

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

St Mary MacKillop Catholic Primary School
Bannockburn

2019

REGISTERED SCHOOL NUMBER: 2219



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Contact Details

ADDRESS	32 High St Bannockburn VIC 3331
PRINCIPAL	Anthony Drill
PARISH PRIEST	Fr Charles Balnaves
TELEPHONE	(03) 5281 8500
EMAIL	principal@stmmb.catholic.edu.au
WEBSITE	www.stmmb.catholic.edu.au
E NUMBER	E1407

Minimum Standards Attestation

I, Anthony Drill attest that St Mary MacKillop Catholic Primary 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 2019 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.

20th May 2020

Our School Vision

In 2019 we worked toward the development of our school vision statement. This was a collaborative process, involving community stakeholders, with the entire process facilitated by Dr Janine Luttick.

In the spirit of St Mary MacKillop, we aspire to live the Gospel, creating a sense of belonging, respect, compassion and hope. Our community is inclusive and empowers all to learn and flourish in an ever-changing world.



School Overview

St Mary MacKillop Catholic Primary School is the newest school in the Golden Plains Shire and the only Catholic Primary school between Geelong and Ballarat. The school opened in 2018 on the site of the old Bannockburn Primary School after they moved to the new P – 12 College in Milton St at the end of 2017.

St Mary MacKillop CPS opened in 2018 with an enrolment of 65 children and by the beginning of 2019 the enrolment had grown to 160 children across nine learning spaces. The staff numbers also grew from 13 in 2018 to 25 in 2019 with a Deputy Principal, 6 teachers and 5 new Learning Support Officers.

At the end of 2018 the central children's toilet block was demolished and during the early part of 2019, two new smaller toilet blocks were built with access to each of the major buildings. At this time the area that the old toilet block occupied was transformed into a new landscaped playground space. This space was awarded the winner of the Landscape and Outdoor Learning Environment Awards for 2019.

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 five learning spaces 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.

The playground area is divided into four main spaces, the new landscaped play space, an asphalt area with basketball court, an oval area that in 2019 was levelled and fitted 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.

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.



The community has embraced our school and we are now seen as a positive alternative to the surrounding Government schools. The future looks bright with enrolments strong and on the increase for the foreseeable future.

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 2019 year. The information contained in this report should give you an insight into how busy our school community has been in the past 12 months 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.

We take our Vision seriously and try to enact it in everything that we do. Our Vision leads our actions with these words:

In the spirit of St Mary MacKillop, we aspire to live the Gospel, creating a sense of belonging, respect, compassion and hope. Our community is inclusive and empowers all to learn and flourish in an ever-changing world.

2019 was another big year for the community of St Mary MacKillop, as we grew our community to double the size that it was in 2018. The end of 2018 and the very early stages of 2019 were busy with enrolling 90 children and employing 12 new staff. In essence it was like starting all over again as we needed to induct all of the children, families and staff into the ways we had established in 2018. There was also a great deal of reworking things we did as those procedures don't work with so many more children.

Once again, our children came from many 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. Father Charles was wonderful in guiding the children through the traditions of the mass as were the teachers as they shared their faith and guided the children through the simple prayers and workings of the church.

Almost doubling the staff numbers and moving from four to nine learning spaces was a challenge for everyone as we tried to establish protocols and get to know each other and build community amongst the staff. 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.

We hope that the years 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 formally 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 like numbers? 2018: 75 children. 2019 175 children. Wow what growth! Even more than numbers I like people.

Amidst the remarkable growth in numbers I am seeing growth in people. Growth in community spirit. Would I like more? Of course – there is always room for growth in the things which build God's love in the world. But! What is wonderful is that our school continues to evolve with love of one another as the guiding underlying principle for existing (all the other facets are important but this underlies them and forms our focus in all aspects of education).

