

St Mary MacKillop Catholic Primary School Bannockburn

2020

Annual Report to the School Community



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Contact Details

ADDRESS	32 High Street Bannockburn VIC 3331
PRINCIPAL	Anthony Drill
PARISH PRIEST	Fr Charles Balnaves
SCHOOL BOARD CHAIR	
TELEPHONE	03 5281 8500
EMAIL	principal@stmmb.catholic.edu.au
WEBSITE	http://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 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

13/05/2021

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

Our School Vision

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 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.

The school initially opened with an enrolment of 65 children and by the beginning of 2020 the enrolment had grown to 275 children across 11 learning spaces. The staff numbers also grew with the addition of new teachers and new LSO's and a School nurse. We lost our Art teacher and a senior teacher to other schools, but were able to replace these with wonderful teachers.

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 two 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, Visual Arts and Performing Art lessons in one day. The Year Prep- 2 classes also have Library as a Specialist class. 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 2 provided by the school and a 1 - 1 iPad program organised by the school but paid for by parents assists with their learning program. The use of a number of communication apps gives staff and parents greater and more immediate access to learning and information.

The wellbeing of the children in our care is a major focus and a pillar that our school is built on. To enhance this, all staff were professionally developed in a new program introduced in 2020. The Kimochi program focuses on giving children the language to identify and discuss their feelings and how they can manage these.

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. The forecast for the school will be a sustainable 525 children across 21 classrooms.

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 2020 year. This Annual report will give you an insight into how busy our school community has been in the past 12 months and how we adjusted to and made the most of a difficult year where we pivoted from in school learning to remote learning and back again more than once during the year and how our wonderful staff were able to continue to focus on the children in their care even from a distance.

As a community, St Mary MacKillop CPS strives to be a place of welcome and inclusion to all our families, students and staff. We focus first and foremost on the wellbeing of the children in our care, enabling them to achieve to their personal best and to become life-long learners through building the skills necessary to take them into their future lives as positive citizens of our world.

Our Vision clearly sets out our purpose and intent and we try very hard 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.

2020 began like other years full of hope and enthusiasm for another wonderful year of growth, new students, staff and families and the dreams of continuing to grow our community and begin to embed many of the practices we had begun in 2019. Our staff grew, as did our student population which began the year at 225, up from 180 the year before, We grew from 9 Learning Communities to 11.

In 2020 we added a School Psychologist and School Speech Pathologist part time to assist with the growing number of children requiring adjustments to their learning. At our August Census we had an NCCD count of just over 40% of our student population meaning that the teachers and Learning Support Officers were working hard to make adjustments for over one third of the children in their classes.

There were plans to introduce new practices and programs into our classrooms and we began the year with a whole staff Professional Learning around Kimochis, a program dedicated to assisting children to recognise and name their feelings and then helping them with strategies in how to turn negative feelings into more positive ones. Early in the year we also began our journey into Big Write and VCOP, a writing strategy that was going to be run throughout the school. It was an exciting start to the year

By the end of March everything had changed. As we came towards the end of the first term, all our plans had been thrown up in the air as we, along with the State of Victoria entered our first lockdown due to the Coronavirus. The whole staff scrambled to discover and plan a new way of teaching with children at home and their parents being their teacher's assistants. I am very proud of the way the teachers at St Mary MacKillop were able to move to remote learning. We were very fortunate to already be using technology (iPads) across the school and programs such as Seesaw and Google Classroom which made the transition much easier.

It wasn't all smooth sailing and we went through many different variations to the way we worked, always trying to work out what was best for the children and families including what was best for everyone's wellbeing in such difficult times. The constant stress of working in a way foreign to

most teachers was evident and our teachers worked longer than normal to make it all work. As a Leadership we tried to lessen the burden on staff and shelved a number of plans that we had for the year so they could focus on what was necessary. We were also very conscious of our staff's wellbeing during this time and where possible tried to lighten the mood during Zoom Staff meetings etc.

