

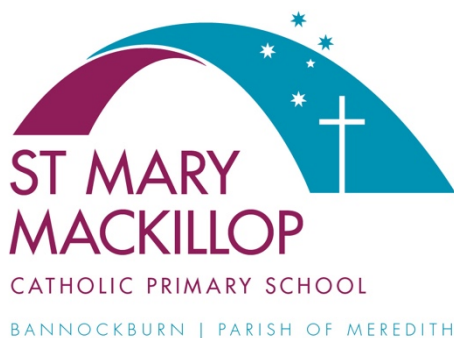
A group of young children in school uniforms are running along a paved path. They are wearing blue and white checkered dresses and dark blue bucket hats. The background shows a brick wall and green foliage.

# ANNUAL REPORT TO THE SCHOOL COMMUNITY

**St Mary MacKillop Catholic Primary School**  
Bannockburn

2018

REGISTERED SCHOOL NUMBER: 2219



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## Minimum Standards Attestation

I, Anthony Drill attest that St Mary MacKillop Catholic Primary School Bannockburn 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

10<sup>th</sup> May 2019

## Our School Vision

The steering Committee for the opening of the school created a Vision for the school in 2017.

*St Mary MacKillop Catholic School encourages each student to look to the future and grow into the wonderful person God created them to be. Our new school is a home where families and the wider community are welcomed to gather, congregate, connect, and participate. This is a school that fully supports our children as they grow in faith and love of Jesus Christ our Lord.*

As a school community we are working on a process in 2019 to create a Vision that the whole community can have input into and be reflective of what we are wishing to achieve now and into the future.



## School Overview

St Mary MacKillop Catholic Primary School, Bannockburn opened in 2018 with 75 students and is the only Catholic primary school between Geelong and Ballarat.

Having a Primary School in the Meredith parish has long been a dream of the community. It was only in May 2017 that this dream became a reality for Fr Charles and the Parish, with the possibility of leasing the old Bannockburn Primary School (BPS) site. A new Prep – Year 12 school, Bannockburn College was built and the existing Primary School moved into it at the end of 2017 leaving the school site vacant.

From May 2017, when the idea of leasing the site was raised, things moved very quickly with a steering committee formed to work on all things about the school and to employ a Principal, Anthony Drill. After that and a shaky start in temporary office on the vacant church block next door, the real work of beginning our school began. Staff were appointed and enrolments were taken. The enrolments were slow but steady and some who wanted to come initially pulled out and others joined us later to begin our 2018 school year with 75 children.

After the keys for the existing school were handed over, a short but intensive refurbishment of the site was undertaken, including the removal of two large banks or portable classrooms. The refurbishment of the school site is truly an amazing tale. What builders work on the Christmas holidays? We took over the site at 3.00pm on 22<sup>nd</sup> December and began the demolition on 27<sup>th</sup> December. By the end of the first day the school was gutted of all that was to be removed. By the 25<sup>th</sup> January they were all done and we moved back in on 29<sup>th</sup> January ready to welcome children in just a few days. The landscapers, Busy Ants Landscaping worked hard in the heat of summer to turn an ugly duckling school frontage into a beautiful welcoming swan. Who would have known that there were actually buildings hidden behind all the overgrown shrubs and trees?

St Mary MacKillop CPS sits on a large block bounded by High St, Milton St and Burns St. The site consists of two main buildings, a north wing and a south wing, a stadium and a heritage listed school house built in the late 1800's. The north wing houses the administration and staff facilities, as well as four learning spaces and a large space that was the Library of BPS. This large space was used in 2018 as a space for assemblies and whole school gatherings and in 2019 has been converted to a learning space and a teacher planning space. The south wing consists of three learning spaces, an art room, a multipurpose room and a basketball stadium. The basketball stadium was built for the community of Bannockburn by the Golden Plains Shire and is still used for some community activities. There was a large central children's toilet block situated centrally in the playground which was demolished at the end of 2018 to make way for a new and exciting new playground space which opened at the beginning of April 2019.

The playground area is divided into three main spaces, an asphalt area with basketball court, an oval area that in 2019 has been reworked with sprinklers and new grass and a lower area that utilizes the end of Burns St and vacant block that has incorporated into the school site. There are three metal adventure playgrounds on the site which are aging and will need to be replaced as works happen on the landscaping of the grounds.



