well Being as an agenda item at every online 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 for students

- Leadership support during lockdown to ensure anxiety levels are monitored
- Regular online PSG meeting
- Moderation of NCCD by classroom teachers and leaders
- Accreditation as an E-smart school: Digital licenses for all students
- Regular wellbeing check-ins offered to students
- Compliance with Ministerial Order 870 Child Safe Standards
- Child Safe Officers continue to work on updating policies and processes
- Safeguarding Services engaged by the school to ensure adherence to Child safe policies and procedures Positive relationships between Teachers and Students
- 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
- Online safety program provided for Senior students through Think U Know
- Build teacher confidence and capacity to manage behaviour.
- Establish consistent use of whole school PBL including the Behaviour Matrix and Hierarchy of Consequences.

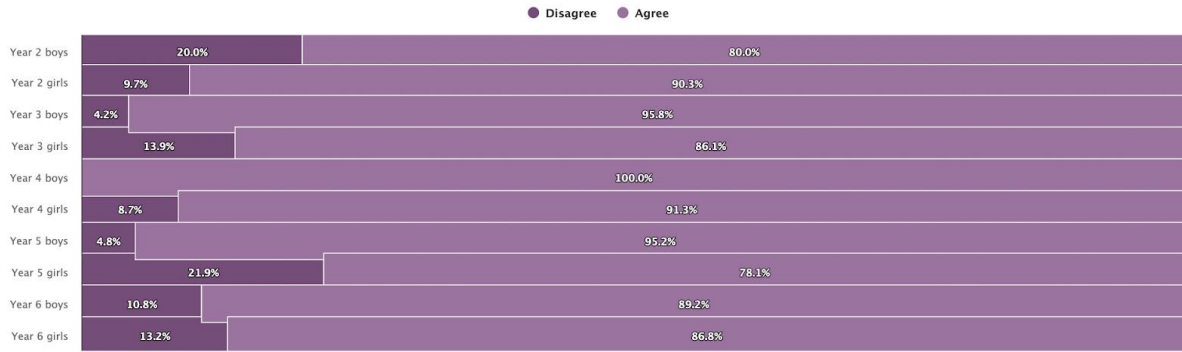
STUDENT SATISFACTION

The school conducts PAT Well-being surveys with the Year 2 to Year 6 students twice a year to ensure the practices we are putting in place are impacting student well-being in a positive way. Due to Covid the surveys were conducted once in 2021 and will be compared to 2022 Student Well-being data. the evidence provides St Mary's with important information and direction for future targeted teaching.

TERM 4 NOV 2021

Feelings & Behaviours: 15. I like the kind of person I am.

Please select the domain of interest from the first drop down menu and then select a survey question of interest from the second drop down menu to produce a report of response distributions for that survey question by year level.



Overall agreement

Boys

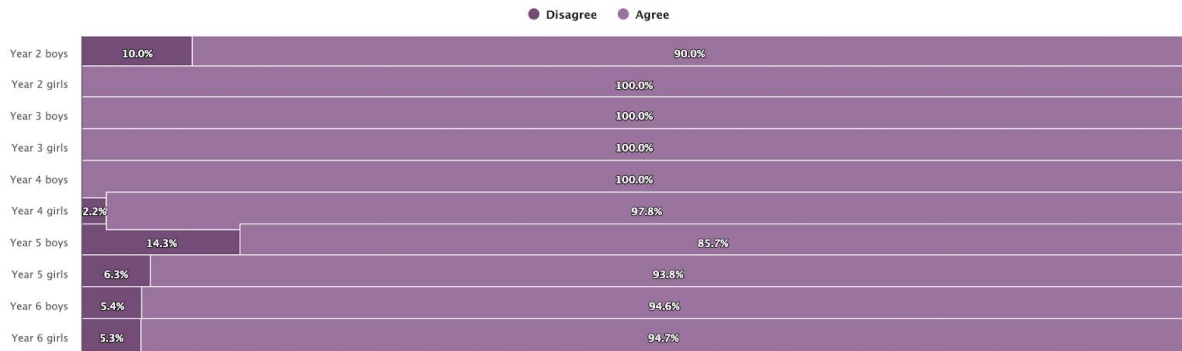
	Your School (%)	All Schools (%)
Year 2	80.0	87.7
Year 3	95.8	90.1
Year 4	100.0	90.1
Year 5	95.2	90.9
Year 6	89.2	89.7

Girls

	Your School (%)	All Schools (%)
Year 2	90.3	92.1
Year 3	86.1	92.2
Year 4	91.3	91.4
Year 5	78.1	89.6
Year 6	86.8	89.8

Feelings & Behaviours: 9. I get along well with my teacher.

