



St Mary's School Greensborough

2022 Annual Report to the School Community



Registered School Number: 1539

Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report3

Vision and Mission4

School Overview5

Principal’s Report6

Parish Priest’s Report12

School Advisory Council Report15

Catholic Identity and Mission17

Learning and Teaching19

Student Wellbeing23

Child Safe Standards27

Leadership29

Community Engagement37

Future Directions40

Contact Details

ADDRESS	210 Grimshaw Street Greensborough VIC 3088
PRINCIPAL	Marisa Matthys
TELEPHONE	03 9433 4000
EMAIL	principal@smgreensborough.catholic.edu.au
WEBSITE	www.smgreensborough.catholic.edu.au
E NUMBER	E1186

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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

25/03/2023

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

Governing Authority Report

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

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

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

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

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

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

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

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

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

Yours sincerely

Ed Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision:

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

Mission:

With Christ as our central focus and model, and believing in the uniqueness and dignity of each person created in the image of God, St Mary's Parish School mission is to:

- Engage with faith and Catholic traditions, relating them to contemporary culture and life whilst nurturing a distinctive Christian spirituality.
- Promote respect and justice, creating a climate where all feel welcomed, secure and valued.
- Provide excellence in education that is rich in content and meets individual needs.
- Create a learning environment that encourages personal growth and a love of learning.
- Empower our students to meet the demands of an ever-changing world while fostering a hope for the future.
- As citizens of Australia, prepare our students to participate fully in our contemporary society and to uphold the Australian Constitution.
- Work in partnership with parents and caregivers who are the prime educators of their children.

School Overview

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 2022 the projected enrolment was 540 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 2022, we had an enrolment of 536 students as at 16th of September. The total number of families in 2022 was 358 with the gender balance being 266 girls and 270 boys. 41 siblings entered Prep in 2022 and 30 new students. The total number of Preps in 2022 is 71 with a gender balance of 38 female and 33 males. We had expected that the 2022 school population would be around 540 students and we were down slightly from that estimation. In 2022, we had 21 classes, three classes in each year level, with an average class size of 25. In 2022, 172 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 2022, we have 33 families receiving the Camps, Sports, Excursion Funding CSEF and the Concessional Fee Policy was claimed by 24 families. (total of 30 children) 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 2022 was "Anchored in Hope". As we focused on this calling throughout each Term, we explored the following four Christian actions - Peace, Empathy, Mission and Strength. These Christian actions provided us with the stamina and support to provide sustained hope post the Covid times.

Principal's Report

It gives me great pleasure to provide this report to the School Community

In Term 1 Covid restrictions still impacted our community; parents were unable to visit classrooms and 'Meet the teacher' was cancelled, students had returned to classrooms however many found the return to full-time school difficult and were highly unregulated in their behaviour. Many parents also struggled with mental ill health. Staffing was also fraught with difficulties due to Covid.

Throughout 2022 we were embedding the behaviours we wished to see our students demonstrate. Each week we explicitly taught an expected behaviour such as; I am respectful when I follow instructions and do what I am asked to do. We ensured all the behaviours aligned with our Gospel theme.

Thankfully by mid Term 1, St Mary's was able to host the Prep Buddy Picnic because it was outdoors. The sense of normality and hope that this one event gave to our community was invigorating.

SCHOOL IMPROVEMENT STRATEGIC PLAN

St Mary's established a new strategic plan in the midst of the pandemic.

Strategic Intent: 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 throughout all spheres.

EDUCATION IN FAITH

PEDAGOGY OF ENCOUNTER

In 2022 St Mary's continued working on Pedagogy of Encounter methodology for teaching Religious Education. We reapplied for the collective 'Partnering to Learn' with St Thomas and Sacred Heart. A small grant allowed us to invite Ingrid Green to work with staff to deepen our understanding of Pedagogy of Encounter, our Inquiry approach to learning and how to assess Religious Education.

FAITH DEVELOPMENT TEAM

Our Faith Development Team continued to unite all three Parishes to work together for the benefit of our students and families and their understanding and appreciation of the Sacramental programs. We were able to resume meeting face to face in the latter part of the year. Early on we continued with Zoom to discern the best strategies for ensuring the continuation of the Sacraments and to design appropriate speakers and foci for the Faith Nights for our parents. We utilised an online and face to face strategy for our Faith Nights.

FIRE CARRIER PROGRAM

On the 2nd March 2022 students and staff were inducted as our new FIRE Carriers. These people lead the FIRE Carrier program in 2022. "FIRE Carriers," an acronym for "Friends Igniting Reconciliation through Education," is an initiative through the Catholic Aboriginal Ministry of Victoria. Through this program, the FIRE Carriers are commissioned to raise awareness of reconciliation for the wrongs of the past and to promote peace and justice for all, along with learning about and appreciating the rich culture of the Aboriginal peoples. Rochelle Lopez our Science and Digital Technology teacher has volunteered to lead the FIRE Carriers. One of the major initiatives was installing a new flagpole to hoist the Aboriginal Flag. In 2022 Our FIRE carriers have been incredible ambassadors for building awareness of the plight of ATSI

peoples. They have represented St Mary's in the Victorian Aboriginal Remembrance Service, the Long Walk to Loyola, NAIDOC week and Sorry Day activities. They have also created a FIRE carrier Resource Hub to assist all classes to access material for learning about ATSI initiatives.

TOTEM POLE BLESSING

Rochelle Lopez (FIRE carrier coordinator) and the FIRE carriers organized a reflective prayer service for the Blessing of the Totem Poles. Elder Sherry Balcombe and Fr Steve were invited to bless our 2022 Totem Poles. All the students and teachers and the parish community decorated the Totem poles with the theme Anchored in Hope as we strongly pronounced our continued support of recognition and reconciliation with our indigenous brothers and sisters. The reverence and respectful manner in which the students responded and participated in the Blessing. made us all extremely proud of our community's commitment to keeping the FIRE carrier spirit alive and active.