## St Mary MacKillop Catholic Primary School, Bannockburn

The school aims to provide curricula, co-curricular and extra-curricular initiatives that enable a wide range of learning experiences to improve spiritual, academic, physical, and social and emotional outcomes. All classes share in a specialist program with children rotating through Italian, Phys Ed, Art and Music lessons in one day. Access to and use of a range of digital technologies ensure staff can plan collaboratively and effectively. Students also have access to up to date technologies, iPads, from Prep to Year 6 to assist with their learning program. The use of a number of communication apps gives staff and parents greater and more immediate access to learning.

Our journey moved up a gear this year, 2019 as we welcomed close to 90 children and their families into our school. We also grew the staff form 13 to 25 with a Deputy Principal, 5 teachers and 5 new Learning Support Officers. This is such an exciting time for us all as we grow and enhance our community to make it an even greater place to be and learn.



## Principal's Report

Dear Parents and supporters of St Mary MacKillop Catholic Primary School, it is my pleasure to present to you our Annual Report to the Community for the 2018 year. The information contained in this report should give you an insight into how busy our school community has been in establishing this new school and how seriously we take the education of the young people entrusted to us.

St Mary MacKillop CPS community strives to be a place of welcome and inclusion to all our families, students and staff. We focus on assisting our students to achieve to their personal best and to assist them to become life-long learners and to build the skills necessary to take them into their future lives as positive citizens of our world.

2018 was a very big year for the community of St Mary MacKillop, as we began our new school with a new group of staff members who didn't know each other, new children and new families. Our children came from over 10 different primary schools, government, catholic and private. This meant that there was a lot of getting to know each other happening and also for many children who came from outside the catholic system, a lot of learning about the catholic traditions. The simple **sign of the cross** was foreign to many of our children and we had to go back to basics in this area. Learning about who Mary MacKillop was, was an important stage in all our learning.

Having a totally new staff who really didn't know each other was always going to be a challenge. But when you throw in the fact that the furniture didn't arrive until the Wednesday afternoon, (Preps were arriving Thursday) and the stationery didn't arrive until Thursday afternoon and we didn't have any other resources, the staff pulled together magnificently and grew closer as the year progressed. I would like to acknowledge the hard work and dedication of our great staff. Without their support and desire to make a difference in the lives of our children we would not be able to achieve what we have.

Beginning the journey at a new school is a time of excitement, of expectations and of hope that the years ahead will be ones that our children and families will enjoy. We strive to make these hopes a reality by offering:

- A welcoming, friendly atmosphere
- A Gospel based approach to all that we do
- Learning Communities based around a personalised learning environment
- A caring and happy school, where the wellbeing of all children is paramount and all children are treated with respect
- The chance for children to perform to the best of their ability

As a Catholic School, we value our rich religious traditions and culture. We provide opportunities for our children and their families to celebrate our Catholic heritage, in many different sacramental and non-sacramental ways.

At St Mary MacKillop we value parents as an integral part of the child's education and therefore are keen to build partnerships with all of our families. We held a number of Parent Conversations during the year to gauge parent's opinions. We also established a Parents and Friends Association to assist with organising fundraising, social and some pastoral activities.

Our major event for the year was our end of year event "Carols on the Green" which celebrated all that we had achieved during the year and one which was a huge success all of our existing families and many future families enjoying a wonderful evening.

There are many highlights over the last twelve months that I could discuss here, but I will leave each to their own space in the body of this report.

Once again, I would like to thank all of the staff for their hard work and dedication to the children at our school. I would also like to thank the parents for their assistance in many ways and their involvement in their child's education.

Yours sincerely



Anthony Drill  
Principal





## Parish Priest's Report



I arrived as the Parish Priest for the Catholic Parish of Meredith on the 27<sup>th</sup> of July 2016, a parish covering all the towns from Lal Lal to Winchelsea and western Batesford out past Shelford. Before I even arrived, I had met with parishioners, so I already knew of the strong call and desire to open a Catholic primary school in Bannockburn: for Bannockburn and the surrounding towns.

It struck me immediately that this was a community call that went beyond 'just Bannockburn' so I was not surprised to find a year later that it was easy to form a steering committee and get support for the rapid implementation of our plan to open our school after the Bannockburn government primary school closed at the end of 2017. I was readily able to form a steering committee of five, hold a forum at which about 70 catholic adults gave their input about the future school, and choose a selection panel formed to choose our school principal.