If you poke your head in to the staff room at lunch time or before school you find a group of people who are engaged with being good teachers for the children in their care. There is some general chatter about football or their own children but always the conversation returns positively to 'how can we help improve this child's support' or 'what better ways can we support the teachers to enable them to enliven the children.' The word 'teach' come from roots in leading people to learn and that is at the core of how Jesus Christ lived his life and works in our lives today.

We began using the St Mary MacKillop Church, next to the school, in late 2019 and the effect was immediate: we could gather the children for Mass or other liturgies simply and quickly. The liturgical facets of their faith could suddenly become even more a natural part of the day along with starting the prayer with meditation and prayer.

My hope is that this solid foundation will continue to grow and become more and more intertwined with broader parish needs and efforts. At last! Our parish has a school to assist in bringing about the Kingdom of God in our lives – today!

Perhaps we can recognise the work of the Holy Spirit in all this, guiding us and leading us as we hear in the prayer:



Come, Holy Spirit, and make us Pentecost people.
Let your wisdom and right judgement guide our decision and temper our impulses.
Let knowledge and understanding increase our capacity for empathy and compassion.
let reverence and awe fill us with gratitude and respect for all creation.
Give us the courage to witness boldly to our faith in word and in deed.

Thanks you to all children, families, staff and other parishioners who have brought our school to life.

Alleluia and God bless,



Rev. Charles Balnaves
Parish Priest, Catholic Parish of Meredith
Acknowledging the Wadawurrung 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.

Goals & Intended Outcomes

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 our faith story and traditions. Our children are encouraged to take action based on considered reflection following learning experiences.

Many of the children who joined our growing community continue to reflect a broad range of faith experience, ranging from non-Catholic families to practising parishioners. We believe we have continued to welcome families from all backgrounds and have continued to provide learning experiences that allow for this difference. Our teaching staff ensure differentiated entry points for all learners; those with a rich knowledge of Religious Education content and those who are new to R.E.

Fr Charles continues to be an important part of Religious Education classrooms, often visiting as a guest or 'expert' in given units of study. He continues to provide 'on the spot' education for the parts of Mass and is an important facilitator in our sacramental preparation.

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.

Mass preparation was a new learning for classroom teachers. Staff were guided by the religious Education Leader to create their own Masses each term, with a theme and scripture choices to support the theme. Masses were held within classroom spaces as we awaited the building of our new church.

The celebration of sacraments continued to grow. With the growing numbers in the school, came many who prepared for more than one sacrament in the 2019 year. The sacrament timeline was decided upon in collaboration with the parish team to allow for this event. As part of the Sacramental Program teachers along with the Religious Education Leader, organised and ran Sacramental Family Nights and Workshops for Eucharist and Confirmation. Denise Arnell led the preparation night for Reconciliation. The Sacrament of Confirmation was an example of shared preparation and celebration between the parish and school teams.

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...

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. In 2019 we collaborated to develop a shared understanding to guide our teaching. Our Shared Understanding is as follows:

We believe that faith permeates all aspects of learning. Guided by the Educational Framework Horizons of Hope (CEM), Faith Life Inquiry forms a natural connection between faith, life and curriculum for our students.

Inspired by the Gospel and led by the Holy Spirit, students identify and explore wonderings and issues related to the real world. Students seek to build compassionate relationships and are called to take action within local and global communities.

During the second half of the year, the building of the new St Mary MacKillop Church began on the corner site where the previous church had been burnt down. We watched in anticipation as the structure went up and were overjoyed when it was finished and we were able to use it right at the end of the year for our Assemblies and end of year ,ass and Graduation ceremony. The new church will be a focal point for us now as a place to gather, worship and celebrate the liturgical events of the Church's year.