Please select the domain of interest from the first drop down menu and then select a survey question of interest from the second drop down menu to produce a report of response distributions for that survey question by year level.



Overall agreement

Boys

	Your School (%)	All Schools (%)
Year 2	90.0	90.5
Year 3	100.0	91.6
Year 4	100.0	92.2
Year 5	85.7	91.6
Year 6	94.6	92.2

Girls

	Your School (%)	All Schools (%)
Year 2	100.0	95.5
Year 3	100.0	95.1
Year 4	97.8	96.0
Year 5	93.8	95.0
Year 6	94.7	94.6

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 MACS and then strategies would be implemented to support the student's return to school. During Covid19 the Principal visited each class with a list of the students registered to attend onsite. The teachers then marked the role and we informed each offsite teacher who was onsite. The offsite teachers marked the role of students who had logged on in the morning for prayer and focused remote teaching. Any student who had not logged on was contacted via a phone call home to their parents for an explanation. Any long term absence was communicated to MACS.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	95.5%
Y02	95.4%
Y03	90.5%
Y04	96.2%
Y05	96.6%
Y06	96.3%
Overall average attendance	95.1%

Child Safe Standards

Goals & 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.

Our priorities also support the implementation of Child Safety in our School Community

To embed practices that provide students with authentic empowerment over their learning and wellbeing through agency, voice and leadership.

Achievements

ACHIEVEMENTS IN THE ONGOING IMPLEMENTATION AND REVIEW OF CHILD SAFE STRATEGIES:

At St Mary's our Student Well-being/Learning Diversity Leaders are appointed as the Child Safety Officers. In conjunction with the Principal, the Child Safe Officers work with staff towards compliance with the 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 including employment of staff 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. As a requirement of MACS governance, all school policies were updated and reviewed in 2021. Our commitment to child safety was also examined by the external Reviewer in late 2020. St Mary's is fully compliant with all aspects of Child Safety.

As an added measure to ensure we maintain being updated and compliant, We continue to work on the St Mary's strategy to embed a culture of Child Safety. We also openly declare that we have a zero tolerance to child abuse, and this 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 and complete an induction module. We have introduced 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.



St Mary's Strategy to Embed a Culture of Child Safety

KEY ACTIVITIES - TERM ONE	DATE	STATUS	PERSON
Child Safe Standard 1. Strategies to embed an <u>organisational</u> culture of child safety, including through effective leadership arrangements			
<input type="checkbox"/> Complete Staff briefing.	27th Jan 2021	complete	Principal
<input type="checkbox"/> Introduce Child Safe Officers and team to staff, students, parents	27th Jan 2021	complete	Principal
<input type="checkbox"/> Induct all staff in the Child Safety Policy and Safeguarding Children and Young People Code of Conduct and PROTECT framework	27th Jan 2021	complete	
<input type="checkbox"/> Clarify St Mary's staff responsibilities e.g. not working alone with students, mandatory reporting responsibilities	27th Jan 2021	complete	
<input type="checkbox"/> Remind parents to read the Child Safe policies on the website through the Candela Newsletter	1st Candela		
<input type="checkbox"/> Meet with the student leaders to discuss the Child Safety Student Procedures - St Mary's			
<input type="checkbox"/> Discuss and provide any new staff member with the school's child-safe policy and code of conduct.	27th Jan 2021		
<input type="checkbox"/> Ensure the new staff member is provided training on legislative	27th Jan 2021		

Leadership & Management

Goals & Intended Outcomes

Goal: To build a culture of learning that is characterised by a shared vision with a strong sense of teamwork, collaborative practices and a focus on feedback for continuous improvement.