MEDITATION

St Mary's was now meditating daily as a whole school at 8.55am. The admin team meditated with me in my office. Everyone, including visitors sit in silence, listen to our students and join us in our prayer time. It is a calming way to begin our day.

LEARNING & TEACHING

For the last two years, St Mary's has been actively involved in 'The Learning Collaborative' Cohort 2 with Dr Lyn Sharratt as our knowledgeable other. Throughout 2022, we continued with the Learning Collaborative Leadership Team attended professional learning facilitated by Lyn Sharratt on-line in collaboration with staff from the Eastern Regional Office of Melbourne Archdiocese Catholic Schools (MACS).

This model is based on the 14 Parameters which are grounded, verified and proven high impact approaches for school and system level change and improvement. At St Mary's we focus on the following:

- Parameter # 1 - Shared Beliefs and Understandings
- Parameter # 3 - Quality Assessment Informs Instruction
- Parameter # 14 - Shared Responsibility and Accountability

During 2022, we delved deeply into these three Parameters by identifying current illustrations of these Parameters in practice, as well as identifying areas of improvement. Using our school data, we strategically identified the need to improve reading growth and refined our Collaborative Inquiry Question to;

By the end of 2022, 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?

The Parameters provided a rigorous review of school data sets, expectations and previous improvement strategies. They allowed us to uncover our narrative and set clear direction and high expectations for moving forward.

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.

In 2022 our Year 3 Reading NAPLAN scores increased by a further 14. Highest scores in Five years

In 2022 Year 5 NAPLAN Reading scores increased by 25. Highest score in four years.

In 2022 Year 3 Writing NAPLAN scores increased by 22. Highest score in five years

In 2022 Year 5 Writing NAPLAN scores increased by 57. Highest score in five years

In 2022 Year 3 Mathematics NAPLAN scores increased by 16. Highest score in four years

In 2022 Year 5 Mathematics NAPLAN scores increased by 4. Highest score in two years

We are immensely proud of our students and staff for their hard work and determination to succeed.

BOOK WEEK PARADE

In Term 3 Fiona MacIsaac (Librarian) organised a wonderful Book Week parade. This event was organised for Term 3 and this year our students were able to Parade indoors in the Hall. The theme for Book Week was Old Worlds, New Worlds and Other Worlds.

PROFESSIONAL LEARNING

Professional Learning continued internally and externally via Zoom and face to face meetings. The teachers and leaders attended Early Number and Algebra Mathematics learning, Grammar in Context, Pedagogy of Encounter, Agile Leadership, Research Lead and the Science of Learning. All of our weekly Professional Learning Teams (PLTs) are professional learning lead by leaders at St Mary's. Gessie our Language Assistant and Michelle our Languages Coach also teach us Italian each Tuesday.

STUDENT WELLBEING

At St Mary's, we believe that each person's wellbeing is nurtured through experiences of belonging, building relationships with others, being accepted and valued and by being positively engaged in the community. We acknowledge the importance of providing opportunities for all members of the school community to develop an awareness of their wellbeing and

responsibilities and a commitment to becoming valuable members of the global community even more so since the ravages of Covid . We believe in the importance of implementing prevention and intervention strategies which promote positive behaviour within the school.

CHILD SAFETY TEAM

Mid 2022 Ministerial Order 1359 was introduced. This order replaced the previous 7 child safe standards and introduced 11 new child safe standards. The 4 major differences were inclusive of Aboriginal and Torres Strait Islander children, children with a disability, Cyber safety and Community engagement in the standards. At St Mary's we revamped our Child Safety team to include 4 parents attending regular meetings. The Team members included the Principal, Deputy Principal, both Wellbeing Leaders and parents. Students will also be invited when appropriate to discuss their safety and ideas.

LEARNING DIVERSITY

Marguerite Jones (Wellbeing and Learning Diversity Prep-2) and Rachel Perissinotto (Wellbeing and Learning Diversity 3-6) co-ordinate the Learning Diversity sphere. Through working in partnership with the Nationally Consistent Collection of Data (NCCD) team and teachers, students at risk are identified. Appropriate programs and/or assessments are then offered to meet the academic, social, emotional and physical needs of our students with a particular focus on Literacy, Numeracy and Social Emotional Intervention where staff work with individual and small groups of students. In 2022 Rachel Perissinotto was appointed as our Senior Learning Diversity Leader and Marguerite was appointed as Junior Learning Diversity Leader. A School Psychologist was also appointed.

NATIONALLY CONSISTENT COLLECTION OF DATA (NCCD)

The Nationally Consistent Collection of Data (NCCD) lists students requiring a level of adjustment. The adjustment a student is receiving ensures he/she is able to participate in the learning. Adjustments are actions taken to enable a student with disability to access and participate in education on the same basis as other students. When determining the inclusion of a student in the data collection, teachers consider:

- the level of adjustment provided to a student to address a disability as defined under the Disability Discrimination Act 1992 (DDA)
- the broad disability category and
- the available evidence of the adjustment that has been made on the basis of a disability. The evidence will reflect a wide range of practices of teachers and schools in meeting the educational needs of their students consistent with obligations under the DDA, the Disability Standards for Education 2005 and best teaching practice. For a student to be included in the NCCD, the school must have evidence that adjustments have been provided for a minimum period of 10 weeks of school education. In 2022 St Mary's had 173 students on NCCD. 30.9 % of students.

Evidence needs to be collected under the following categories:

1. Evidence of Assessed Needs
2. Evidence of Consultation
3. Evidence of Adjustments
4. Evidence of On-going Monitoring

SCHOOL COMMUNITY

PREP BUDDY PICNIC

In February 2022 St Mary's held the Prep Buddy Picnic. It was such a delight to be able to invite families to come back together as a community. Some families were still nervous to attend due to Covid however MACS gave us permission to hold the event because it was held outdoors. It was wonderful to feel that great community spirit of St Mary's once again.

