



St Mary's School Hamilton

2020

Annual Report to the School Community



Registered School Number: 0724

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Future Directions **Error! Bookmark not defined.**

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Minimum Standards Attestation

I, Terrielynn Groves, 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 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

20/04/2021

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

Our School Vision & Mission

Our School Vision

"You must love one another. If you have love for one another, then everyone will know that you are my disciples."

John 13:34 - 35

As a Parish Catholic Primary School, we at St. Mary's are committed to creating a vibrant educational community which is safe and nurturing for all children, allowing each child to achieve their full potential, imbued with the Good News of Jesus: one in which each person in our community is enabled to grow in dignity, developing a living, loving relationship with Christ and others.

The following Gospel Values are at the core of our School Community:

Love

Respect

Faith

Truthfulness

Community

Service

Compassion

Concern

School Overview

School Overview

St Mary's Primary School is a Catholic school located in Hamilton, Western Victoria. In 2020, St Mary's had an enrolment of approximately 210 students from the surrounding parish and district.

The school was established in 1858 and has been blessed with the governance and involvement of the Loreto Sisters (1905-24) and the Good Samaritan Sisters (1924-2005). The school retains the values of the religious orders that served the local community and which continue to inspire the educational family at St Mary's.

In 1905 the school took up residence at the Coleraine Rd site and was an educational home to primary and secondary aged children from the Parish until the late sixties. From that time the school dedicated the curriculum to the primary years when Maryknoll College was established for secondary girls and later, Monivae College became co-educational. For 106 years the Coleraine Rd site was a place where the local Catholic community made a connection with teaching and learning with many families dedicating generations to the St Mary's story.

In 2011 St Mary's completed the construction of its current facilities in Hiller Lane and relocated the school community for the commencement of Term 2.

As a Catholic school, St Mary's is committed to creating a vibrant educational community, allowing each child to achieve their full potential, imbued with the Good News of Jesus; a school in which each person in our community is enabled to grow in dignity, developing a living, loving relationship with Christ and others.

In accordance with the tradition of the Good Samaritans, Jesus and His Gospel are at the centre and focus of all aspects of school life.

There is a commitment to the development of the whole child: spiritual, social, emotional, physical and intellectual. The school community promotes and strives for an environment where the educational needs of all children are met.

All members of our school are challenged to always have a go and to do their very best at whatever task they attempt. This challenge is closely related to learning but also considers the type of people we can be.

During the 2020 school year we focused our energy on three priorities in order to build the overall performance of our staff and students. Staff developed action plans around the areas of:

- understanding ourselves as people of faith, who experience God in all of creation.
- embedding a whole school approach, which enhances wellbeing for all.
- building staff capability to lead a culture of continuous improvement.

Principal's Report

2020 - To say that it was a year like no other would be an understatement! We began in January with excitement about what the year would bring and we got off to a great start - a fantastic celebration as a whole school at our beginning of the year Mass, a wonderful Athletics day where Loreto House took home the cup for the first time in many years, a fabulous Gr 5/6 camp to Bridgewater with lots of new experiences including surfing and sandboarding.

But by the end of Term 1, we knew that 2020 really would be a year like no other. A global pandemic had been called across the world and we all scrambled for the rule book on what to do next but there didn't seem to be one. The term finished early and our students headed off on holiday, with no promise of when we'd be back. Uncertainty and a sense of unease filled our hearts.

Remote Learning became a phenomenon that we all became rapidly familiar with. Our students soon found themselves learning from home, using Google classroom as a virtual classroom, instead of the classroom with their peers. They stepped up to the challenge and continued to learn and grow. It was with great excitement that they were able to come back into the school after eight weeks at home and we hoped that was the end of it. But Covid-19 had other ideas...

After the Term 2 school holidays and three weeks of onsite learning, we went back into Remote Learning. With this round of learning came Google Meets, more Google classroom and who could forget Woohoo Wednesday when we experienced a day a week of specialist activities. Another seven weeks passed - our students had now spent more time learning at home than at school!