Intended Outcomes

- That the school maintains a high-performing culture of organised and responsive professional learning underpinned by continuous feedback, data and research.
- That staff implement high expectations across the school fostering a strong culture of success and the full flourishing of every student.
- That the Learning Culture, particularly in relation to role clarity and staff empowerment will improve.
- That the school's leadership development initiatives are focused on succession planning and sustaining effective leadership practices.

Goal: To maximise learning for all through consistent, high quality, explicit, teaching and shared practice which is supported by evidence, feedback and research

Intended Outcomes

Implementation of a visible, comprehensive and explicitly planned approach to whole school improvement focused on data informed, evidence based and co constructed action that is collaborative and aligned to improving student learning outcomes

Achievements

In 2021 St Mary's established a new Leadership Team. New appointments for Religious Education, and Mathematics. The goal for the Leadership Team was to work together as a high performing team to build teacher pedagogical knowledge and lift expectations and to improve learning and teaching outcomes by creating a culture of learning for all through consistent pedagogical practices.

- Setting Annual Staff Goals in relation to the school AAP.
- Mapping projected Professional Development Opportunities for Staff in line with the AAP Induction of new Staff
- Setting clear roles and responsibilities for the leadership team to support pedagogical growth of teachers
- Establish protocols within a P&D Cycle for working within suite teams- including allocation of suite team leaders
- Leadership Team engaged in research for 'How Students Learn' (focusing on Parameter 1 - Shared Beliefs and Understandings)
- Leadership Team engaged in Agile Leadership Professional Learning online
- Leadership undertake consistent weekly learning walks and talks (online during Covid) generating a facilitated planning model

- Consistent weekly Leadership team meetings adhering to guidelines formulated by whole staff
- Ongoing professional learning focusing on pedagogical knowledge and capacity building SILC
- Focussed strategic approach to fortnightly Professional Learning Team meetings (online through Google Meets during Covid)
- 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.
- Build leadership capacity
- 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 reading
- 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

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

At St Mary's' all staff see themselves as lifelong learners. Professional Learning is key to building a culture of learning for all and providing consistent pedagogical practices across all spheres.

- Zart Art
- Monash University: Mathematics Assoc Of Vic (MAV)
- Symposium on severe behaviours: NAB Business
- Warden and Emergency Management Training :Dynamiq
- Webinar: Rob Vingehoets
- FIRE Carrier PL
- ICON training
- Awareness of Autism Workshop: Sue Larkey

- Grammar in Context
- Learning Collaborative: Cohort 2
- ALL program
- Leading Languages
- New Frontiers of Learning MAV
- Dept of Ed and Training Information Sharing and Family Violence Reforms
- Implementation of Google Meets and Google Classrooms
- SeeSaw training
- Pedagogy of Encounter Ingrid Green
- Agile School Leadership
- Retrieval Practice

Number of teachers who participated in PL in 2021	33
Average expenditure per teacher for PL	\$411

TEACHER SATISFACTION

Our Leadership Team are extremely proud of the growth in our MACSIS data from 2019 to 2021

Data Focus	2019 Staff CEMSIS Data	2021 Staff MACSIS Data
Instructional Leadership	<ul style="list-style-type: none"> • 45% of staff believe leaders help teachers address instructional issues in their classrooms • 61% of staff believe leaders ask considered questions about learning and teaching • 81% of staff believe leaders are knowledgeable about learning and teaching practices 	<ul style="list-style-type: none"> • 69% of staff believe leaders help teachers address instructional issues in their classrooms • 70% of staff believe leaders ask considered questions about learning and teaching • 95% of staff believe leaders are knowledgeable about learning and teaching practices
Feedback	<ul style="list-style-type: none"> • an average of 38% of staff believe they receive feedback on their work that is regular, thorough and useful 	<ul style="list-style-type: none"> • an average of 48% of staff believe they receive feedback on their work that is regular, thorough and useful
Psychological Safety	<ul style="list-style-type: none"> • 45% of staff feel comfortable experimenting with untried teaching approaches 	<ul style="list-style-type: none"> • 81% of staff feel comfortable experimenting with untried teaching approaches