TRANSITION SESSIONS

On November 3rd, 8th and 16th St Mary's hosted its transition sessions for our 2023 Preps. For the first time in three years, we could offer educational sessions for the parents and carers while the students attended transition. The children confidently walked to class with the 2023 Prep Teachers and the educational sessions were well attended. These transition sessions are a successful way for the children to familiarise themselves with the classrooms and to meet the Prep teaching group and their future cohort.

PREP 2023 WELCOME NIGHT

The Prep 2023 Welcome and Information Night was held on Thursday 20th October. It was incredibly enriching to be able to welcome our new and current families in the regular hospitable way face to face. This event enables families to mingle, get to know one another and forge lifelong friendships as well as provide the information that all families will need as their child enters St Mary's for the first time.

PARENTS ASSOCIATION

We thanked the outgoing President Carley White and Vice President, Emma Hall. Carley had been President of the PA for 5 years and was also VP for one year. She achieved so much for St Mary's. Emma had been Vice President for three years however she had been on the PA as a general member since 2012. What an amazing achievement and we applauded Emma for her years of service and hard work for the benefit of our St Mary's children and families.

The call went out for volunteers to form a new committee beginning 2022. An energetic new committee was formed. Lisa Arends and Rachel Bitzilis volunteered for the role of Joint Presidents. Michelle Parente volunteered to be secretary, Helen Kiddell volunteered to be treasurer and then several general members volunteered their time and energy; Mel Mayne (Tuckshop), Nadine Alderuccio (Uniform shop), Katie Fields, Christine Di Pasquale (Class Liaison Coordinator), Yvonne Gray, Jess Rasic, Mary Saville, Eleni Gianottis, Natalie Hadley and Sharon Ganter. St Mary's is extremely grateful to all of these Parents for their support and for the various fundraising and community building events that ensued; Bunnings BBQ, Mother's Day Stall, Father's day Breakfast, Prep Buddy Picnic, School Disco,

MAINTENANCE AND DEVELOPMENT TEAM (MaD)

Thankfully working bees resumed in 2022. The first role of the MaD team was to cook the sausage sizzle for the Prep Buddy Picnic. The Child Safe Standards ensure that all volunteers have a WWC and follow the Child Safety Policy including the completion of the St Mary's Induction Module. The Working Bees are generally well attended and important work is completed to ensure a well-maintained school. We are grateful for all members of the MaD team.

CLASS LIAISONS

In 2022 St Mary's introduced the concept of Class Liaisons in an effort to support better communication and connection between families and the school. Christine Di Pasquale was

kind enough to volunteer as coordinator of this initiative. Each class has two liaisons who communicate to the school a birth in the family, or death of a family member of any class family so flowers and condolences can be sent. They organise playdates and outings for the entire class so that all families are included and have a sense of belonging and support. Each year we will build on this initiative.

LEADERSHIP AND MANAGEMENT

STAFFING 2022

In 2022 staffing a school was, universally quite difficult. St Mary's would advertise, even for ongoing positions and no-one or very few applicants would apply as was common throughout education. We were fortunate that we were able to employ suitable teachers. Our Deputy Principal was on secondment as Acting Principal at St Kevin's Templestowe Lwr and has since been officially and deservedly appointed as Principal. We congratulate her on this wonderful achievement and are immensely grateful for her work and the commitment that she demonstrated at St Marys. Laurina van der EL has officially been appointed as Deputy Principal.

AGILE LEADERSHIP The Leadership Team participated in an Agile Leadership course with Simon Breakspear. This learning provided the team with strategies to support all staff in our school improvement endeavours.

ANNUAL REVIEW MEETINGS (ARM)

Annual Review meetings are part of the reflection and evaluation phase of the St. Mary's Performance and Development Cycle. Staff purposefully select annual goals based on current student data in line with the AITSL standards (across the three domains), the School Annual Action Plan and targeted Curriculum Learning Areas and Capabilities. The ARMs give staff the opportunity to present evidence of achievement and reflection of set goals with the Principal or Principal delegate.

COMMUNICATION and COMPASS PORTAL

We subscribed to Compass as the single platform for communication with parents. We wanted just one communication stream so that parents could access messages and information with ease. Student learning is shared through Seesaw so that parents might comment on their children's work. Our website provides global information about and for St Mary's.

EXTRA CURRICULAR PROGRAMS

Upschool was a successful program of which all students participated, in 2022. Upschool was designed by our website provider Digital Schools and is a social enterprise whereby students design the learning and provide support globally. Year 3 and 4 raised funds to build a library in India. In the second semester all students published their own books and the sale of books helped students in need.

Parish Priest's Report

This report is a way to inform you, with very wide brush-strokes, about the activities in our parish in the areas of our pastoral care, worship, education & formation, planned developments & our parish activities. I would like to express my gratitude to the so many who are involved in practical ways of ministry, leadership, formation and maintenance in our parish and to the school staff and parents as we foster the growth and development of the children in our parish.

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 all the formally employed staff with whom I work in the parish and school.

It is with sadness that I need to report the retirement of Jacinta Bright as our PA after almost 18 years with us and after 32 years as a PA in the Archdiocese of Melbourne. She was formally farewelled at Sunday Mass in October last year. We have worked well together and she has contributed greatly to the life of our parish and school over that period of time. I can however also report that we appointed Sandra (Sandy) Starbuck as our new PA and she commenced work in November. Sandy was formally welcomed and installed in her role at a Sunday Mass in early December. She has already met with many parishioners and introduced herself to all of the parish groups and she is firmly establishing herself also in the school among staff, students and parents.

A particularly sad event was the recent death of Fr. Tao Pham, who resided in the presbytery at St. Thomas', but was a regular celebrant of Mass here at St. Mary's. He has been suffering for several years with the consequences of septicaemia and has been on dialysis for a number of years. Instead of travelling back to visit his family for a holiday in Vietnam, he succumbed to deteriorating health. He is certainly missed by many, including parishioners from our partnered parishes. There was a moving Funeral Mass for him at St. Thomas', one in the Vietnamese community church in Keysborough and a few more back in his home parish in Vietnam where he was buried in his home parish church's cemetery.