Term 4 began. All students and staff were back onsite and back into face to face learning, following our Remote Learning experiences. We were getting ready for the next step in their journey - finishing the 2020 school year and preparing for the possibilities 2021 might bring.

Throughout, and often because of our challenges, our staff continued to focus on the benefits of working as a Professional Learning Community and imbedding practices that directly impact on student outcomes. A focus on knowledge and understanding of the curriculum, particularly around Numeracy and Literacy, and what each student required to progress their learning, resulted in the planning and delivering of a strong and structured program in each area of the school, in a new way. A focus on improving our teaching and learning practices in order to build student results when the children were not in the classroom with us, saw a continued increase in the professional and collaborative nature in which our teachers work together. Staff and students continued to work together at developing a culture of engagement in and responsibility for learning, with a focus on catering for each student's learning needs.

Energy was also committed to maintaining the partnership between school and home and the social and emotional wellbeing of students, families and staff during this incredibly challenging time. This will continue to be a focus in 2021.

Our staff and Fr Paddy - simply outstanding. Not even a pandemic could throw them off course. Their passion and commitment to Catholic Education at St Mary's is to be commended. They worked tirelessly for our students and families and for that I thank them. We are blessed to have them all.

Our parents, carers and families - we walked side by side in 2020, always with the same goal in mind, to look after our children in the best way possible. I admire their perseverance and courage. We hope to welcome them back into our school even more in 2021.

Our students - we are so very proud of their resilience and bravery when faced with the most difficult of challenges. We hope they will be all the stronger for what 2020 was for them.

As always, St Mary's Primary School endeavours to offer a balanced curriculum where each child is encouraged to develop to their full potential in a caring and supportive environment. Underpinning everything that happens in our school is our commitment to making the presence of Jesus obvious to everyone who enters. We promote this in the way we treat each other, in our school rules and values, in our relationships and in the atmosphere of respect, co-operation and friendship which permeates throughout our daily activities.

2020 was certainly a year like no other! For all its challenges, we are grateful for what we have learned and for the stronger community we have become. We look forward to all the opportunities 2021 will bring.

Catholic School Culture

Goals & Intended Outcomes

Goals & Intended Outcomes

- To further develop teachers scriptural and theological understandings and knowledge, to ensure the Catholic faith is recontextualised
- Embed Catholic Social Teaching across our school curriculum

Achievements

Achievements

While providing a Catholic school experience which hopes to be relevant, rigorous and inclusive, we are always conscious of the importance of continuously connecting to our traditions, story and rituals. Staff endeavour to provide learning experiences in Religious Education which enable students to make connections to their own lives, their faith and how scripture and customs inform the person we are called to be by God.

At St Mary's our programs, prayer and involvement with the Parish and school community reflect our Catholicity and are inclusive of other beliefs and viewpoints. The example of Jesus is reflected and lived out in our relationships and interactions with each other along with the choices we make.

Even though the 2020 school year presented unique challenges, our staff ensured that Jesus and His teachings were central to our daily work. This was reflected in the experiences given to our students by way of Catholic Social Teachings. Learning from home gave our students the opportunity to reflect on their daily lives and think about topics such as "Need and Wants" and to think about our global family when it came to deciding on what items we buy and exploring where these items come from.

Our school values and enjoys a strong and active partnership with our Parish community and its leadership. We feel extremely well supported and valued in our work and are inspired by the example of faith and community shared with us.

For obvious reasons, working fully towards our goals in the area of Catholic School Culture, was not possible in 2020. Our Sacramental Program could not run as planned, nor could our usual Liturgical celebrations. Even our much loved Grandparents' Day as well as Mothers' and Father's Days could not go ahead.