VALUE ADDED

- Whole School Liturgies for Advent and Lent
- Sacramental Family Workshops
- Unit Level Masses each term
- On site Retreat for Reconciliation years 4 to 6
- Confirmation Retreat
- Year 6 Graduation mass and dinner involving families
- Faith Life Inquiry shared understanding developed
- Feast of St Mary of the Cross MacKillop whole school mass and celebration day
- Grandparents Day on Feast of Ss Anne and Joachim
- Opening of our new St Mary MacKillop Church



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 St Mary Mackillop in 2019 was developing a shared understanding of a Faith Life Inquiry approach within our school. Having a shared understanding enabled us to begin a two year cycle for Faith Life Inquiry units unique to St Mary MacKillop CPS. This collaborative process took place during school closure days, PLC meetings and facilitated planning times to be implemented for 2020. These were facilitated by the Religious Education Leader and the Learning and Teaching Leader. These leaders met weekly to ensure the progress of the two year cycle.

As a developing school, our staff and students almost doubled in size, coming together from different schools with different experiences. Through conversation and collaboration, we were able to co-create the curriculum that was taught across the school.

A Professional Learning Community continued to meet weekly to develop and refine curriculum delivery and to support each other. The focus at these Professional Learning Community meetings was to refine our skills and understandings in teaching and embedding Faith Life Inquiry.

We have begun to explore what reporting in Religious Education looks like and have put some focus on understanding the assessment standards in RE. This is a process to be explored further in 2020.

The 2019 focus for Literacy was on 'Reading - Comprehension', in particular, to build a Prep – Year 6 understanding of reading comprehension as the ability to process text, understand its meaning, and to integrate it with what the reader already knows. In addition, it is an individual's ability to comprehend text is influenced by their skills and their ability to process information. All year level teams developed strategies to strengthen their capacity of teachers to differentiate the curriculum and improve different aspects of their practice. Whole staff participation in Professional Learning Community meetings and Facilitated Planning to support the building of knowledge and understanding of the Victorian Curriculum in English and how this translates into classroom practice.

The teaching staff acquainted themselves with the Fountas & Pinnell Benchmark Assessment System to assess the students reading and comprehension level. In addition, the Yr 3-6 staff became familiar with PATR, (Progressive Achievement Tests in Reading) which assesses and builds students' reading comprehension skills. The Prep teachers began the implementation of Little Learners Love Literacy, an explicit, multi-sensory literacy approach focussing on 'phonemic awareness and alphabet knowledge' giving children the skills they need to read, spell and write with confidence.

We continued to include SMART spelling and Seven Steps Writing approaches in Literacy which were reviewed at the end of 2019, where it was decided that we would no longer continue with Seven Steps but investigate and provide professional development in the Big Write approach for writing. We intended to provide professional development for all staff in SMART Spelling in 2020.

Work in the area of Mathematics centred around upskilling staff in the area of assessment in Mathematics and the development of a Scope and Sequence and consistent planners that were to be trialled in 2019 and reviewed in 2020. Our Mathematics leader, Lance Houlihan ran a very successful Family Maths Night which was attended by many families and received some great feedback. The other area of focus was the use of Essential Assessment for assisting with mathematics



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 Conversations 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, Performing Arts 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 to collaboratively plan the next week, using data gathered through the learning process.

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. Classes also went out from the school and experienced the local area and places further afield that enhanced their learning. The senior children also experienced a number of interschool sporting events including the football and netball lightning premierships and soccer and T-ball tournaments.