Community engagement and participation has been outstanding all along the way and behind that are the obvious signs of the Holy Spirit working to assist us: John Wills coming on board in time to suggest a novel way to get started in 2018; the right candidate for the Principal being interested in our school; the availability of a builder and contractors willing to work through the school holidays and do an excellent job; the willingness of parents to make the shift and enrol their children so we started with 75 children covering all grades from P-6; the willingness of the parish to take on the load needed to help along the way; staff willing to make a start in a small site shed and work there for four months; staff willing to set up furniture and all the things needed to begin from scratch; more staff in 2019 who gel perfectly with existing staff.

So many times when something could have gone wrong! This was not just a good idea at the right moment. No! This was God's work – the Spirit moving people's hearts; people of faith living their baptism into the Body of Christ; a community becoming part of creation: creation of a school.

In the year and a half since January 2018 when we opened St Mary MacKillop School, there has been a tangible excitement at the school and in the Catholic Community of the Parish of

Meredith and in the broader community of Bannockburn. Excitement to have a Catholic School, to have the option to choose between government and private, excitement that the school and the church next door (just started and for completion in December 2019) will provide a spiritual focus for the town of Bannockburn and surrounds to complement all the other elements of growth that are happening.

St Mary MacKillop Primary School is still young, still growing, still forming so it can grow with the broader parish to ensure a robust and Spirit led Catholic community in and around Bannockburn and help significantly to grow the presence and work of Jesus Christ in the parish as a whole.

Alleluia, Jesus the Christ is Alive!

A handwritten signature in black ink, appearing to read 'Charles Balnaves', written in a cursive style.

Rev. Charles Balnaves  
Parish Priest, Catholic Parish of Meredith  
Acknowledging the Wadawurrung/Wautharung Peoples  
Traditional Custodians of the Land with which we live.

## Education in Faith

As St Mary MacKillop was a new school in 2018, no formal Review has taken place, therefore no goals etc. have been set by an external Reviewer. The goals listed in each section have been created by the staff for the 2019 Annual Action Plan.

### Goal:

***In conjunction with the school community, develop and articulate a whole school Vision for St Mary MacKillop Catholic Primary School.***

### Achievements

St Mary MacKillop CPS strives to be a place where the children are provided with many opportunities to learn about, practice, articulate and model out faith story and traditions. Many of the children who began with us in 2018 came from non-Catholic families or from government and private schools where the catholic faith is not practiced. It became evident very early on that most of the children had a very limited knowledge and experience of the catholic traditions and stories. Therefore, it was important for us to start from a basic starting point and teach the simple things like “the sign of the cross” and certain prayers that we take for granted. Many of the children had never attended a mass before and Fr Charles spent time at each mass that we celebrated, explaining what was going on and why he did things the way he did. He explained lots about the traditions of the church through the mass.



It was important for all of the staff and children to learn about who St Mary of the Cross MacKillop was as a person, what she had done in her life and why she was a saint. The classes spent much of first term learning about her and we went to visit the Mary MacKillop Heritage Centre in Melbourne and had a performance called “Young Mary” come to school to enhance their knowledge. This learning had a big impact on some of our children, especially the older ones.

We provided many opportunities to explore various ways of praying, including Meditation, Classroom Prayer, Whole School Prayer, Storytelling, Song, Prayer Nights Liturgies and Traditional Prayers. We introduced a school prayer and prayer ritual for weekly assemblies. The school’s liturgy leaders lead the school prayer while others carry up the school candle and cross.

We celebrated a number of whole school masses throughout the year where parents, parishioners were invited to attend. Our school is part of the parish and we attempt to make authentic links to the parish through invitations to masses, having our Opening of the School Year mass at a Sunday mass time and including Fr Charles in our community as much as possible.

The celebration of the Sacraments was new to us in 2018. There were a number of children who were not baptized that wanted to receive the other sacraments. Therefore, a Baptism Program was begun for these families with the parish and quite a few children were Baptized early in the year by Fr. Charles at the parish masses.

Reconciliation was celebrated early in term 2 so children who were wanting to receive Eucharist were ready to do so. Our Reconciliation Evening was a large gathering of our children from Year 3 - 6 as well as the children from the parish program.