Our school has worked towards our goals in the area of Catholic School Culture in the following ways during 2020:

- The Eucharist has been celebrated when possible and was at least able to mark the beginning and ending of our school year.
- At times smaller liturgies have been held at school in order that students are able to experience the many events of the Church year. Fr Paddy visited each class over two days, to celebrate with all students, the year that was.
- We have endeavoured to share what it means to be Catholic through displays for those at school and on-line sessions for those at home

- We have been able to help families who have experienced illness, loss and difficulty through conversations and meals.
- Staff have worked hard on implementing the new Awakenings curriculum and building knowledge and understanding of its theological underpinnings. Teachers aim to deliver a curriculum that reflects our Catholic faith and brings students to know the person of Jesus.
- Teachers attended planning sessions with CEO staff to build on their knowledge and understandings of providing a rich, rigorous and relevant RE curriculum.

Community Engagement

Goals & Intended Outcomes

Goals & Intended Outcomes

- To strengthen the school's identity as a supportive learning community, which connects strongly with families and broader community

Achievements

Achievements

We have continued to work towards our goal and targets of strengthening the school's identity as a supportive learning community, which connects strongly with families and the broader community. We strongly encourage and appreciate family involvement in the life of the school and the invitation to participate is always extended. Our staff is very conscious of showing appreciation to those parents who demonstrate their support and assistance in any way.

The global pandemic of 2020 certainly presented us with many challenges. A major challenge which required dynamic thinking and flexibility, was how to engage and support our students to learn from home as well as their families at this challenging time. Our St Mary's team certainly rose to the challenge and managed to maintain and strengthen our partnership with families while also finding new and sometimes more convenient ways that we can keep connected with our community which we will adopt as we move forward.

- During home learning, teachers were in constant contact with parents. We communicated the children's learning activities via Seesaw and Google Classrooms platforms which enabled fast feedback, clarification and support to students and their parents working from home. Teachers' IT skills were certainly increased as we learned to video and instruct our lessons in a virtual world.
- Seesaw also became our way of sharing the school newsletter with our families which we will continue into 2021.
- Seesaw also became a major platform for Leadership to stay connected with our school families. Each Friday morning our Principal Terrielynn Groves would record a short video message with important information that parents needed to know in regards to COVID restrictions and the impacts on our school as well as upcoming events. Terrielynn has continued with these video messages each week after receiving extremely positive feedback from parents.
- Fortnightly whole school assemblies were unable to go ahead in 2020 due to COVID regulations. As a result, we began to livestream assemblies via our St Mary's Facebook site so that families could still be a part of our assemblies and celebrate with their children. Again, feedback on this adaption has been very positive and is something we look to continue.
- The wellbeing of our students and their families was a major priority for us during 2020. The leadership team decided that we would work together to make personal phone calls to all of our families to check and see how they were going with home learning and whether we could offer any extra support or assistance. Once again, feedback from parents was very positive. They were surprised that the time was taken to call each and every family and very grateful for the reassurance and support these calls provided them during such trying circumstances.

- Term 3 Learning Conversations could not be held in person due to COVID restrictions so teachers held 'phone conversations' with parents as an alternative.
- Most of our annual events and special occasions which involve parent involvement had to be cancelled in 2020, including our Christmas Parade. Again, adaptability shone through. Instead of our Mother's Day High Tea and Father's Day Footy Day we arranged for families to receive a free coffee from a local cafe.
- As we couldn't conduct our 'Step into Prep' and usual transition days and activities, we kept lines of communication going with our 2021 Prep families by signing them all up to Seesaw in advance so they could receive the school newsletter and be in touch with our school community. Prep teachers introduced themselves via Seesaw videos and also made big books that were all about coming to school with the local kinders.
- On return to site in December, we again collected hamper items to support our local St Vincent de Paul for Christmas time.
- The School Council members showed a strong commitment to the life of the school throughout a difficult year and their input and support of the work we do is greatly appreciated.
- When able, our student leaders organised activities which supported local groups such as St Vincent de Paul and Catholic Missions.
- The Annual Report to the School Community was made available in a number of forms for the information of interested persons.