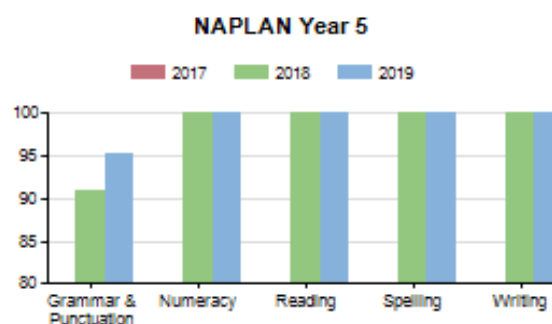
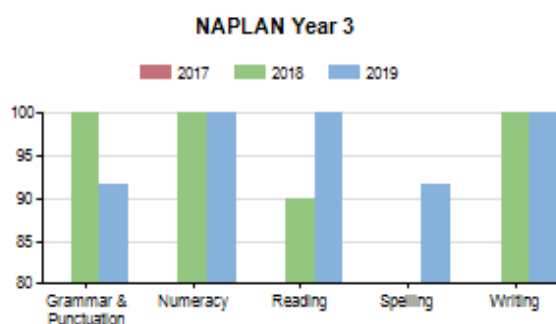
Technology plays an important role in the learning and teaching at St Mary MacKillop CPS. We consolidated our decision to be an Apple school and all teaching staff were supplied with Apple laptop computers and iPads to assist in their planning and delivery of curriculum. Learning Support Officers are 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 in the Prep – 2 classes had access to a bank of 60 iPads which were stored in a central location. In 2019 we introduced our iPad

Program to the Year 3 – 6 children and families. Each child is given an iPad which is managed by the school for them to use from Year 3 – 6. The parents pay a fee for this iPad. Having individual iPads allows greater flexibility in the learning and teaching process in the Year 3 – 6 classes and a greater emphasis on technology, preparing the children for the future.

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.

2019 continued to be a successful year for the staff of St Mary MacKillop CPS where resources were purchased, units of work continued to be developed along with expectations and culture being determined. All of the above working toward another year of growth of the school in 2020.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	0.0	100.0	0.0	91.7	-8.3
YR 03 Numeracy	0.0	100.0	0.0	100.0	0.0
YR 03 Reading	0.0	90.0	0.0	100.0	10.0
YR 03 Spelling	0.0	80.0	0.0	91.7	11.7
YR 03 Writing	0.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	0.0	90.9	0.0	95.2	4.3
YR 05 Numeracy	0.0	100.0	0.0	100.0	0.0
YR 05 Reading	0.0	100.0	0.0	100.0	0.0
YR 05 Spelling	0.0	100.0	0.0	100.0	0.0
YR 05 Writing	0.0	100.0	0.0	100.0	0.0



STUDENT LEARNING OUTCOMES

As this was the second year of St Mary MacKillop CPS, more than half of the children who completed NAPLAN in 2019 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. Growth in Reading and Spelling in Year 3 and Grammar & Punctuation in Yr 5 was evident. However, with a slight decrease in Yr 3 with Grammar & Punctuation there will 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

Goals & Intended Outcomes

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

Achievements

At St Mary MacKillop we focus 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.

The Wellbeing Leader was allocated full day release to continue to enhance the positive wellbeing of the school community. We continued to adopt the aspect of Horizons of Hope that believes every child should be given the conditions to flourish. As a growing school, 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 embedded 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. We have continued to implement 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. Meditation was also practiced by the staff at the beginning of the weekly PLC meeting.

The wellbeing of our students is recognised as a condition of the children being ready and able to learn. An initiative from the Wellbeing Leader was to include a Zen Zone to each classroom, allowing a safe space for

students to de-escalate so they can return to learning. Allocated time is given to staff at PLC and Facilitated Planning times to discuss the wellbeing of the children in our care so that all staff share responsibility. The Social and Emotional curriculum is taught weekly in all classrooms to assist the children with positive relationships and self-regulation.

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 modelling 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.

