



# St Mary's School Hamilton

## 2021 Annual Report to the School Community



Registered School Number: 724

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## Minimum Standards Attestation

I, Mrs 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 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

21/03/2022

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

## Governing Authority Report

The governance of fifty-six schools in the Diocese of Ballarat was transferred to Diocese of Ballarat Catholic Education Limited (DOBCEL) on 01 January 2021. Thus, beginning an exciting and challenging first year of governance under DOBCEL and continuing the long partnership between all schools of the Diocese and Catholic Education Ballarat (CEB) of continual improvement of learning outcomes for the students in the schools of the Diocese.

COVID-19 continued to cast a long shadow over the communities in the Diocese. Our students, their families and our dedicated staff are to be commended for their ability to move from one mode of learning to another with very short notice. The true impact on learners may not be known for years. We may well reflect on the 'challenging and uncertain times of COVID' in a similar way to the those reflected on the Spanish Flu a century ago. We will remember with awe the commitment of our school communities, those who lead them and their staff. We will also speak of the resilience of the children of this generation in meeting a 'new normal' and often leading our wider communities in an optimistic response.

In 2021, our school communities and CEB have maintained a strong focus on reviewing and updating policies, procedures and practices that reflect the new governance model and continuing their commitment to providing safe, learning environments for all learners.

I thank the priests of our school communities for their ongoing pastoral care and ministry, without the demands of Governance resting on their shoulders. I acknowledge and thank the Principals of our schools for their committed leadership, care and support of their school community.

I commend this Annual Report to the School Community as a summary of the many achievements in supporting the learning needs of our students.

Tom Sexton

DOBCEL

Diocese of Ballarat Catholic Education Limited

## Our School Vision & Mission

"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

St Mary's Primary School is a Catholic school located in Hamilton, Western Victoria. In 2021, St Mary's had an enrolment of approximately 228 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 2021 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

Every Monday morning we have a Check In Assembly at school where we do just that: check in on what our focuses are, check in on what's coming up in the week, check in on what we are to be congratulated for. And every week we end with this message: 2021.Best.Year.Ever.

Between Lockdown 4 and 5, I was ready to hit delete on this slide as 2021 was certainly not shaping up to be anyone's best year ever. Or was it? Maybe, hidden under the cover of COVID-12, lockdowns and remote learning was, indeed, a great year.

I certainly think one of our families, the Ansons, would think so. What began as their greatest nightmare when Ollie took a horrendous fall off the Nigretta Falls turned into their best year ever when, in Term 4 of 2021, Ollie returned to school. We will never forget the utter shock and fear that swept through our community as we faced the worst possible scenario. On his return to school, Ollie told us a story about how he had been swooped by plovers one day at the lake. He ended the tale by saying 'It was the worst day of my life!'. I said 'Really?' and he answered 'Yeah, by far!'. It seems Ollie had already had his worst ever moment, so his return to us had to be the best ever!

To those that welcomed new life to their families, 2021 was surely the best year ever. Even our staff got involved. Latham and Elise welcomed babies, Louie Wishart and Rosie Gordon, and other members of staff welcomed more grandchildren. The joy of these events in the midst of our messy lives brought us a sense of hope - hope for the future most certainly, but also hope in the moment. Life really was beautiful.

To those that fought hard against illness and were winning - the best year ever! The strength our loved ones find to keep fighting, to keep hoping, is something to inspire us all. We look forward to them continuing to win their battle in 2022.

And the list goes on - the best year ever as Loreto wins back-to-back athletic sports, the best year ever as we sneaked in our 3/4 camp between two lockdowns, the best year ever as HILAC opens its change rooms to the public and our 3-6s can have their swimming program, the best year ever as we complete our Sacramental Program with First Eucharist, the best year ever as we celebrate 10 years at our Hiller Lane site, the best year ever when we never lost sight of the important stuff: our love and care for each other, just as Jesus taught us. And His message and example is more important and more relevant than ever. Look after each other, be kind, be the best you can be.

To our students: we are so very proud of their resilience and their bravery when faced with the most difficult of challenges. They will be all the stronger for what 2021 and 2020 has served up to them.

To all our parents, carers and families: we walked side by side in 2021, always with the same goal in mind - to look after our children in the best way possible. I admire their perseverance, patience and their courage.

To Fr Paddy and the Parish Staff: thank you for the strong relationship we share in bringing fullness of life to all. We are so blessed to have Fr Paddy in our midst. We thank him for his gentleness, his wisdom and for the joy he brings to us all.