Leadership & Stewardship

Goals & Intended Outcomes

Goals & Intended Outcomes

- To grow and sustain a staff culture that is characterised by shared vision, distributed leadership, a strong sense of engagement and a focus on continuous learning and improvement for all

Achievements

Achievements

Work in the area of Leadership and Stewardship has involved putting strategies in place to enable staff to be involved in activities which encourage problem solving and decision making skills. The sharing of leadership has also been a priority, particularly given the circumstances of 2020.

The recruitment of quality staff and ensuring that all aspects of the current workplace agreement are actioned across all staff members has continued to be a focus.

- During 2020 we prepared for the change of governance from our Parish Priest to DOBCEL (Diocese of Ballarat Catholic Education Limited).
- The School Advisory Council continued to be a strong and effective group who provided our Parish Priest and Principal with sound advice and thoughts. Members of the SAC are generous in their commitment to our school and the continued improvement sought in all aspects.
- Staff met virtually in teams and worked collaboratively towards developing and achieving the work of the school's Annual Action Plan and priorities.
- The Leadership Team, consisting of six staff members, met regularly and contributed to school planning and decision making.
- A Guiding Coalition team continued to support the work of PLC in the school. This group met regularly and planned professional learning, considered support for teams and individuals and liaised with CEO staff to determine goals and strategies.
- The School Advisory Council have School Improvement as a regular item on the agenda and work to maintain the conversation about the school's goals and strategies.
- Staff worked virtually with personnel from the Catholic Education Office to refine teaching practices and focus deeply on student learning outcomes.
- Processes for recruiting and selecting staff have been followed and effort was made to ensure that they were transparent in nature and complied with Child Safe policies and procedures.
- Induction was conducted with all new and existing staff and volunteers. Casual relief teachers were also invited to attend an induction meeting earlier in the year.
- Annual Review Meetings were held with all teaching staff and learning support officers during Term 3.
- Staff developed individual professional learning plans in order to identify strengths and areas for further growth, with a particular focus on wellbeing - more important than ever!. This information was used to determine individual and whole staff professional learning

opportunities. Individual staff members met with the Principal and a member of the Leadership Team to discuss their annual goal on a number of occasions during the year.

- Staff were provided with non-contact time as per the Award with additional times provided during the year in recognition of workload, specific tasks and the value placed on collaborative team planning.
- The VIT registration of teaching staff was checked during the year in compliance with VRQA requirements.
- Opportunities were made available for staff to participate in a variety of professional and personal development activities, mostly online.
- The school met the requirements of the Catholic Education Office and compliance measures relating to budgets and accounting. Tasks related to reporting financial information were completed as required.
- Financial reports and other information relating to school finances were provided to the School Advisory Council at each meeting and prepared for the Annual Financial Statement.
- The schools procedures and accounting results were audited during the year.
- The asset register was maintained with an effort to ensure that it was both up to date and compliant with CEO requirements.
- Resources to support the work of staff and the learning outcomes of all students were considered and planned for.
- Compliance certificates were signed off and the requirements of the VRQA (Victorian Registration and Qualifications Authority) were met following our audit.
- Appropriate local policies and procedures have been developed and implemented to ensure a safe and effective school environment.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Catholic Social Teaching

Languages Network

CASEA (CAMHS and Schools Early Action)

Dan Petro Behaviour Management

Continued PL with CEO staff around School Wide Positive Behaviours and Numeracy/Literacy

First Aid

Leaders PL - Religious Education, Numeracy, Literacy, Learning Diversity

Cluster Meetings - LDL, RE

Number of teachers who participated in PL in 2020

30

Average expenditure per teacher for PL

\$246

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	97.4%
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ALL STAFF RETENTION RATE