Parish Partnership:

I am beginning to see fruits of cooperation and collaboration as we further our partnership. My endeavour is to encourage various individuals and groups to meet across the three parishes to explore ways that can work with one another.

Parish Pastoral Council:

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. 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 have made them available on our Parish websites.

Governance of Schools:

A new structure of governance of schools was established at the commencement of 2020 that eliminates the parish priest as the employer, canonical administrator and governor of Catholic

Primary and Secondary schools in the Melbourne Archdiocese. 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. In general, the collaborative relationship between Parish priests, school principals and the schools themselves will, to a large extent, be determined between the principals and priests. I can say with confidence that my collaborative relationship with Marisa Matthys, Laurina van der El and Ana Amorim and the staff in general continues well.

We continue to work together as parish and school for the preparation of children for the Sacraments, including our faith Formation evenings for parents, and children in year groups have been scheduled to come to the weekday parish Masses at 9.15. Parents are also warmly welcome.

Parish Property Development:

After negotiating with the Properties & Development Office of the Archdiocese and with a company that operates Early Learning Centres, one such centre is now being established on the grounds of St. Thomas parish. I am currently investigating the possibility of establishing one here at St. Mary's on the site of the current Parish house. In both instances I have considered these with the relevant PPCs and Finance committees as a means of acquiring external income because our financial viability is vulnerable into our future. We are working with the property office of the Archdiocese to expedite the process.

Memorial Garden:

Members of this group continue to maintain and develop the garden and with the assistance of the MaD committee members. John Wood continues to install plaques on the wall of the garden on a needs basis. Grounds:

I would like to thank the MaD committee and a small but dedicated group consisting of Barbara and Des Papworth, Helen and Dan Quigley and Nihal and Merrill Gunawardana, who maintain the gardens around the church.

Spirituality and Faith Formation:

I meet with all the parents who have enrolled their child into St Mary's for Prep. 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; the Prep Parent Connections 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. This year Trevor & Michelle D'Souza, together with a team have led a successful Alpha Program with participants across our 3 parishes. I am grateful for their energy and enthusiasm in taking this on board.

Ministers to the Sick are an important aspect of pastoral care in our parish and I especially wish to thank each of them and particularly their coordination by Merrill Gunawardana. We have resumed taking communion to parishioners in their homes and to our Aged Accommodation centres. I celebrate Mass at each of these every few months.

Plenary Council Facilitators Group:

I am gratified that a considerable number of our parishioners met in groups to listen and discern how the Spirit is calling us to be Church in Australia. I am grateful for the parishioners who have facilitated these meetings which have also drawn together members of each of our parishes and

have not only presented their considerations to the National Plenary Council, but have also explored what we can do in our own locality. We are currently working on three initiatives:

- A plaque has been placed on large boulders in prominent places in each of our partnered parishes acknowledging the harm and suffering caused.
- A ritual of atonement/lament is planned where we parishioners have an opportunity to come together to express our sorrow and claim a path to a different future.
- An approach has been made to the Archbishop to have a sculpture placed in the gardens of the Cathedral that expresses sorrow for how the Church failed to care for victims and survivors.

Greensborough Plaza Community Connector:

This initiative has fallen into abeyance since COVID, but the intention is to resume the work in the near future and to engage parishioners in this ministry.

Mental Ill Health initiative

The group named itself LAMP, standing for Love, Acceptance and Mental Peace. The group consists of parishioners and school staff. We have been blessed to have Sr. Ros Cairns, who lectures in the area of mental health, spirituality and pastoral care, as a parishioner here and as someone who is a member of this group and has facilitated sessions with us. Restructuring Parishes:

The Archdiocese of Melbourne is currently restructuring parishes across Melbourne as part of its missionary plan – “Take the Way of the Gospel”. The proposal we have been given is that our three parishes be joined with the parishes of Montmorency and Eltham. This would make us a partnership of several parishes; Greensborough, Greensborough North, Diamond Creek and Montmorency and Eltham. On easter Sunday this year, the current parishes of Montmorency and Eltham will amalgamate and form the parish of “The Holy Trinity”, comprising not only of the 2 current parishes and their schools, but also the community of Holy Trinity, North Eltham. We will explore with them when and how to proceed in the future.

In conclusion:

I would like to express my gratitude to all the parishioners and staff 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 and for the continued and developing collaboration between the parish and our school.

Fr. Steven Rigo (Parish Priest)

School Advisory Council Report

The School Advisory Council AGM was held in March 2022 via Zoom. I would like to thank Simon Braid for his commitment to the SAC for 4 years and holding the Chairperson position for 2021/2022. My thanks also go to Amanda McKenna and Gillian Probst for their hard work and diligent membership to the School Advisory Council. We welcomed one new member onto the SAC- Suzannah Siddles.

All new roles were assigned, Carolyn Drake is the new chair and Agnes Succar is the Deputy Chair. Georgie Marinucci is our Secretary and Suzannah Siddles is Deputy Secretary. We decided to continue the rolling roster for representation to the PPC, PA and MaD committees. New members were inducted, and Codes of Conduct, Fit and Proper Person Declarations were signed, and Terms of reference were agreed to. Our next AGM is scheduled for March 2nd, 2023.

Child Safe Standards

Marguerite Jones has kept us up to date with the Child Safe Standards at each meeting. Marisa and Marguerite attended some training on the 11 new child safe standards that are being introduced. The Key changes include:

- Involve families and communities
- Organisations efforts to keep children and young people safe
- Greater focus on aboriginal children
- Online focus.

The Child Safe Standards Committee was formed which includes both staff and parents and they will continue to undertake a process of review of practices and policies. All new policies and procedures were in place by 1st July 2022.

Engagement and Participation

Laurina Van Der El has kept us up to date with Engagement and Participation at each meeting. Parent involvement numbers have been lower than pre-covid years but are starting to improve. There has been great discussion around the Parent Induction Module and Parent Engagement Survey and its effectiveness to translate into actual parent helping when required. We reviewed the surveys and Laurina has prepared a new parent involvement survey based on the feedback which has been rolled out ready for 2023.