As we await the rebuilding of the church on the corner of our block, the Sacraments of Eucharist and Confirmation are held in different churches. Eucharist was a wonderful celebration for 21 of our children from Year 4 – 6 and their families as it was held in the parish church at Meredith. Confirmation was celebrated by Bishop Mark Edwards and held in Holy Spirit's church, Manifold Heights with children from our school and parish program.



As part of the Sacramental Program teachers along with the Religious Education Leader, organise and run Sacramental Family Nights and Workshops. In 2018 Denise Arnell led the nights for Reconciliation and Confirmation while the school organised an evening for Eucharist. These evenings are very well attended by parents and children and all were shared with the parish program. The high attendance is an

indication of the importance of these milestones of their children in our faith community.

In August, we celebrated the Feast of St Mary of the Cross with a whole school mass, classroom activities for parents to join in with and a fun activity day. This will become a tradition for us each year and hopefully the celebration will grow.

At St Mary MacKillop CPS, Religious Education is taught through a Faith Life Inquiry approach where religion and inquiry learning are taught together and not as separate subjects. It can be a challenge moving away from traditional religion lessons to a more integrated approach, but teachers are making more authentic links and continue deepening their understanding of the approach. We will continue the journey into making Faith Life Inquiry an authentic approach to embedding Religious Education in our daily learning and teaching.



### VALUE ADDED

Visit to Mary MacKillop Heritage Centre Melbourne by whole school  
Whole School Liturgies for Advent and Lent  
Sacramental Family Workshops  
Whole School Masses each term  
Reflection Day for Confirmation  
Year 6 Graduation mass and dinner involving families  
Participation in Catholic Education Week  
Attendance at St Patrick's Day Mass  
School Prayer created and prayed at school assemblies  
New Religious Education Framework introduced and implemented  
Aboriginal themed crosses designed especially for our school  
Fest of St Mary of the Cross MacKillop whole school mass and celebration day



## Learning & Teaching

### Goals & Intended Outcomes

***To develop stimulating and contemporary learning environments where children are supported in becoming independent, self-motivated learners who experience success.***

### Achievements

The biggest achievement in the area of Learning and Teaching for us in 2018 was in creating our unified curriculum from nothing. As a new school, we had teachers coming together from different schools with different experiences of how to teach the curriculum. Through conversation and collaboration, we were able to co-create the curriculum that was taught across the school. As a teaching staff of 5 full time teachers it was important that each teacher took on and led an aspect of the curriculum, and they did this well.

A Professional Learning Community was established that met regularly to develop and refine the curriculum delivery and to support each other. The focus at these Professional Learning Community meetings was unpacking the Victorian Curriculum and the Catholic Education Melbourne document Horizons of Hope as well as the Religious Education Guidelines..

Early on we made decisions around various programs that we would adopt and review their effectiveness over a three-year period including SMART spelling, Seven Steps Writing approach and the use of Essential Assessment for assisting with mathematics.

The biggest decision that was made was to introduce a Faith Life Inquiry Approach, where we integrate Religious Education and Inquiry. To achieve this, we worked with the Learning and Teaching Leader and the Religious Education Leader from Queen of Peace in Altona Meadows who were a few years down this path and had a two-year cycle of FLI units. The decision was to work with these units and in our second year, audit the curriculum as a staff and create our own units unique to St Mary MacKillop.

From the beginning, there was a focus on working in partnership with parents and caregivers to share the learning of the children and to engage the families in the education of their children. Three Way Learning Conferences where students, parents and teachers meet to discuss the student's learning was introduced for the mid-year meetings. The students, with teacher support, led these conferences explaining their learning experiences and achievements, as well as setting goals for future learning. The students were empowered and enriched by this formative process.

The educational experience of the children at St Mary MacKillop CPS is enriched by a range of specialist programs. Children rotate through four specialist areas, Physical Education, Italian, Music and Visual Arts, in the one day. This allows our children to shine in areas that may not be academic or sporting. This also allows the teachers to gather as a team for planning the next week's learning for the children.