Staff Retention Rate	89.7%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	0.0%
Graduate	18.2%
Graduate Certificate	0.0%
Bachelor Degree	72.7%
Advanced Diploma	36.4%
No Qualifications Listed	0.0%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	15.0
Teaching Staff (FTE)	12.4
Non-Teaching Staff (Headcount)	14.0
Non-Teaching Staff (FTE)	7.4
Indigenous Teaching Staff (Headcount)	0.0

Learning & Teaching

Goals & Intended Outcomes

Goals & Intended Outcomes

- To develop shared beliefs and understandings of how children learn which then informs the way we teach, through agreed and effective pedagogical practices which result in high quality teaching across the school.
- To build staff capability to lead a culture of continuous improvement.

Achievements

Achievements

During 2020 the COVID 19 pandemic saw many weeks of Remote Learning occur owing to a statewide lockdown. What at first seemed an unrealistic challenge of teaching students who were at home, soon became a reality and online learning took shape.

Teachers were able to continue providing a high standard of teaching utilising new ways of delivering their lessons and technology was a key part of this. Videos, Google Classrooms, the SeeSaw app and Google Meets allowed teaching and learning to continue.

Our core educational goals continue to be to ensure that the individual needs of each student at St Mary's are met while supporting each one to develop an awareness of their own learning and the attitudes, skills and knowledge required to be active and successful learners.

- Through being a Professional Learning Community (PLC) we have a highly valued differentiated curriculum based on data analysis to ensure each student receives the teaching and learning to their point of need.
- Staff have developed and implemented a shared approach to working in a collaborative manner with norms and standards. This approach applies to all professional interactions and staff feel that this work has made their work more focused on student learning and results in a more productive use of time.
- Numeracy data has been more widely shared with students and families, both at school assemblies and in students Learning Journals.
- The responsibility of each individual student for their own learning was improved as a result of data sharing of both cohort and individual data.
- Staff continued to consolidate their knowledge and understanding of the Victorian Curriculum standards and areas of learning.
- Teachers continued to implement OLSAL (Oral Language Supporting All Learning) strategies throughout the curriculum.
- Whole staff worked during staff meetings and PLTs (Professional Learning Team meetings) to monitor whole school approaches to curriculum content and delivery. These meetings were still held regularly during the lockdown, via Google Meets. Just another thing that had to be and was successfully adapted during the pandemic.
- Teachers used both summative and formative assessment tools and activities to determine student need and learning. Student work was also moderated, when possible, by teachers to ensure consistency across the school.

- Considerable and ongoing testing and teacher observation occurred in the areas of Literacy and Numeracy in order to map student progress and inform teaching and school planning.
- Staff reported formally to parents in writing on two occasions during the year, in an adapted format to reflect learning from home. Teachers reported on four areas which were Religious Education, English, Mathematics and Personal and Social Capabilities. Students were given a personal comment relating to Remote Learning and a general comment on their overall progress.
- Learning Conversations took place via phone during Term 1 and Term 3, providing an opportunity to discuss strengths and areas of need.
- Program Support Group (PSG) meetings were also held via phone each term for those students who are eligible for NCCD funding and are therefore on Personalised Learning Plans (PLPs).