North-East Link

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. Grant opportunities

The school has applied for two grants. One to upgrade the school hall including the toilets and heating and cooling systems. The other capital project that is being scoped is to upgrade the two-storey building (near the FLC). Marisa invited the Hon Colin Brooks to come to the school in October to gain his support. Funds have been secured and Marisa is currently receiving quotes for the refurbishment and hopes work will be able to begin soon. Marisa has submitted a separate grant to get a footpath at the William Street carpark to improve access to the

school.

Kindergarten on School Grounds

From next year, 4-year-old kindergarten will be 30 hours per week and 3-year-old kindergarten will be 15 hours per week. Kindergartens have until 2028 to implement these changes. Some kindergartens do not have the space to accommodate this significant increase in hours. One member raised the idea of having a kindergarten on the St Mary's site. Discussion followed regarding the best place for a kindergarten. Staff shortages

Staff shortages due to sickness has been a challenge throughout the year, but everyone has done the best they can. Some of the strategies included, if a class needed to be split up due to staff shortages, then the teachers will have a consistent approach to how this is done.

Policies

Updates have been made to the Supervision Policy for when there are funerals on at the St Mary's Church, ensuring that the children are appropriately supervised. In addition, the Expulsion and suspension codes of conduct have been updated.

2023 Enrolments

60 Prep students are enrolled in 2023. This is a decrease on previous years. The demographic picture does show a decline in the number of children in the community over the next 10 years (ie. Greensborough has an ageing population). Significant strategies are already in place to ensure the school is promoted extensively in the community.

SAC 2023

In 2023 St Mary's School Advisory Council will continue to provide council to act as a sounding board and provide feedback to Marissa and Fr. Steve on matters including school improvement, school reviews, financial matters, the school master plan, capital resource planning and maintenance. I hope that St Mary's is awarded the grants that it has applied for and that the school can begin some long overdue cosmetic upgrades.

I would like to extend my thanks to the members of the School Advisory Council for all their hard work throughout the last year. I wish everyone the best for a safe and productive 2023.

Carolyn Drake School Advisory Council Chairperson

Catholic Identity and Mission

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 2022:

Throughout 2022, the staff and students engaged with the RE Framework to bring to life the Pedagogy of Encounter. The school once again commissioned the 2022 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 : "Anchored in Hope .with Peace, Empathy, Mission, and Strength.
- Close working relationship with the Fr Steve.

- Opportunity for regular Masses and School Masses
- FIRE Carriers, Opening School Year Mass, Women's 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.
- Deepening and embedding 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

Learning and Teaching

Goals & Intended Outcomes

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

Achievements

A thriving school is categorised by a high performing learning culture. At St Mary's we are committed to measuring, reviewing and improving our aligned approach to learning, behaviour and school improvement. Engaging in research and an evidence-based approach ensures we are continually critiquing our school identity and the approaches we take to ensure the full flourishing of all learners. At St Mary's we believe that knowing our students deeply, building collaborative relationships as co-learners with students, parents, other colleagues and the wider community, as well as prioritising a culture of trust and feedback is vital for innovation and sustained impact. Some of our key achievements are:

- a Wellbeing Team and Student Learning Team that meets every fortnight
- a clear internal referral process and external referral process (ROSAE) when students do not meet, or exceed expected standards

- a collaborative and rigorous process for identifying and reviewing students requiring intervention
- a clear and cohesive data plan and assessment schedule that ensures all student needs are identified, measured and reviewed
- professional learning meetings that always begin with the data

STUDENT LEARNING OUTCOMES

STUDENT LEARNING OUTCOMES

We began 2022 by reviewing our achievement of the Collaborative 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 PATR growth data and data walls?

Detailed data walls were formed that enabled comparisons between phonics and vocabulary at the whole-school level, class level and individual level. Through thorough data analysis we identified a significant increase since 2020 of students moving from at standard to above standard in fluency measures which reflects phonics skills. 66.5% of students were now achieving medium or high growth in comprehension which was an increase of 17.5% from 2021. The National Phonics Check, reflected 90% of Year One learners as fluent and developing decoders.

This review allowed us to clearly articulate the strategies, approaches and key learnings that were identified through the Collaborative Inquiry journey. As new members joined the leadership team we captured how these key learnings would be translated into our next phase of the school improvement journey. A shared understanding of the eradication of the bell curve and a belief of no longer accepting a percentage of low growth as a norm was formed. Our data in 2022 began to prove with the right approaches, routines and strategies all students can learn and all teachers can teach to a high standard given the right support.

Achievement of our 2021 Collaborative Inquiry, led to reviewing our organisational

processes/routines, leadership practices, teaching practices and student learning behaviours. This resulted in a shared vision to engage in research that reviewed the connection between academics and behaviour. The leadership team, academic coaches, behaviour coach and all staff began the journey of identifying how to sustain high academic improvement through the implementation of engagement strategies, retrieval practice and most importantly forming positive learning environments that reflect expected behaviours.

Some of the key strategies implemented were:

- engagement in the Monash Q Research Project
- professional learning pathways and teaching sprints that reflected academic and behavioural goals and individual accountability to building empowered teams
- designing a Data Plan with co-constructed beliefs of what assessment literacy looked like at St Mary's
- set routines and processes for Collaborative Assessment of Student Work
- engaging with research that focused on student engagement through cold calling and retrieval practice
- instructional implementation of research through lesson study and teaching sprints
- celebration of student and teacher learning through Ghost Walks