Incursions and excursions are an important part of the curriculum and all classes experienced incursions around their FLI unit of work as well as some whole school incursions, e.g. Young Mary performance about the Life of Mary MacKillop. Classes also went out from the school and experienced the local area and places further afield that enhanced their learning. As a whole school, we visited the Mary MacKillop Heritage Centre in Melbourne to further our knowledge about Mary MacKillop. The senior children also experienced a number of interschool sporting events including the football and netball lightning premierships and soccer and T-ball tournaments.

Early on the decision was made that we would be an Apple school and all teaching staff are supplied with Apple laptop computers and iPads to assist in their planning and delivery of curriculum. Learning Support Officers are supplied with an iPad to assist with their note keeping and preparation. Apple TV's are installed in all learning areas along with large screen TV's. Children had access to a bank of 60 iPads in 2018 that were stored in a central location.

During 2018, we were fortunate enough to be part of an Apple Education program with our Year 3 – 6 students where for two weeks the children worked with their own iPad and we had expertise from Education Advantage helping to stretch the children and teacher's knowledge of what was possible to achieve. This was a success and has led to a 1 to 1 iPad program being rolled out across Year 3 – 6 in 2019.

The wellbeing of our students is recognised as a condition of the children being ready and able to learn. Therefore, a great deal of emphasis is placed on the wellbeing of each child and teachers spend time getting to know the story behind each of the children in their care. These stories are shared across the staff at PLC meeting times so that all staff share responsibility for all of the children in our care. A dedicated time is set aside to undertake specific lessons in Social Emotional Learning to assist the children with the relationships, self-regulation etc. Meditation and mindfulness are also practiced in each class space after recess and for some after lunch. Meditation is also practiced by the staff at the beginning of the weekly PLC meeting.

Making sure that the learning is differentiated for the children is an important factor in our planning and teaching. Knowing the children and their strengths and challenges as well as any formal diagnosis is important and for the National Consistent Collection of Data (NCCD) the staff would meet and discuss each child and what adjustments were being made for them in the curriculum, in the playground, socially etc. In this way, all staff could have a share in how the learning was adjusted and differentiated for each child in the classrooms and in other learning areas and play spaces.

2018 was a very big year for the staff at St Mary MacKillop CPS where everything was co-created from the ground up, resources purchased, units of work developed, expectations and culture determined and so much more. All of this works towards another big year for 2019.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS			2018 %		
YR 03	Reading		90	YR 05	Reading
YR 03	Writing		100	YR 05	Writing
YR 03	Spelling		80	YR 05	Spelling
YR 03	Grammar & Punctuation		100	YR 05	Grammar & Punctuation
YR 03	Numeracy		100	YR 05	Numeracy
					2018 %
					100
					100
					100
					90.9
					100

### STUDENT LEARNING OUTCOMES

As this was the first year of St Mary MacKillop CPS, all of the children who completed NAPLAN in 2018 originated from different schools and the results cannot be attributed to the teaching at St Mary MacKillop CPS. It was pleasing to see the children in most areas achieving above the Minimum Standards. However, Reading and Spelling in Year 3 are down further than we would like so there will need to be some investigation into the children not meeting the minimum standards to see what interventions may need to occur in their future learning. We look forward to years to come when we can look at the results as a true reflection of our teaching practices.





## Student Wellbeing

### Goal:

***To develop a positive school climate where the wellbeing of each person is valued and nurtured to maximise learning experiences.***

### Achievements

From the outset at St Mary MacKillop we focused on the wellbeing of all the members of our community, staff, children and families. We understand that for children to be ready to learn they have to be in a good space physically and emotionally. This is also true for the staff. The wellbeing of each individual staff member impacts not only the group of children they are teaching, but can have an effect on the rest of the staff and the culture.

At St Mary MacKillop, we are proactively aiming to provide students with the support to prevent and avoid mental health issues arising. We focused on ensuring that we were doing everything we could to help the children feel supported, comfortable, confident and safe.

A Wellbeing Leader was appointed from the staff with the focus of setting the culture for wellbeing to thrive in the school. We adopted the aspect of Horizons of Hope that believes every child should be given the conditions to flourish. As a small school just starting out, this meant that we were able to share a lot about the children with each other so each staff member had a knowledge of the story behind each child. This allowed all staff to build relationships with all children in the school. We also ran some family group and cross age activity days which meant that the children had some positive contact with each staff member and each other seeing that the school was made up of children from many different schools.