To our staff: they are simply outstanding. Not even a second year of a global pandemic could throw them off course. Their passion and commitment to Catholic Education at St Mary's is to be commended. They have worked tirelessly for our students, families and community and it does not go unnoticed. For that, and for so much more, I thank them from the bottom of my heart. We are blessed to know them all.

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.

For all the challenges 2021, we are so grateful for what we have learned and for the stronger community we have become. We look forward to all the endless possibilities that 2022 will bring.

## School Advisory Council Report

2021 provided some significant challenges for our School Advisory Council, particularly around how we were able to meet, which was mostly online. However, we were able to continue our conversations about school life and the wonderful work going on at St Mary's. We were privileged to see the smooth change in governance to DOBCEL while honouring the vital role of our Parish Priest and St Mary's Parish in our school life.

The SAC continued to promote the outstanding work of our staff in the community and provided advice on subjects, such as the change to an option of shorts and pants for all our students, the increased enrolments at our school and the continually evolving and developing area of Child Safety.

## Catholic School Culture

### 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

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 2021 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 online through Seesaw or Google Classrooms and by way of Catholic Social Teachings. On our return to face-to-face learning, the whole school adopted the concept of "Hope" and honed in on how we can nurture hope within ourselves and others.

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 2021. Our Sacramental Program went ahead in a modified format. The Sacraments were completed in small groups as part of the Parish masses within COVID-19 restrictions. For Mother's day, we were able to invite mums to an outside gathering, where they received a coffee and spent time with their children. The Prep classes held a liturgy in their classrooms where each child brought a photo of their mums and added it to the prayer space. Unfortunately, due to restrictions, Fathers' Day did not allow us to invite them on-site; they were, however, offered a coffee from the Roxburgh in Hamilton.

Our school has worked towards our goals in the area of Catholic School Culture in the following ways during 2021:

- The Eucharist has been celebrated when possible and was at least able to mark the beginning and ending of our school year.
- Ash Wednesday was celebrated through slides and songs on the PA system and we were able to use baby oil to symbolise the ashes.
- 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.
- Students have reached out to community groups who may be struggling through the isolation of lockdowns (Eventide).
- 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 online with CEO staff each term to build on their knowledge and understandings of providing a rich, rigorous and relevant RE curriculum.
- Staff attended a Professional Learning day in Dunkeld led by Father Paddy - A New God for a New Age.
- Teachers participated in an online Personal Development Day 'Religion and Sexuality' led by Jim Waight.
- We held a whole school Catholic Social Teaching day with the theme of 'Solidarity'.
- Our grade 5/6 students were able to successfully run a Mission Day fund-raiser.
- Three staff members attended an online Awakenings professional development day.

#### VALUE ADDED

- School and class masses held when possible throughout the year
- Catholic Education Week was celebrated with Monivae
- Participation in mindfulness activities each day
- The rich learning tasks teachers provide for their students, both face-to-face and online, including the opportunities to connect their learning to real-life events and situations
- Making connections between Religious Education and other curriculum areas, especially in using the PLC (Professional Learning Community) lens
- Collaboration amongst staff in planning and delivering the Awakenings units of work in person and online
- Commitment by students to social justice activities and connecting these to the principles of Catholic Social Teaching

## Community Engagement

### Goals & Intended Outcomes

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

### 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.

As the COVID-19 pandemic extended into 2021, we were once again restricted in the ways that parents and carers could participate in school events and make connections within the school and parish community. We acknowledge that this was particularly difficult for new families. With this in mind, we have once again endeavoured to make communication and parent involvement a high priority throughout the school and have demonstrated great creativity in how we have been able to achieve this. We have received many comments from parents who are so grateful for our efforts to keep them connected during such a difficult time.

Ways in which we have connected with our school community and continued to support strong learning opportunities at St Mary's have been:

- Seesaw, which continued to be vitally important in the way we communicated with parents during the year. It enabled us to make direct contact with parents and provide feedback on the children's work while they were learning from home. It also provided us a way to share celebrations and learning activities once we were back on-site as parents and visitors were restricted throughout the year.
- Newsletter: our weekly newsletters continued to be posted via Seesaw and available to view at parents' convenience.
- Home Learning Platforms: Seesaw and Google Classroom platforms enabled fast feedback, clarification and support to students and their parents working from home.
- Teachers videoed lessons for students working from home to support their learning and uploaded them to Seesaw.
- Terrielynn has continued to provide Friday morning Seesaw updates to families with her video messages. Once again, feedback has been positive regarding this initiative.
- Live-streamed assemblies: our St Mary's Facebook page has once again been a vital way to ensure parents can be a part of our fortnightly school assemblies. Parents can still see their children receive awards, make speeches and celebrate as a school. Each assembly is live-streamed from a different classroom each fortnight.
- Term 3 Learning Conversations could not be held in person due to COVID-19 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 2021. To make sure these events remained special, we arranged for families to receive a free coffee from a local cafe instead of our usual Father's Day Footy Day.