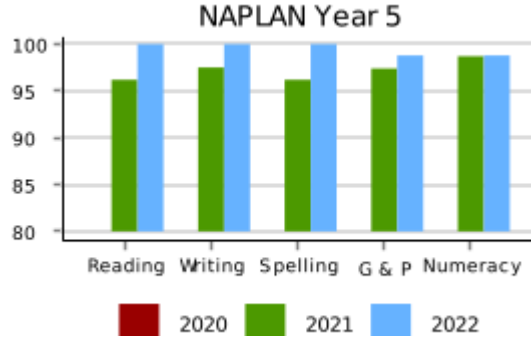
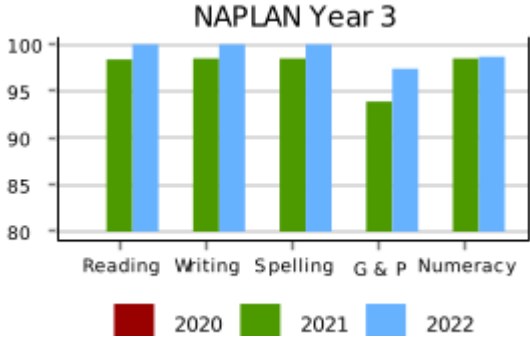
In 2022, our Year 3 Reading Naplan Data mean was the highest score in 5 years with an increase of 14 points from 2021 to 2022. Our Year 5 Reading Naplan Data mean was the highest score in 4 years with an increase of 25 points from 2021 to 2022. We were outperforming the state for Reading in both Year 3 and Year 5.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	93.9	-	97.4	3.5
YR 03 Numeracy	-	98.5	-	98.7	0.2
YR 03 Reading	-	98.4	-	100.0	1.6
YR 03 Spelling	-	98.5	-	100.0	1.5
YR 03 Writing	-	98.5	-	100.0	1.5
YR 05 Grammar & Punctuation	-	97.4	-	98.8	1.4
YR 05 Numeracy	-	98.7	-	98.8	0.1
YR 05 Reading	-	96.2	-	100.0	3.8
YR 05 Spelling	-	96.2	-	100.0	3.8
YR 05 Writing	-	97.5	-	100.0	2.5

* 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 PBL; Positive Behaviour in Learning framework implemented
- PBL team meeting consistently to work through the behaviour matrix.
- Employment of a Positive Behaviour coach
- Support school in implementing Respectful Relationships
- Explicit consistent teaching of 3R's- I am respectful, I am responsible, and I am resilient.
- 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 utilised to support behaviour management
- Employment of a School Psychologist: for students

- Establishment of a triage system to support student anxiety, diagnosis or academic concerns
- Regular PSG meetings
- Moderation of NCCD by classroom teachers and leaders
- Accreditation as an E-smart school: Digital licenses for all students
- Compliance with new Ministerial Order 1359 Child Safe Standards
- Child Safe Officers continue to work on updating policies and processes
- Child Safety Team (including parents) established an deet on a regular basis 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
- Online bullying presentation by Banyule Police Youth Service Officers
- Build teacher confidence and capacity to provide adjustments to manage behaviour.

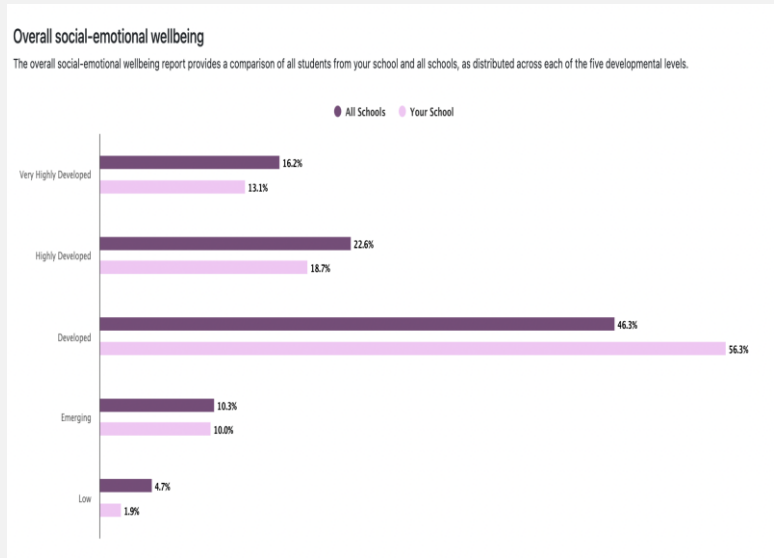
STUDENT SATISFACTION

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 2022 and will be compared to 2021 Student Well-being data. The evidence provides St Mary's with important information and direction for future targeted teaching.

TERM 4 NOV 2022



Overall Social -emotional Well being 2021



STUDENT ATTENDANCE

All parents are expected to contact St Mary's Parish School to communicate via Compass 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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	90.4%
Y02	87.2%
Y03	88.1%
Y04	88.1%
Y05	90.5%
Y06	89.8%
Overall average attendance	89.0%

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. 1359.

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 1359. 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 establishment of a Child Safety Team which includes parents. The Child Safety is communicated through the School Advisory Council, 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. MACS Child safety policies are consistently contextualised, updated, reviewed and placed in the newsletter and on the St Mary's Website. The process requires us to bring constant awareness of Child Safety through the many current policies and procedures already in place to protect the safety and welfare of all children to our community. 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 2022.

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 documents, 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.

Child Safe Standards– Thursday 27.4.23 RST 4.5.23
TIME: 2:15-3:00 PM
WHERE: Meeting Room 1
CHAIR: Marguerite
MINUTES: Marisa
Present: TT, MM, TS, LV, MJ,
Apology: SS, RP



Prayer		
Agenda Item	Minutes	Actions
Previous Minutes Child Safe Standards 2.3.23 Parent Code of Conduct-Sharing and disseminating		
New Policies related to CSS	Code of Conduct - Parent or Guardian or Carer.docx All present read the above policy.	Discussion about parents photos Policy to go on Candela & Website
PROTECT: Protect - Identifying and responding to all forms of child abuse on Victorian Schools – Reporting obligations		
Student Voice– <i>from previous minutes</i> How we empower student voice so that we can errate this negative view of dobbing	<i>Women in Leadership program- has informed MM & LV about a SV forum</i> <i>Consider whole school explicit approach-about how to speak up & stand up.</i>	MJ & LV: Investigate Positive schools. & present options to team in Term 3
Parent Education - <i>from previous minutes</i> Strategic approach - what does our community need?	Parents as Partners	Organise pre prep forums about cybers safety Parents as partners etc.
:		

WWW: <ul style="list-style-type: none"> • What can be considered: <ul style="list-style-type: none"> •
Next Meeting- <ul style="list-style-type: none"> •
Meeting closed:

Leadership

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 2022 St Mary's Leadership Exec Team incurred a number of changes. The Deputy Principal; Gabee Leone was seconded as Principal at another school. The Learning Culture Leader was appointed as the Deputy Principal and the Learning Diversity Role was divided into two; Prep to Year 2 and Year 3 to Year 6. Rachel Perissinotto was employed as the Year 3-6 Learning Diversity Leader. The IT position became a leadership position rather than an Executive Position. 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.