Even though we all came back to school in Term 4 and had children back on site, there were so many changes to what we were used to that it didn't really feel like we were back to normal. We could not gather as a school; we could not have our parents on site and sanitiser was everywhere and the thought of another lockdown was never far away. Because we were not able to gather with parents the wonderful sense of community we had built up felt like it was slowly disappearing. The hope never died and we looked forward to the day we could have our families back on site and the school back to normal.

Hope is an important value and one that as a catholic school we have lots of. We trust in God and look towards Jesus for hope for a better future. As part of the Parish of Meredith, we looked for guidance from our Parish Priest, Fr. Charles Balnaves. Fr Charles was a wonderful support to all staff and families if they needed him.

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. Even during times of lockdown, we looked for ways to share the history and traditions of the church.

Even though it was a difficult year, there were still many highlights over the last twelve months that we will share with you 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, for hanging in there when things were tough and being the best teachers and teacher's assistants during the remote learning time.

Anthony Drill
Principal

Parish Priest's Report

I keep saying 'what happened to 2020', as though the Covid-19 lockdowns and restrictions meant that nothing happened - the year just didn't exist. Yet, in fact, we did an enormous amount.

The teachers in our school stayed healthy and sane (no mean feat) as they developed and implemented effective remote learning programs in just a week and then improved those programs for the second lockdown. It transpires that one of the most difficult things to do is to set appropriate expectations in new / unusual / difficult circumstances: but our school managed to adjust on the fly and end up with excellent education with sensible expectations. By the end of the year all our children were back at school and loving it and not dramatically disadvantaged by the peculiarities of the year. Yes, there was much they didn't do that would have been there if there were no SARS-CoV-2. But in place of the 'didn't do' there was a vast range of different learnings.

I was talking with a parent who said they plan to keep their family life a little less cluttered than before 2020: the time to just 'be' is enormously valuable: what a wonderful learning from a year of such difficulty.

The same was true on a broader parish basis. Much didn't happen but in place of the 'didn't happen' we developed a habit of live-streaming which reaches perhaps 50 people who otherwise don't connect with the parish at all; we discovered that we can gather and celebrate in just about any place and any weather (Mass outside under a marquee with snow threatening; rosary outside on the lee side of the church to keep the cutting wind off us).

Along the way our school grew to 220 students for 2020 and still forging ahead with a Spirit Filled aura in 2021. People notice 'something' about St Mary MacKillop Catholic Primary School, Bannockburn in the Parish of Meredith. They notice and remark on a spirit of caring and grace and communion: they sense God's hand at work in our teachers and in our children and in our parents and in the leadership that we have. This is our dream because this is what it means to be the presence of Jesus Christ to the world: the hands that are his working to bring love and justice and mercy and forgiveness.

We are and we seek to be led by the Holy Spirit so I finish with this prayer:

Spirit of God, on the waste and the darkness
hov'ring in power as creation began,
drawing forth beauty from clay and from chaos,
breathing God's life in the nostrils of all
Come and sow life in the waste of our being,
pray for us, form us as ones of the Son,
Open our hearts to yourself, mighty Spirit,
Bear us to life in the Three who are One. *(Stanbrook Abbey Hymnal)*

God bless, Fr Charles.

Education in Faith

Goals & Intended Outcomes

As a young school, we were scheduled for review in 2020, but this process was postponed due to COVID19 and difficulties in personnel attending school venues etc. We have yet to set goals with the support of an external Reviewer. The goals listed in each section continue to be created and reviewed by staff for our Annual Action Plan.

To build teacher capacity in contemporary strategies for engaging with scripture.

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 was a great support to our extended community during the difficulties of 2020, offering his presence in person and online where required. Day to day liturgy was celebrated through pre-recorded prayer, delivered to families via the Seesaw platform. Fr Charles recorded many morning greetings and reflections for the families which were also delivered in the same way. Opportunities to link Fr Charles to our learning were optimised so that Fr Charles could connect to the topics of learning in his messages.