STUDENT LEARNING OUTCOMES

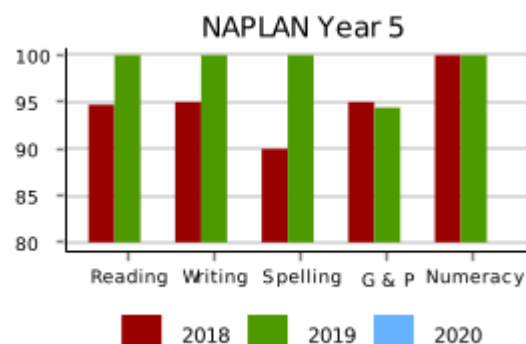
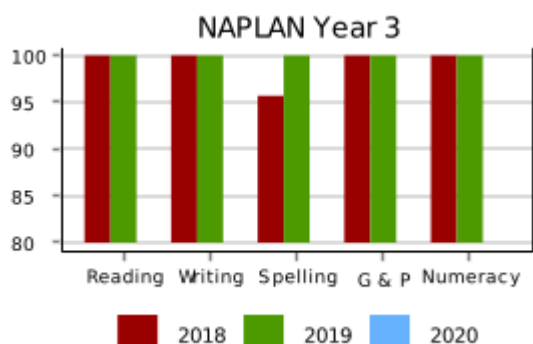
- During 2020 we were able to continue to use PAT R and PAT M for our assessment needs, as well as SWST and the Observational Survey.
- Students who are considered to be at risk or of concern for teaching staff have been identified and strategies implemented to provide targeted teaching in order to cater for their learning needs.
- When the performance of a student is of concern, teachers refer the student for screening and intervention by school and CEO staff where required.
- Staff have considered the learning needs of students who are performing above the expected standard and provided meaningful learning opportunities for them.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
			%		%
YR 03 Grammar & Punctuation	100.0	100.0	0.0		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	95.7	100.0	0.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	95.0	94.4	-0.6		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	94.7	100.0	5.3		
YR 05 Spelling	90.0	100.0	10.0		
YR 05 Writing	95.0	100.0	5.0		

* 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.



Wellbeing

Goals & Intended Outcomes

Goals & Intended Outcomes

- Develop a whole school approach that acknowledges the interrelated areas of behaviour management, wellbeing, learning success and personal growth.
- Ensure shared development and understanding of the school's approach to behaviour management and wellbeing, with the expectation of consistent implementation of practices across all areas of the school.

Achievements

Achievements

A number of students require additional support to function effectively in the learning environment, particularly during 2020 when this environment was at home for many students. Staff are conscious of the importance of recognising strengths and particular challenges some students face in their learning and daily lives. At all times we endeavor to respect the dignity and privacy of each person as well as demonstrate compassion and empathy when addressing the barriers which often arise in the area of wellbeing.

- Our Wellbeing Team met regularly and problem solved individual and small group needs based on teacher referrals and knowledge of families and children.
- Time and resources were allocated to provide opportunities for students to access school and external support e.g. counselling, group activities.
- Woohoo Wednesday became a phenomenon each Wednesday during lock down both at school and at home, where students enjoyed specialist subjects and wellbeing sessions.
- Phone calls to families from leadership were made regularly to check in on families.
- We were successful in receiving a grant from CAMHS and Schools Early Action. In 2020 we offered the CASEA Program to a small group of students and families who have been identified by staff. The CASEA program is an early intervention service for young children to assist with their social and emotional wellbeing.
- Through the National Chaplaincy in Schools Program we have continued our partnership with Centacare with a Pastoral Care worker (Lisa Gonnet) being present in our school one day each week. Lisa works with staff, students and parents on a variety of issues and also runs small group programs to support social and emotional learning.
- Staff focused on engaging and including parents in the learning process in a variety of ways - weekly class newsletters, Seesaw, online parent information sessions and informal communication to engage with parents.
- Teachers continued to provide learning opportunities through a social emotional learning program across the school - Bounce Back and Respectful Relationships.
- We continued to develop high expectations for the performance of students and staff, celebrating student achievement and developing a sense of identity within our school community.