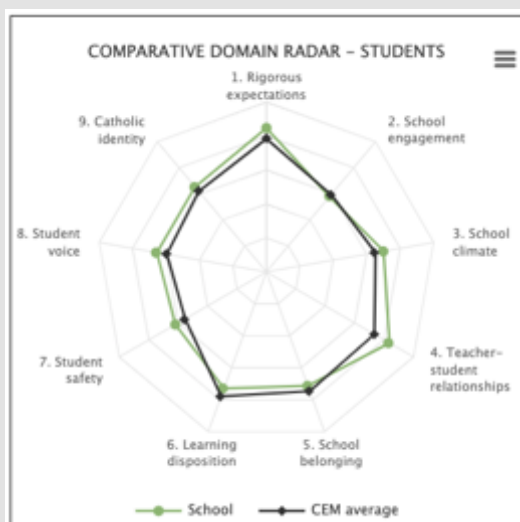
- We established a Restorative Practice Approach to behaviour management as we believed in the practice of talking through a situation as a means of righting the wrongs associated with the situation and also to help the individual see the impact they have on a number of people through their actions.
- We established 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 established the Zones of Regulation across each learning space so the children were able to identify how they were feeling at different times. We built strategies to assist children to move from the 'hard to have' emotions to the 'easy to have' emotions.
- As an intervention strategy, we continued to employ a counsellor from Catholic Care. We continue to see students presenting with high anxiety, low self-esteem and other mental health issues.
- We introduced the Respectful Relationships (RRRR) program across all classrooms. Support was given to staff during PLC meeting and facilitated planning times to deliver this curriculum.
- A school wide wellbeing focus connected to the curriculum was established each term. This focus was celebrated at the end of each term with a school assembly, including student awards.

VALUE ADDED

- Use of ClearTrack to record incidents, conversations etc, about a child's behaviour/wellbeing in classroom, on yard and from parent contacts.
- 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
- Zen Zone in each classroom
- Consistent language across the school
- Wellbeing assemblies each term

STUDENT SATISFACTION

Overall, students at St Mary MacKillop are happy to be here and feel safe and nurtured. The Domains around Teacher Student Relationships, Student Safety, School Climate and Student Voice are all above the CEM average as can be seen in the Comparative Domain Radar. The



other standout Domain is Catholic Identity. Very few of our children came to us from other Catholic Schools and therefore for them to identify our school as Catholic in such a strong way shows that we are doing well to engage them in the Catholic nature of our school.

Learning Disposition and School Belonging are both just below the CEM average and this is understandable as many of the children surveyed have come from other schools where they have had difficulty with learning, behaviour or connection to the school. Considering such a large proportion of those surveyed had only been

in the school for less than a year, I believe the score is a positive reflection on how we had been able to engage and make them feel part of the school.

Our challenge now is how do we improve on this. What do we need to do to increase Belonging, Engagement and Learning Disposition while either maintaining or improving all other areas.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.1
Y02	93.7
Y03	90.0
Y04	91.3
Y05	94.5
Y06	90.4
Overall average attendance	92.2

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 and from our Vision Statement developed this year. 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.

From the beginning, we have sought to embed child safety strategies within the practices of all in the community through establishing policies and procedures that are embedded into all that we do. Professional boundaries have been reinforced with all staff members and volunteers, as have obligations regarding the protection and reporting of allegations or disclosures of abuse. When the need arises, a member of the senior Leadership Team will support a teacher in making a notification to DHHS and assist with the recording of the details.

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

Goals & Intended Outcomes

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

Achievements

2019 was a big year for establishing ourselves as a school after a small tentative start in 2018 where things were trialled and reflected upon. As a staff we grew from 13 in 2018 to 25 in 2019 with a Deputy Principal, 6 teachers and 5 new Learning Support Officers. This is a massive jump in staff numbers for any school to absorb. Because of the large growth in staff, we established more rigorous procedures with regards to planning, PLC meetings, communication amongst staff and from staff to parents.

It was important that all staff got along with each other and collaborated and shared the responsibility for the co-creation of the “improved” St Mary MacKillop CPS. Building this culture of collaboration and shared decision making was important to establish early so that it can continue as we grow our team.

With more staff, A formal Leadership Team was established that tried to be representative of all sectors of the school. This team met semi regularly to make decisions on behalf of the staff. All decisions were fed back to the staff for ratification or clarification at the weekly PLC meetings



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 Daily Briefings every morning to look ahead for the day and week. A number of Google Calendars for staff and school activities was set up and shared amongst all staff so everyone could be kept in the loop. A staff Intranet page was developed and shared with the staff with various links to information and policies etc.