During remote learning, we asked all families across the school to create a family prayer space in their homes. It was hoped that this would become a special place where families could gather and pray together, and a creative space for children to add their classroom tasks.

There were many challenges during 2020 that restricted our regular ways of celebrating together. We were unable to celebrate Mass together for much of the year and we were only able to complete some of our sacramental programs. We prepared all of our children with online learning for both Sacraments of Reconciliation and First Eucharist. Our Reconciliation was completed within the COVID19 guidelines and our First Eucharist cohort was held over for 2021. The Sacrament of Confirmation was prepared for face to face, and Fr Charles was delegated responsibility to proceed with the Sacrament with limited capacity in the church.

Many of our key improvement strategies have been carried over to the 2021 year.

VALUE ADDED

Day to day liturgy via Seesaw

Greetings and circle time from Parish Priest online during remote learning.

Home prayer spaces shared.

Sacramental Preparation.

Sacraments of Reconciliation and Confirmation celebrated.

Learning & Teaching

Goals & Intended Outcomes

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

Achievements

During 2020 we continued to consolidate our shared understanding of a Faith Life Inquiry approach within our school. This shared understanding is an important base on which to build our two year cycle for Faith Life Inquiry units unique to St Mary MacKillop CPS. We continued our collaborative approach to creating the focus unit for each term. All staff were involved in an audit of the curriculum implemented in Cycle A, and were valued contributors to the development of Cycle B. This collaboration took place during regular PLC meetings, both face to face, and online during our lock-down periods. 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 student numbers continue to increase at a great rate, 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.

Reporting in Religious Education was challenging in 2020, due to the online format of much of the year. Gathering evidence of curriculum growth was difficult, and took a back seat to the wellbeing of our school community. Some year levels were able to gather informed data, whilst others were unable to gauge where students sat regarding the learning continuum. This is a process to be explored further in 2021.

In 2020, we sought to embed our whole school instructional model in Writing using the Big Write VCOP approach. Due to the impact of remote teaching and learning, this will need to continue to be a focus throughout 2021. Through ongoing collaboration, teachers will build their knowledge around best practice as it relates to teaching writing and how to use purposeful data to inform their planning. This initiative will align well with the work already being undertaken through our school's involvement in the Professional Learning Community (PLC) initiative and our continual focus on data to drive effective, point of need teaching.

2020 saw the Year Three to Six teaching teams continue to develop strategies to strengthen their capacity to differentiate the curriculum and improve different aspects of their practice with 'Reading - Comprehension'. The implementation of Little Learners Love Literacy continued in Prep and was introduced in the Year One and Two level. The approach allows teachers to teach 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.

In addition, the Prep, Year One and Two teachers became familiar with LLARS assessment (Little Learners Love Literacy Assessment for Reading Skills). The LLARS provides teachers with data that can be used to inform their explicit structured literacy teaching and interventions, as well as demonstrate student progress. The Yr 3-6 staff continued building their knowledge and understanding with PAT-R, (Progressive Achievement Tests in Reading) and Essentials on-line Assessments.

The nature of Remote Learning in 2020, meant that despite everyone's best efforts, some students and families were able to engage more readily than others. Close analysis of our data has highlighted students who would benefit from targeted catch up support in literacy in 2021.

In the area of Mathematics we continued the work begun in 2019 around our planners and our whole school Scope and Sequence. Our leaders created new planning documents to support a consistent approach to the planning and implementation of Mathematics across the school. The teaching staff collaboratively prioritised the Mathematics curriculum and vertically aligned the content across the school to create our Scope and Sequence. Our Mathematics leader worked closely with the Foundation teachers, engaging in professional learning that developed our capacity to teach and assess Number in our junior years. This professional learning will be continued with our Year 1/2 teachers in 2021. The other area of focus was the use of Essential Assessment, PAT testing and formative assessment strategies to best inform our judgements on student progression in Mathematics. Our teaching staff worked flexibly and creatively to generate tutorial videos and online lessons to ensure the teaching and learning of Mathematics at St. Mary MacKillop was delivered in the best possible way during the remote learning periods.