- Our transition program for Prep students was carried out over a number of weeks in small groups and slowly introduced school life and concepts to our new Preps prior to starting school. These students were allocated a Grade 6 Buddy to assist with their move to Prep and the relationship between buddies is promoted and nurtured.
- Our fortnightly assembly, weekly check in assemblies and other school events were times when we were able to promote the idea of belonging to a school family and team. These events all went online during the pandemic.
- The introduction of School Wide behaviour procedures have assisted with students understanding the norms and expectations of school life at St Mary's. Students are continuing to develop their commitment to these and are reminded and encouraged on a regular basis, particularly during whole school gatherings.
- We have incorporated the use of SIMON to track behaviour and have also begun recording Restorative Chats when incidents arise, particularly in the playground.
- It is a major priority at St Mary's to ensure that all students have access to learning activities, intervention programs, camps and excursions and should not be excluded because of a lack of support or resources. Laptops were offered to families during Remote Learning who didn't have devices at home. Hard copies were also an option.
- Students were funded under NCCD which assists students with low intellectual ability, severe language problems, physical disabilities and social/emotional issues.
- We have been able to assist families with a friendly, caring phone call, a visit, purchase of uniforms, camp costs, daily lunches and snacks and contacts for further assistance.

STUDENT SATISFACTION

Scores showing a higher level of satisfaction in the area of student attitudes to school survey in the following areas (2018 data):

- Teacher Empathy
- Purposeful Teaching
- Stimulating Learning

STUDENT ATTENDANCE

Daily absences are expected to be communicated with the school by 9.30am each morning. Unexplained absences at this time are followed up with a phone call to the parents/carers. When a student is absent from school, communication from the parents/carers providing a reason for the absence is expected. If not received the classroom teacher follows up with the parents/carers. If a student is absent for a number of days without prior notification the classroom teacher contacts the parents/carers. If a student's attendance becomes a concern the parents/carers are requested to attend a meeting with the classroom teacher and Principal.

During Remote Learning, attendance was tracked as per normal when children were onsite. For those working from home, daily google meets assisted with monitoring attendance. We were flexible with families who needed to help their children with their learning at different times of the day or on weekends. There were a small number of children who didn't complete work and we were in close contact with them.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	92.6%
Y02	95.6%
Y03	96.6%
Y04	96.6%
Y05	92.7%
Y06	93.2%
Overall average attendance	94.5%

Child Safe Standards

Goals & Intended Outcomes

Goals and Intended Outcomes

In order to ensure a safe environment for all students policies and procedures have been developed in line with government and VRQA compliance requirements. The school has satisfied the directives of Ministerial Order 380 and is active in working to maintain and strengthen practices which ensure the safety of all children.

All students enrolled, and any child visiting, have a right to feel safe and be safe. The wellbeing of children in our care will always be our first priority and we have zero tolerance to child abuse. We aim to create a child safe and child friendly environment where children feel safe and are free to enjoy life to the full without any concern for their safety.

Achievements

Achievements

St Mary's Primary School endorses Catholic beliefs and practices and is committed to the protection of children in our care. As a faith community, we nurture and watch over each person in keeping with the gospel values lived by Jesus Christ.

The school has achieved compliance with the Child Safe Standards in the following ways:

- The implementation of a Child Safe Policy which outlines the schools commitment and practices towards ensuring a safe environment
- Identification of ways that students can identify concerns and a clear procedure for staff to report child abuse
- Professional development and induction for staff, volunteers, casual relief teachers and visitors relating to expectations for them to comply with school policies and procedures
- Ongoing professional learning for staff regarding child safe policies, procedures and issues, including Mandatory Reporting training.
- Consultation with the School Advisory Council regarding the review of policies and procedures and the purpose of each Child Safe Standard
- Information provided to the school community through the school newsletter and website
- Staff and parents being aware of and acknowledgement of compliance with the Code of Conduct
- Volunteers and contractors being inducted in line with Child Safe practices
- Child Safe practices included in the employment process for staff
- Continued promotion of a safe environment for students in order for them to feel able to communicate concerns and worries
- Child Safe Policy in child-friendly language developed by senior students and shared with the school community
- Child Safe Policy in child-friendly language displayed in our school

- Increased attention to student voice in all areas of school life, particularly in giving feedback about programs, events etc
- Increased vigilance around safety online during Remote Learning
- Ensuring parents or an adult were present during google meets and any online sessions