More staff across the learning spaces meant we needed more structure to creation consistency with planning, teaching etc. New curriculum planners were developed and PLC Meetings conducted by relevant curriculum leaders to establish Scope and Sequence plans and review planners. The current 2-year Faith Life Inquiry cycle was reviewed and a new one created with input from the whole staff.

An Induction programme for all new staff was conducted in late 2018 and followed up in early 2019 with individual catch up sessions with each new staff member to make sure everyone settled well and knew where to find things or who to go to. As well as these meetings with new staff, catch up meetings were organised with all staff during the year and a formal ARM was held in term 4.

Professional Learning for all staff was based around the needs of the school as well as some individual needs of the staff. Whole staff Professional Learning centred around Positive Psychology with Andrea Downie, Creating our School Vision with Dr Janine Luttick as well as taking the staff through a curriculum audit process to develop a new Faith Life Inquiry 2-Year cycle.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

There was a great deal of Professional Learning that happened for the staff in 2019. Some as whole staff, others in teams and some as individuals. Here is a list (not exhaustive) of PL for 2019

Whole School

Whole Staff Faith Life Inquiry learning
Cued Articulation
Developing a Whole School Vision
Curriculum Audit for FLI 2 Year Cycle
Positive Psychology with Project Thrive

Networks

NCCD Briefings and Training
Literacy Network
Literacy Collective
Mathematics Network
Student Wellbeing Network
Learning Diversity Network
Religious Education Network

Principal Network

Teams

Intervention Framework -

Data Literacy Network

Berry St

iPad PL

Fontas & Pinnell

Respectful Relationships

eSmart

Individual/Pairs

Number Intervention

Number & Algebra

Big Write

Certificate IV in Education

Little Learners Love Literacy

Kimoichis

Know Your Agreement – Principal & Deputy

Principal & Parish Priests Briefing

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

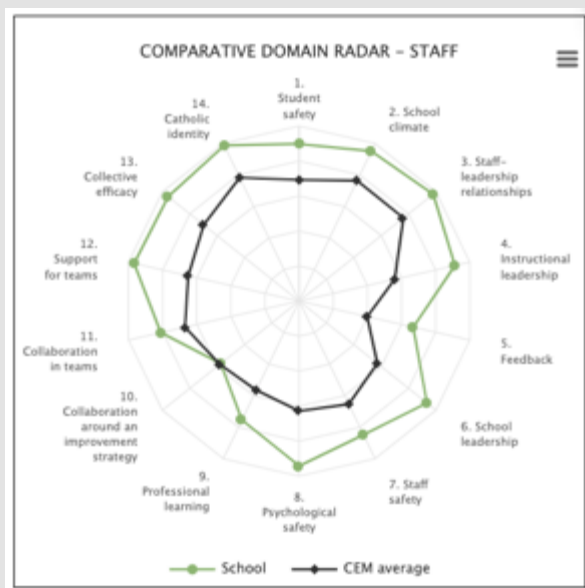
25

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1300 approx

TEACHER SATISFACTION

The staff at St Mary MacKillop CPS are a very happy group of people as can be seen by the Comparative Domain Radar from the CEMSIS surveys. It is clear from the graph that the staff data in every Domain is well above the CEM average for all schools. The only Domain to fall just below the CEM average is that of Collaboration around Improvement Strategy. As the school and staff are very new it and there has been no Review as yet it is understandable that the staff do not as yet feel engaged in any Improvement Strategies.