At St. Mary MacKillop, there has been a genuine desire to co-create a variety of wellbeing strategies with our children. From the very beginning, we have implemented a school wide focus on “meditation mindfulness”. This is an expectation of every classroom teacher and student to participate and practice. Every learning space practices meditation after recess every day to calm the children and refocus them after a very hectic recess time. We have seen some great benefits from this practice with children settling into class work easily.

With our focus squarely on creating the conditions for children to flourish, we engaged Project Thrive and Andrea Downie to work with the staff to review the ways we are helping children to achieve their full potential. The way our students see themselves as learners was an important area of focus for us, as they were often negative towards their learning habits. Having a growth mindset is so important and in doing that, you are able to view yourself differently, going from a state of ‘I can’t’ and ‘This is too hard’ to ‘I’ll give it a try’ and ‘I’m yet to master that’. This focus has been in place across the school and we are modeling this positive self-talk constantly within each community space.

There were many ways in which we have tried to impact the wellbeing of our children and staff, from a preventative approach and also where required an intervention approach.

- We adopted a Restorative Practice Approach to behaviour management as we believed in the practice of talking through a situation as a means of righting the wrongs associated with the situation and also to help the individual see the impact they have on a number of people through their actions.
- We also implemented Passive Play during recess and lunchtimes. For the second half of each break, a staff member was rostered onto the Passive Play area so that children who needed to or wanted to come off the yard for a quieter time could do so.
- We adopted the Zones of Regulation across each learning space so the children were able to identify how they were feeling at different times. We put in strategies to assist children move from the negative emotions to the more positive.
- As part of our Faith Life Inquiry unit on the “Wellbeing of the Learner”, we shared a Wellbeing Day where the children rotated through a number of wellbeing activities and finished with a shared lunch with their parents and a movie, Inner Space. This day was a great success and other days built on this model followed.
- As an intervention strategy, a counsellor from Catholic Care was employed one day a week. There were so many children who came to us in our first year with high anxiety, low self-esteem and other mental health issues that we needed some outside help to deal with the issues.

#### VALUE ADDED

Student Awards given out at Assembly

Participation in the Annual Day of Action Against Bullying

Wellbeing focus in Faith Life Inquiry Unit each year

Time once a fortnight devoted to activities to improve Social Emotional Learning

Whole school Wellbeing Activity Day

Meditation and mindfulness activities in every learning space after recess

Meditation practiced at staff meetings each week

Working at a staff level with Project Thrive in relation to positive psychology

Student Wellbeing Leader attending Network meetings and PL days

Staff Meetings devoted to wellbeing

## STUDENT SATISFACTION

The first year of the Insight SRC Surveys shows the children sitting in the lower 25% of schools for all areas across the board except for connectedness to peers which just touches on the middle 50%. The Student Wellbeing Aggregate Index is also well below the mean sitting at 70.4. The group of children that began with us in 2018 came from a number of Primary Schools and many came because they were having issues at their previous schools. Therefore, these results are not surprising. The next round of survey results should show a different view of the school as the children completing them will have been here for longer.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 1	94.8
Year 2	91.6
Year 3	95.3
Year 4	95.8
Year 5	92.8
Year 6	94.9
Overall average attendance	94.2

## STUDENT ATTENDANCE

*The school reviews attendance rates regularly and noticeable rates of absenteeism by individual children are followed up by the Wellbeing Coordinator and/or the Special Needs Coordinator. The principal is kept informed of this process.*



## Child Safe Standards

### Goals and Intended Outcomes

St Mary MacKillop CPS holds the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the gospel. St Mary MacKillop CPS acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

As a new school, we have sought to embed child safety strategies within the practices of all in the community through establishing policies and procedures. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse.

### Achievements

#### The embedding of policies and commitments into everyday practice

- Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and student management, duty of care, and reporting requirements.



#### Training of teachers, non-teaching staff and volunteers

- All teaching & nonteaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually.
- Volunteers are provided with regular briefings on acceptable behaviours and are required to read and sign the school's Child Safety Code of Conduct every time they enter the school site.
- Staff members have completed the Victorian Department of Education and Training 's on-line Mandatory Reporting module.
- All staff have undertaken Professional Learning in unpacking the 'PROTECT' document and related practices related to the identifying and responding to all forms of child abuse.