- Between lockdowns and restrictions, our parent body was able to organise a Mother's Day raffle by gathering donations from businesses throughout the town. Many families participated and mothers were able to come on-site that day to celebrate with their children.
- 2022 Prep families were signed up to Seesaw during Term 4 2021 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, posted them on Seesaw and also sent hard copies to the local kinders.
- On return to site in December, we again collected hamper items to support our local St Vincent de Paul for Christmastime.
- 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. Some meetings were held via Google Meet.
- Our school concert was greatly affected by the pandemic last year. We were unable to have a parent audience or to gather together and sing as a collective group. Adaptions were made and the children were still able to perform. Our school concert was recorded and sent out to families to enjoy on Seesaw.
- 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.

## PARENT SATISFACTION

Some areas showing satisfaction in the School Improvement Framework Survey - Parent Opinion:

- Parent Partnerships - 91
- Approachability - 93
- Learning Focus - 86
- Transitions - 87
- Stimulating Learning - 90
- Teacher Morale - 92
- Community Engagement Aggregate Indicator - 88.4

## Leadership & Stewardship

### 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

In the area of Leadership and Stewardship, our work 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 2021. 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 2021, we implemented 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 which provided our 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.
- Staff worked virtually and in person 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 all efforts were 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 school's 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.
- Appropriate local and DOBCEL policies and procedures have been developed and implemented to ensure a safe and effective school environment.

<b>EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING</b>	
<b>Description of Professional Learning undertaken in 2021</b>	
<ul style="list-style-type: none"> <li>• RE PD: 'A New God For a New Age'</li> <li>• Regular RE focused PLTs</li> <li>• Regular RE planning with support of CEO staff</li> <li>• RE Leaders PD</li> <li>• Scaffolding Literacy - 2 days</li> <li>• School Wide Positive Behaviours PLTs</li> <li>• Languages Network</li> <li>• First Aid Training</li> <li>• Learning Diversity Leaders PD</li> <li>• Numeracy &amp; Literacy Leaders PD</li> <li>• Cluster Meetings</li> </ul>	
<b>Number of teachers who participated in PL in 2021</b>	<b>30</b>
<b>Average expenditure per teacher for PL</b>	<b>\$457</b>

**TEACHER SATISFACTION**

Scores that have shown solid improvement for staff in our 2021 data are:

- Role Clarity 83
- Supportive Leadership 90
- Empowerment 79
- Ownership 86
- Appraisal and Recognition 80

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	91.9%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	93.9%
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**TEACHER QUALIFICATIONS**

Doctorate	0.0%
Masters	5.6%
Graduate	11.1%
Graduate Certificate	5.6%
Bachelor Degree	61.1%
Advanced Diploma	22.2%
No Qualifications Listed	11.1%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	21.0
Teaching Staff (FTE)	16.8
Non-Teaching Staff (Headcount)	12.0
Non-Teaching Staff (FTE)	5.9
Indigenous Teaching Staff (Headcount)	0.0

## Learning & Teaching

### 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

### Achievements

During 2021, the COVID-19 pandemic still saw weeks of Remote Learning happening owing to lockdowns of various lengths. The skills we had developed the previous year meant that we were more prepared and equipped to teach our students when they were at home.

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 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.
- Teachers and children were involved in conversations related to learning progress and performance.
- Staff have continued to consolidate their knowledge and understanding of the Victorian Curriculum standards and areas of learning.
- Teachers have continued to implement OLSAL (Oral Language Supporting All Learning) strategies throughout the curriculum.
- 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 are supported in developing their practice through participation in professional learning.

- 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. Our formal school reports are reporting on the full range of dimensions which provides parents with a very detailed snapshot of the areas their children are working in and their progress over time.
- Student reports were more detailed again in 2021 and teachers were able to report on all learning areas.
- Learning Conversations took place during Term 1 and Term 3, providing an opportunity to discuss strengths and areas of need.
- Program Support Group (PSG) meetings were also held each term for those students who are eligible for NCCD funding and are therefore on Personalised Learning Plans (PLPs).