Professional Learning	<ul style="list-style-type: none"> • 77% of staff believe professional learning is closely connected to the school improvement plan • 55% of staff believe professional learning is designed in response to teacher needs 	<ul style="list-style-type: none"> • 97% of staff believe professional learning is closely connected to the school improvement plan • 64% of staff believe professional learning is designed in response to teacher needs
Collaboration Around an Improvement Strategy	<ul style="list-style-type: none"> • 68% of staff believe they are aware of the school improvement plan • 65% of staff believe they are clear of the components of the school improvement plan • 74% of staff believe the school improvement plan is achievable • 77% of staff believe schools resources, processes and procedures are aligned to the school improvement plan • 84% of staff believe programs and initiatives are clearly aligned to school improvement plan 	<ul style="list-style-type: none"> • 92% of staff believe they are aware of the school improvement plan • 94% of staff believe they are clear of the components of the school improvement plan • 81% of staff believe the school improvement plan is achievable • 89% of staff believe schools resources, processes and procedures are aligned to the school improvement plan • 92% of staff believe programs and initiatives are clearly aligned to school improvement plan
Collaboration in Teams	<ul style="list-style-type: none"> • 77% of staff believe they discuss student work often • 83% of staff believe they discuss student assessment data often • 70% of staff believe they discuss instructional practices often • 77% of staff believe teachers modify their teaching based on data 	<ul style="list-style-type: none"> • 88% of staff believe they discuss student work often • 97% of staff believe they discuss student assessment data often • 88% of staff believe they discuss instructional practices often • 88% of staff believe teachers modify their teaching based on data
Support for Teams	<ul style="list-style-type: none"> • 84% of staff believe leaders have been clear that the purpose of your work as a team is to improve learning and teaching • 42% of staff believe they have adequate time to meet as a team 	<ul style="list-style-type: none"> • 100% of staff believe leaders have been clear that the purpose of your work as a team is to improve learning and teaching • 53% of staff believe they have adequate time to meet as a team

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

86.9%

ALL STAFF RETENTION RATE

Staff Retention Rate	84.1%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	23.1%
Graduate	11.5%
Graduate Certificate	3.8%
Bachelor Degree	76.9%
Advanced Diploma	26.9%
No Qualifications Listed	7.7%

STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	50.0
Teaching Staff (FTE)	41.0
Non-Teaching Staff (Headcount)	31.0
Non-Teaching Staff (FTE)	32.9
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Goal: To build a culture of learning that is characterised by a shared vision with a strong sense of teamwork, collaborative practices and a focus on feedback for continuous improvement.

Intended Outcomes

That staff implement high expectations across the school fostering a strong culture of success and the full flourishing of every student.

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 Maintenance and Development Team (MAD team) and School Advisory Board, and all their subcommittees and numerous other school activities.

In the classrooms this is evidenced by:

- Classroom helpers each week and the participation of parents in our junior Literacy workshops.(NB Parents helped up until Covid restrictions)
- Participation on committees and celebrating the social life of our community through various fundraising activities (NB: No fundraising in 2021).
- An information evening for new Prep families was held online and was attended by 75 new families.
- The St Mary's Parish Pastoral Council has actively demonstrated their support and interest in the welfare of the school through welcoming staff to be on the online committee events and always supporting the school and staff
- Due to Covid the Parents Association activities in 2021 were the Mothers' and Father's Day raffle and the Easter Egg raffle
- Regular MAD, PA and SAB meetings continued albeit online
- Prep, Buddy Picnic involved great attendance and support