#### Consultation with the community

- St Mary MacKillop CPS continues to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.
- The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via parent information nights, the school newsletter and website.



## Human Resource Practices

St Mary MacKillop CPS continues to implement robust Human Resource practices to ensure the suitability of any staff member or volunteer permitted to participate in 'Child Connected Works'.

To achieve this the school implements rigorous screening processes which have a child safety focus and include:

- Position advertisements
- Position descriptions
- Referee Checks
- Key Performance Indicators have a Child Safety focus
- Victorian Institute of Teaching Registration (VIT)
- Working With Children Checks & National Criminal Record Checks
- Screening of Casual Relief Teachers, Contractors and Volunteers.

St Mary MacKillop CPS remains committed to ensuring the well-being and safety of all students under its care by actively implementing, reviewing and improving its child safety strategy.



## Leadership & Management

### Goal:

***Embedding a culture of collaborative learning unique to St Mary MacKillop that is embraced by all members of the community.***

### Achievements

As a new school starting off with 75 children, our staff consisted of a Principal, 5 full and part time classroom teachers, 4 specialist teachers one day a week, one fulltime and one part time (one day) Administration Officers and three Learning Support Officers.

It was important from the beginning that all staff got along with each other a collaborated and shared the responsibility for the co-creation of St Mary MacKillop CPS. As the staff was so small there was no Leadership Team and all decisions were made as a team at our regular Professional Learning Community (PLC) meetings. Building this culture of collaboration and shared decision making was important to establish early so that it can continue as we grow our team.

Communication for all staff, especially those who only worked one day a week was important so that everyone was on the same page. We had Weekly Briefings on a Monday morning to look ahead for the week. A Google Calendar for staff and school activities was set up and shared amongst all staff so everyone could be kept in the loop.

With no particular programs or initiatives in place we decided to adopt SMART Spelling and Seven Steps to writing as our literacy approaches as some of the staff head used these previously. This meant Professional Learning for those who were not trained in these programs/approaches. The decision in taking on these approaches will be reviewed at the end of 2019 and decisions made about where to with these approaches.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### DESCRIPTION OF PL UNDERTAKEN IN 2018

SMART Spelling  
Seven Steps Writing  
ICON Training  
Religious Education Conference  
NCCD Briefings and Training  
Positive Psychology with Project Thrive  
Student Wellbeing Network  
Learning Diversity Network  
Religious Education Network  
Principal Network  
Attendance at CEOM Learning & Teaching Network  
Certificate IV in Education

Whole Staff Faith Life Inquiry learning  
 Apple iPad training external  
 Apple iPad IEL project – internal facilitated by Education Advantage and Apple Education

<b>NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018</b>	6 and one LSO
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<b>AVERAGE EXPENDITURE PER TEACHER FOR PL</b>	\$ 1200
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### TEACHER SATISFACTION

Both the Organisational Climate and Teaching Climate in the Insight SRC surveys sit well above the mean. The Staff Wellbeing, Empathy and Engagement indicators paints a picture of a happy and contented staff with all of the indicators in the top 25% of schools. The area of student behaviour is lower and in the middle 50% and this mirrors the dip in the same area of the student experience.

As the staff grows into 2019, we will have to monitor the staff satisfaction to keep the positive morale etc. that was established in the first year.

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	97.6%
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### STAFF RETENTION RATE

Staff Retention Rate	86.7
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### TEACHER QUALIFICATIONS

Doctorate	0.00%
Masters	11.1
Graduate Diploma	33.3
Certificate Graduate	11.1
Degree Bachelor	55.5
Diploma Advanced	
No Qualifications Listed	

STAFF COMPOSITION	
Principal Class	1
Teaching Staff (Head Count)	9
FTE Teaching Staff	5.1
Non-Teaching Staff (Head Count)	5
FTE Non-Teaching Staff	4.5
Indigenous Teaching Staff	0





## School Community

### Goal:

***To build a collaborative partnership between home, school, parish and wider community to support children's engagement and learning outcomes.***

### Achievements

The aim even before the doors of the school opened in 2018 was to make the communication with parents a feature of this school. Creating authentic parent partnerships in educating the children was another major aim.