- Measuring, reviewing and improving our aligned approach to learning, behaviour and school improvement
- Engaging in research and an evidence-based approach
- 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

- Reviewing our achievement of the Collaborative Question
- 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
- Detailed data walls were formed and guided by leaders
- A detailed data plan was created
- Leadership undertake consistent weekly learning walks and talks 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 literacy
- Expectations of consistency, persistence and insistence in high expectations and best practice
- As new members joined the leadership team we captured key learnings which translated into our next phase of the school improvement journey.
- celebrated our incredible growth in all areas of NAPLAN

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

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.

- CECV Conference: The Time is Now
- Monash University: Mathematics Assoc Of Vic (MAV)
- Monash University Q Project
- Morphology
- Warden and Emergency Management Training :Dynamiq
- Webinars: Reading and Retrieval
- FIRE Carrier PL
- ICON training
- Team Teach: Behaviour management strategies
- Grammar in Context
- Learning Collaborative: Cohort 2
- ALL program
- Leading Languages
- RE Faith Formation
- Principal Standards
- Teach Like a Champion
- Leadership Development: Katrina Bourke
- Pedagogy of Encounter Ingrid Green
- Agile School Leadership
- Positive Behaviour in Learning
- Tom Sherrington & Simon Breakspear - Cold Calling: The #1 strategy for inclusive classrooms
- Early Number and Algebra: ENA

Number of teachers who participated in PL in 2022	33
Average expenditure per teacher for PL	\$542

TEACHER SATISFACTION

Our Leadership Team work extremely hard with teachers to improve pedagogical practices. In 2022 many leaders replaced teachers in classrooms due to staffing shortages and issues post COVID.

Data Focus	2019 Staff CEMSIS Data	2021 Staff MACSIS Data	2022 Staff MACSIS Data
------------	------------------------	------------------------	------------------------

<p>Instructional Leadership</p>	<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"> • 73% of staff believe leaders help teachers address instructional issues in their classrooms • 76% of staff believe leaders ask considered questions about learning and teaching • 95% of staff believe leaders are knowledgeable about learning and teaching practices 	<ul style="list-style-type: none"> • 77% of staff believe leaders help teachers address instructional issues in their classrooms • 58% of staff believe leaders ask considered questions about learning and teaching • 90% of staff believe leaders are knowledgeable about learning and teaching practices
<p>Feedback</p>	<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 44% of staff believe they receive feedback on their work that is regular, thorough and useful 	<ul style="list-style-type: none"> • an average of 52% of staff believe they receive feedback on their work that is regular, thorough and useful
<p>Psychological Safety</p>	<ul style="list-style-type: none"> • 45% of staff feel comfortable experimenting with untried teaching approaches 	<ul style="list-style-type: none"> • 85% of staff feel comfortable experimenting with untried teaching approaches 	<ul style="list-style-type: none"> • 65% of staff feel comfortable experimenting with untried teaching approaches

<p>Professional Learning</p>	<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"> • 100% of staff believe professional learning is closely connected to the school improvement plan • 68% of staff believe professional learning is designed in response to teacher needs 	<ul style="list-style-type: none"> • 94% of staff believe professional learning is closely connected to the school improvement plan • 52% of staff believe professional learning is designed in response to teacher needs
<p>Collaboration Around an Improvement Strategy</p>	<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"> • 94% of staff believe they are aware of the school improvement plan • 97% of staff believe they are clear of the components of the school improvement plan • 82% of staff believe the school improvement plan is achievable • 91% of staff believe schools resources, processes and procedures are aligned to the school improvement plan • 94% of staff believe programs and initiatives are clearly aligned to school improvement plan 	<ul style="list-style-type: none"> • 84% of staff believe they are aware of the school improvement plan • 74% of staff believe they are clear of the components of the school improvement plan • 74% of staff believe the school improvement plan is achievable • 90% of staff believe schools resources, processes and procedures are aligned to the school improvement plan • 87% 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"> • 90% of staff believe they discuss student work often • 100% of staff believe they discuss student assessment data often • 90% of staff believe they discuss instructional practices often • 90% of staff believe teachers modify their teaching based on data 	<ul style="list-style-type: none"> • 84% of staff believe they discuss student work often • 84% of staff believe they discuss student assessment data often • 74% of staff believe they discuss instructional practices often • 90% 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 57% of staff believe they have adequate time to meet as a team 	<ul style="list-style-type: none"> 94% of staff believe leaders have been clear that the purpose of your work as a team is to improve learning and teaching 55% of staff believe they have adequate time to meet as a team
-------------------	--	---	--

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	85.8%

ALL STAFF RETENTION RATE	
Staff Retention Rate	72.5%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	16.7%
Graduate	4.2%
Graduate Certificate	4.2%
Bachelor Degree	79.2%
Advanced Diploma	20.8%
No Qualifications Listed	4.2%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	48.0
Teaching Staff (FTE)	41.6
Non-Teaching Staff (Headcount)	42.0
Non-Teaching Staff (FTE)	28.6
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

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 new dynamic Parent Association, the Maintenance and Development Team (MAD team) and School Advisory Council, and all their subcommittees and numerous other school activities. COVID presented many barriers for a thriving school community. Thankfully after Term 1 2022 we were able to resume parent contact with the school and begin to rebuild parent and school participation.