PARENT SATISFACTION

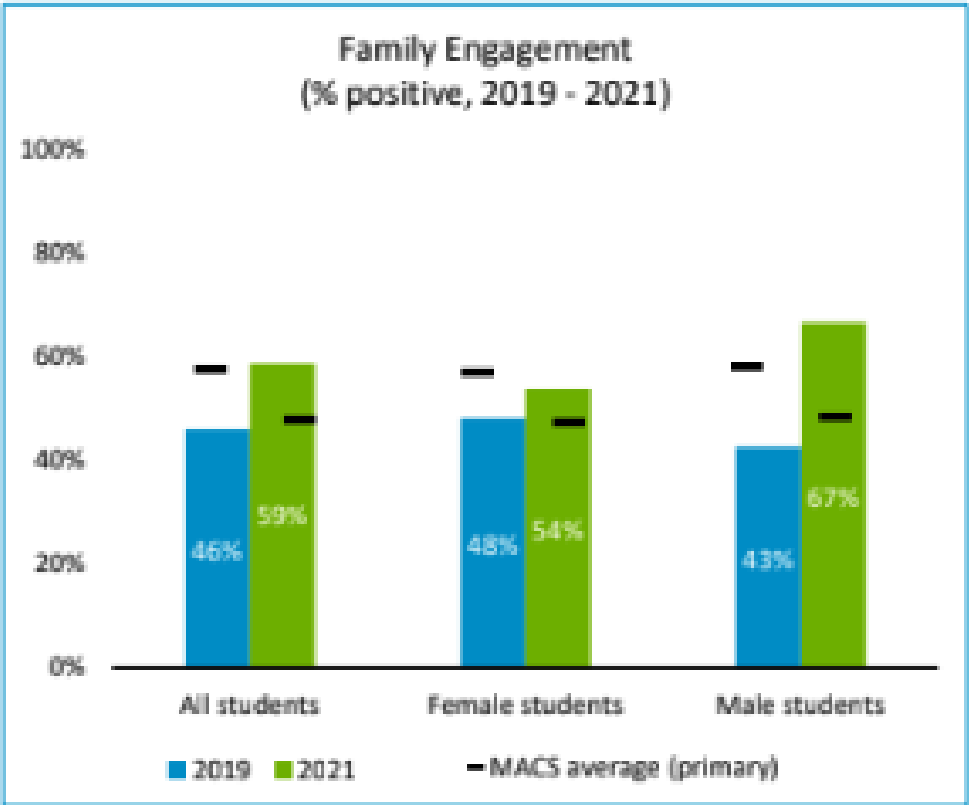
St Mary's was disappointed that only 8 parents out of a possible 360, completed the MACSIS surveys in 2021 as compared to 55 in 2019. We believe the lack of engagement was due to isolation and Covid restrictions. The 8 parents who responded provided the following data.

Family engagement, perception of school climate, student safety and communication have all demonstrated growth. Catholic identity has neither grown nor declined. School fit and barriers to engagement will require further investigation.

E1186 St Mary's School Primary

Overall and Domain Level Snapshot - Family

1st Level Comparison		MACS average	2019	2021
DOMAIN	DOMAIN DEFINITION	<i>Base (n=)</i> 7 761	55	8
OVERALL	Overall school positive endorsement %	69%	68%	69%
1. Family engagement	The degree to which families are partners with their child's school.		46%	59%
2. Barriers to engagement	Factors that can hinder a family's interaction or involvement with their child's school.		83%	69%
3. School fit	Families' perceptions of how well a school matches their child's developmental needs.		75%	68%
4. School climate	Families' perceptions of the social and learning climate of the school.		79%	86%
5. Student safety	Perceptions of student physical and psychological safety while at school.		60%	70%
6. Communication	The timeliness, frequency, and quality of communication between the school and families.		55%	63%
7. Catholic identity	Families' perceptions of and engagement with the overall Catholic identity of the school.		67%	66%



Future Directions

Future Directions

- Continue to build teacher pedagogical knowledge about how to teach RE using Pedagogy of Encounter which will improve a re-contextualised stance thus supporting Catholic Identity for all stakeholders at St Mary's.
- Reflect on building the consistent use of Horizons of Hope and Pedagogy of Encounter throughout the school.
- Continue to provide opportunity to extend teacher expertise and school focus on the consistent use of Horizons of Hope and Pedagogy of Encounter to inform teacher practice.
- Continue to build teacher confidence and capability in curriculum planning and teaching through peer observation and explicit feedback from leadership following purposeful classroom visits.
- Build a culture of learning underpinned by a shared understanding of the skills and dispositions of an expert teacher, focusing on the AITSL teacher and leader standards.