The challenge here is to maintain such a positive attitude amongst all of the staff as we move passed the first few years and we add more staff and families who don't have a connection to the wonderful feeling of beginning a new school.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	95.7%
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ALLSTAFF RETENTION RATE

Staff Retention Rate	91.7%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	11.1%
Graduate	5.6%
Graduate Certificate	5.6%
Bachelor Degree	61.1%
Advanced Diploma	16.7%
No Qualifications Listed	0.0%

STAFF COMPOSITION

Principal Class (Headcount)	1
Teaching Staff (Headcount)	20
Teaching Staff (FTE)	15.0
Non-Teaching Staff (Headcount)	13
Non-Teaching Staff (FTE)	14.2
Indigenous Teaching Staff (Headcount)	0



School Community

Goals & Intended Outcomes

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

Achievements



St Mary MacKillop has been very successful in its goal for building authentic parent partnerships, forging a very strong relationship between home, school, parish and the wider community. The sense of community is a real strength built on trust and respect. The welcoming nature of the school, the approachability of the staff and the spirit of community engendered are outstanding achievements in this sphere.

Communication between school and parents is important to building good partnerships. Many of our parents who come to us from other schools talk very favourably about our communication. 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

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

A Parents and Friends Association was formally established early in the year to help plan fundraising and social gatherings for the rest of the year. This group, although small was instrumental in helping raise a significant amount of money and then purchasing a number of cubby houses for the playground.

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 three major events during the second half of the year which were attended by nearly all of our families. The Family Maths Night, was attended by over 50% of our families and was a positive and enjoyable night for all. Our 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 2020 joined us for a wonderful community event with activities for the children, culminating with a performance of various Christmas Carols from the children. Food Trucks, helped to feed all of the families and a raffle helped us to raise money for the school. The Momentum Christian Church assisted with the Sound and lighting for the night.

Earlier in December, the churches of Bannockburn held a multi faith Christmas Carol event on the school oval that was attended by many local families and organised by the Momentum Christian Church.

Other Activities that involved the school community were:

- Beginning of Year Family Picnic
- 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
- Assemblies every fortnight
- Masses for a year level or whole school



PARENT SATISFACTION

The CEMSIS surveys of parents shows that on the whole, parents are very happy with St Mary MacKillop CPS with the results for all the Domains in the Family Survey being at or above the CEM average. The standouts being School Climate, School Fit and Communication, which scored 10% above the CEM average. In the School Climate Domain, all of the indicators scored between 87% and 97%, a very favourable score. With scores this high we will have to work hard at maintaining the partnerships we have with our families as we grow bigger and lose the sense of small school community. The challenge will be how do we maintain or even grow the community that we have now.

Future Directions

The future is bright for the St Mary MacKillop community with a great deal of positives for the next 12 months.

A focus on whole staff professional development will occur in 2020 to further the skills and knowledge of all staff in areas of Wellbeing and Literacy. Kimochis, a programme using soft toys to explore feelings will be introduced across the school to help all children to focus on their emotional wellbeing. Respectful Relationships will be introduced to the staff to enhance our wellbeing programmes. All staff will have professional development in Literacy in the areas of writing, Big Write and spelling, SMART Spelling as well as continuing the focus on improving reading.

The opening of the new St Mary MacKillop church in late 2019 brings with it many opportunities for our school. As well as the chance to hold masses in the church instead of the stadium, we can also use the space for assemblies and parent meetings as well as gatherings like graduation etc. The chance for the school and parish to celebrate together is increased.

The student population will continue to grow over the foreseeable future and will outgrow the current buildings. Two portable classrooms will need to be sourced for 2020 and a further two for 2021 until new buildings are completed. A growth in student numbers will also lead to a growth in staff numbers and a strong induction programme will be in place to manage this growth.

A Victorian State grant application has been submitted and late in the year we heard that we had been successful to receive 3.5million dollars to refurbish the old school house, build a new Administration and STEM Building and redevelop the existing Administration area into three more learning spaces. As soon as these are completed they will be filled and more buildings will need to be built. Other grants will be applied for.

Hopefully in 2020 the purchase of the land on which the school sits will be finalised between Catholic Education Melbourne and the Education Department.

St Mary MacKillop Catholic Primary School will continue to strive to be a stand out school in the region and a school of choice for those Catholic and non-Catholic families in the Parish of Meredith.