In the school this is evidenced by:

- Classroom helpers each week and the participation of parents in our junior Literacy workshops.(Term 2 and beyond)
- Participation on committees and celebrating the social life of our community through various fundraising activities (2022 was a rebuilding community phase.)
- An information evening for new Prep 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 committee, through events and always supporting the school and staff
- Post Covid the Parents Association activities in 2022 were the Mother's Day Stall and Father's Day breakfast and the Easter Egg raffle, Sacrament reflection day lunches,
- Regular MAD, PA, Child Safety and SAC meetings
- Prep, Buddy Picnic involved great attendance and support
- Introduction of a Women's Mass and Luncheon
- Parents members on St Mary's Child Safety Team
- School disco organised by the PA
- Parent Faith Nights (held online and face to face)
- Graduation Dinner for the students
- Regular working bees conducted by the MaD team and supported by each year level
- Cybersafety Project online learning for parents
- Formation of a dynamic Parents Association with new members

- Parent volunteers and participation at sporting events
- Parent volunteers at the Uniform shop and Canteen
- Parent assistance of the School Performance

The MACSSIS data demonstrates that Post COVID all areas of Parent Engagement has dropped significantly and require re-imagining.

PARENT SATISFACTION

St Mary's was pleased that 68 parents out of a possible 365, completed the MACSSIS surveys in 2022 as compared to 55 in 2019 and 8 in 2021. The results demonstrate great growth in particular year levels and similar results or declines in other year levels. We believe the mixed results demonstrate that some parents feel very connected to the school whilst others have found engagement restrictive. We also know that students and some parents re-engaged with St Mary's Post COVID with post-traumatic stress and levels of anxiety and dysregulation were extremely high.

The 38 Male and 30 Females who responded provided the following data. In general, of the 68 parents who responded, the Female data is extremely positive whereas the male data will require work to assist our fathers/male carers to feel greater connection.

Barriers to Engagement (Reverse scoring), School fit, perception of School Climate, Student Safety and Communication have all demonstrated significant growth in the eyes of our female parents. The views of our male parents suggest all areas have declined. Catholic identity and Family Engagement has declined for both male and female. Family Engagement and Catholic Identity will require further investigation.

E1186 St Mary's School Primary
Overall and Domain Level Snapshot - Family

2022 Overall and Domain Level Snapshot - Family

1st Level Comparison

		MACS average	2021	2022	Male	Female	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	
DOMAIN	DOMAIN DEFINITION	Base (n=)	7	358	8	68	38	30	7	5	9	11	5	15	16
OVERALL	Overall school positive endorsement %		69%	69%	57%	54%	60%	56%	81%	55%	62%	49%	66%	40%	
1. Family engagement	The degree to which families are partners with their child's school.		46%	59%	31%	33%	29%	30%	43%	26%	42%	35%	32%	20%	
2. Barriers to engagement	Factors that can hinder a family's interaction or involvement with their child's school.		66%	69%	70%	67%	74%	66%	88%	84%	67%	83%	72%	54%	
3. School fit	Families' perceptions of how well a school matches their child's developmental needs.		76%	68%	58%	54%	64%	60%	94%	46%	65%	34%	76%	38%	
4. School climate	Families' perceptions of the social and learning climate of the school.		85%	86%	71%	65%	78%	73%	96%	67%	85%	50%	88%	46%	
5. Student safety	Perceptions of student physical and psychological safety while at school.		72%	70%	52%	46%	60%	53%	91%	62%	53%	17%	63%	35%	
6. Communication	The timeliness, frequency, and quality of communication between the school and families.		72%	63%	50%	48%	53%	40%	87%	37%	64%	42%	62%	30%	
7. Catholic identity	Families' perceptions of and engagement with the overall Catholic identity of the school.		64%	66%	52%	52%	52%	60%	59%	44%	45%	53%	58%	50%	

Future Directions

St Mary's school improvement strategy continue with our one clear goal for the whole school.

The leaders reviewed all interventions and school practices, they noted the data collected and asked for clear evidence to establish whether student outcomes were benefiting from the immense resourcing and various programs taught.

Upon analysis of the data, the team decided Reading was of the greatest need for improvement. The data clearly displayed that we were a cruising school.

We engaged with research from Sharatt and Fullan the 14 Parameters, Tools from Simon Breakspear Agile schools and Reading Instruction using Tom Sherrington's Rosenshein's Principles in Action. This provided a clear framework for school improvement.

The Parameters provided a rigorous review of school data sets, expectations and previous improvement strategies. They allowed us to uncover our narrative and set clear direction and high expectations for moving forward.

St Mary's reviewed the way we teach Literacy. Our data suggested that too many students could decode well however their comprehension skills were falling. St Mary's will continue to implement the five pillars of Reading Instruction; Vocabulary, Fluency, Phonics, Phonemic Awareness and Comprehension underpinned by Oral language hence they became the Big 6 of Reading Instruction We utilise retrieval practice to ensure we don't move on until all students comprehend.

REIMAGINED PBL

Since COVID, student behaviour requires major attention and as such we have employed a Positive Behaviour Coach. This will help create a Positive School Community where all children feel that at St. Mary's

- People care about them
- Their needs for support, respect and friendship are met
- They are able to get help to work out problems.
- They can regulate their behaviour

The three school wide behaviour expectations are:

- I am Respectful
- I am Responsible
- I am Resilient

A whole school approach to behaviour management through consistent practice and language is an expectation. All staff are required to teach, model and practice social skills and positive behaviour.

Consistency, 3Rs and the Behaviour Matrix are the tools that support students to develop positive behaviours.

Build Teacher Pedagogical Knowledge in Pedagogy of Encounter

- 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.

Feedback

- Continue to build teacher confidence and capability in curriculum planning and teaching through peer observation and explicit feedback from leadership following purposeful classroom visits.