To communicate with our families, we use a variety of smartphone Apps that have been successful in keeping parents up to date with what is happening around the school and in the children's classrooms. As a whole school, we use Flexibuzz to deliver messages and our newsletter to our whole school or targeted year levels. Caremonkey is used to keep the medical profile of every child up to date and for us to send out excursion notes etc. We can also gain responses from parents using Caremonkey. The class teachers use Seesaw to share the children's work, send whole class messages and to communicate directly with an individual parent. The use of these three Apps has kept our parents well informed from the class and school level. The aim would be in the future to find one or two Apps that were to replace the current three so the parents don't get confused.

Early on in 2018 we held a Community Conversation about why we are here and what we want for our children. This was attended by about 60% of our families and we were able to capture their hopes and dreams for their children and this school. This work will help to shape our Vision Statement that will be written in 2019.

To enhance the children's ownership of their learning and the sharing of this with the parents, we implemented 3 Way Learning Conferences mid-year after reports had been sent home. Parents, children and teachers came together to celebrate successes and set future goals.

A Parents and Friends Association was established in the second half of the year to help plan fundraising and social gatherings for the rest of the year. This was a very informal group with no defined or elected roles. The aim in 2019 is to formalise this more and to encourage new members to join the group.

A number of special days, including Wellbeing Day, Grandparents Day and the Feast of St Mary MacKillop were held during the year and parents and other family members were encouraged to come along and join in the fun. These were usually well attended by our parents and families.

We held two major events during the second half of the year which were attended by nearly all of our families. Our Inaugural Arts Show was held in November and showcased the visual and performing arts talents of our children. There was a real buzz of excitement from the community at this evening. The largest gathering we held was our end of year function "Carols on the

Green”, where all of our current families and some of our new families for 2019 joined us for a wonderful community event with lots of activities for the children, culminating with a performance of various Christmas Carols from the children. A BBQ, raffle and Silent Auction helped us to raise a substantial amount of money for such a small school.

Other Activities that involved the school community were:

- Beginning of Year Family Picnic during Catholic Education Week
- St Mary MacKillop Feast Day – Whole school mass and Activity day
- Walk and Ride safely to school Days
- Open sessions in the classroom for parents to be involved in.
- Sacramental Family Workshops
- Book Week Parade

### PARENT SATISFACTION

The Parent Opinion Survey indicates that parents were generally happy with the performance of the school since its opening. Most of the indicators for Community Engagement, Learning Opportunities and Staff Engagement were well into the middle 50% or above apart from Extra Curricula Activities and Homework. These results were expected as we have a no Homework policy and as a new school there are not a lot of opportunities for extra curricula activities.

The Community Engagement Aggregate Index was well above the mean for our first year.



## Future Directions

2019 will be a very different year for St Mary MacKillop with the inclusion of another 80 children and 12 staff members, doubling the size of the school population. We will need to be very careful to induct new staff into the culture that we set up during our first year and make sure that we do not lose the community feel that we established as a small group.

Wellbeing will continue to be one of our major foci and our collaboration with Project Thrive will be expanded in 2019 and beyond. We will also be investigating the Respectful Relationships resource and how we can work this into our wellbeing work.

As we grow our staff, new procedures will need to be put in place to enable clear communication amongst all staff. A staff Intranet page will be developed as will weekly and daily briefing sessions. Professional Learning Community Meetings will include all staff including teachers, Learning Support Officers and Administration Officers.

Faith Life Inquiry will enter into the second year of the 2-year cycle. All new staff will need to be professionally developed in this approach. As we have already noticed aspects of the curriculum that are missing in these units, we will be auditing our curriculum and creating new units of work for 2020 onwards. The Learning and Teaching Leader, Religious Education Leader and Literacy Leader will be working closely with members of Queen of Peace staff and Catholic Education staff to organise this audit.

A greater emphasis on Literacy and Numeracy will occur with the creation of Scope and Sequence plans and investigation of new procedures and programs to better suit our needs at St Mary MacKillop.

A Capital Grant application has been submitted for the redevelopment of the heritage listed school house to become a staff facility and the building of a new Administration area and STEM Centre. The redevelopment of the existing Administration building to learning spaces will take place as part of this project. We will hopefully be notified of this by mid-year 2019 for building to commence early in 2020.

There is so much more that could be written here as there is so much to do as a new school. The biggest and most important of all will be to move slowly, choose wisely and embed those practices we believe will make this school a stand out school in the Geelong region.