## STUDENT LEARNING OUTCOMES

During 2021, we were able to continue to use PAT-M and PAT-R 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 as required. Staff have considered the learning needs of students who are performing above the expected standard and provided meaningful learning opportunities for them.

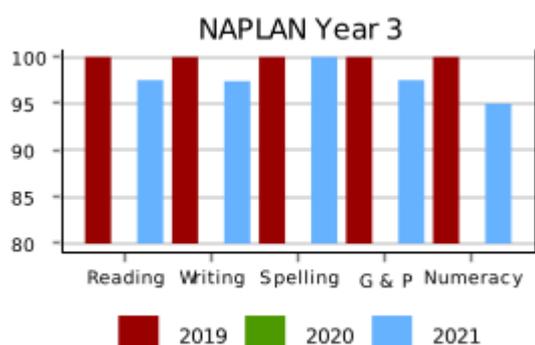
The NAPLAN data showed that our Literacy results had maintained, particularly reading. As a staff, we felt that the enormous amount of reading the children were required to do during Remote Learning most certainly contributed to this. Our Numeracy results were not as strong. Again, conversations were had with the staff and students about the difficulties of teaching maths online, particularly when we rely heavily on concrete materials.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	97.5	-
YR 03 Numeracy	100.0	-	-	95.0	-
YR 03 Reading	100.0	-	-	97.5	-
YR 03 Spelling	100.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	97.4	-
YR 05 Grammar & Punctuation	94.4	-	-	100.0	-
YR 05 Numeracy	100.0	-	-	95.0	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	100.0	-	-	95.0	-
YR 05 Writing	100.0	-	-	90.0	-

\* 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

- 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

A number of students require additional support to function effectively in the learning environment. 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 endeavour 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.
- We continued with Woohoo Wednesday when we headed back into Lockdown and Remote Learning. Students at home and on-site enjoyed specialist subjects and wellbeing sessions. This gave both students and their families a well-deserved mental break from some of the rigours of home learning.
- 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.
- Lauren Haeusler also ran small group sessions to support children with their social and emotional learning.
- Staff focused on engaging and including parents in the learning process in a variety of ways - weekly class newsletters, Seesaw, 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. We used Respectful Relationships, which also included elements of the Bounce Back program.
- 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 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.

- We set up a Seesaw class for our new Prep families, prior to their child starting school, so that they were able to access our school newsletter, as well as receiving introductions and updates from our Prep teachers.
- 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.
- Our fortnightly assemblies went online (Facebook Live) so that our community could still participate, even when they weren't able to be on-site.
- The continuation of School Wide Positive 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. Classroom strategies have included Learning to Learn units of work and Bounce Back sessions.
- 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.

#### VALUE ADDED

- Staff participation in professional development programs and activities
- Connections with agencies to support students and families
- Monday morning Check In assembly
- Weekly school newsletters and Principal's video message sent out on Seesaw
- Fortnightly school assemblies live-streamed on Facebook
- School camps and excursions
- Continuation of Respectful Relationships social and emotional learning program
- Class newsletters
- Use of Seesaw to communicate with families
- Setting up 2021 Prep families on Seesaw in Term 4 of 2020 to assist with family connection and communication
- Promotion of school activities and events through social media platform, Facebook
- Student leadership positions in senior area of the school

- Family Fee Assistance Scheme for families who hold a current Health Care/Pension Card
- CSEF - Camps School Excursions Fund for eligible families

## STUDENT SATISFACTION

Student Wellbeing Aggregate Indicator - 71.4

This result showed a drop; however, this was to be expected after Remote Learning and the Pandemic.

Some areas showing satisfaction in the School Improvement Framework was Survey - Parent Opinion:

Scores showing a higher level of satisfaction in the area of student attitudes to school survey in the following areas (2021 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. If they are not able to be contacted, other contacts that are listed at the time of enrolment are phoned to help explain the absence. 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 on-site. 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 few students who didn't engage in Remote Learning and we were in close contact with them and their family.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	93.0%
Y02	92.4%
Y03	95.7%
Y04	94.1%
Y05	94.1%
Y06	94.1%
Overall average attendance	93.9%

## Child Safe Standards

### Goals & 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 870 and is active in working to maintain and strengthen practices which ensure the safety of all children.

All students enrolled, including 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

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 the DOBCEL Child Safe Policy which outlines the school's 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.
- Increased attention to student voice in all areas of school life, particularly in giving feedback about programs and events.
- 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 implementation 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 all areas of our school where children are.