The partnership with parents and caregivers, supporting their children with their learning took on a new role in 2020 due to the lockdowns and remote learning at our school. To engage with families, teachers implemented online platforms such as Google Meet and Zoom, as well as regular phone calls to maintain open lines of communication between home and school. Unfortunately Three Way Learning Conversations were unable to happen due to COVID19 restrictions, they will be an ongoing focus of communication and reporting to families in 2021.

The educational experience of the children at St Mary MacKillop CPS is enriched by a range of specialist programs. Children rotate through five specialist areas, Physical Education, Italian, Performing Arts and Visual Arts, and Science in the one day. Library was also added for the children in Prep - Year 2, making the lessons for the juniors shorter than the Year 3 -6 with 6 specialist classes in one day. These programs were also tailored to suit online learning platforms. This still provided our students with a specialist day, even when learning from home. There was a collaborative effort within these subjects to engage families as part of their child's learning as well. This also allowed the teachers to continue to gather as a team online to collaboratively plan the next week, using data gathered through the learning process.

Technology was an essential element for teaching and learning at St Mary MacKillop CPS. We supported families during remote learning periods by loaning out iPads, creating tutorial videos and creating student accounts for online platforms to allow students to access their learning. All staff made use of their provided devices to assist with their note keeping, lesson preparation and participation in staff meetings. As part of our school's technology plan, all the 3 - 6 students already had 1:1 devices which allowed for a smoother transition for teachers and students during remote learning.

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. To support students with disabilities and their families, the school provided the opportunity to attend school during remote learning periods to better support their learning needs.

2020 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 of all staff and

students. Creative approaches to continuing to support and develop our connections and culture of the school were engaged to ensure the growth and development of the school continued. In light of the challenges around connection and community celebrations during 2020, engaging the community and enhancing connection will be a focus in 2021

STUDENT LEARNING OUTCOMES

Tracking student progress was made very difficult in 2020 due to the circumstances of remote learning. The amount of content that teachers would normally cover in a year was significantly reduced and the ability to assess children at home and to be confident that there was no outside assistance during the assessments made formal assessments difficult. Teachers were very good at conducting observational formative assessment as the year progressed and felt they had a good understanding of where children were at with their learning. For those children and families who either struggled with moving online or just didn't engage much it was difficult to assess any learning.

When the children returned to school in Term 4, all children were formally assessed using our normal suit of tests to determine where they were and what our starting point would be for 2021. It was determined early on in term 4 that we would run Intervention classes for children who had either fallen behind or had just not made the progress we would have liked. These assessments highlighted the children that we were to focus on from the beginning of the year.

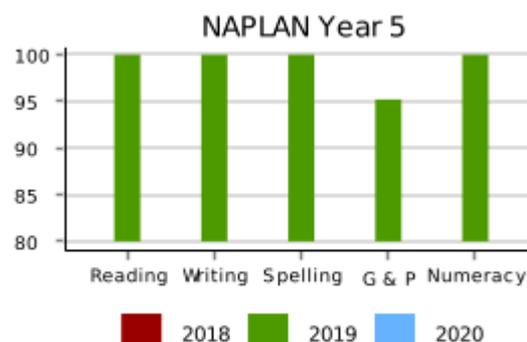
St Mary MacKillop has a strong Assessment Schedule and this will be implemented again from the beginning of 2021 to make sure we are able to track the progress of every child.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	***	91.7	***		
YR 03 Numeracy	***	100.0	***		
YR 03 Reading	***	100.0	***		
YR 03 Spelling	***	91.7	***		
YR 03 Writing	***	100.0	***		
YR 05 Grammar & Punctuation	***	95.2	***		
YR 05 Numeracy	***	100.0	***		
YR 05 Reading	***	100.0	***		
YR 05 Spelling	***	100.0	***		
YR 05 Writing	***	100.0	***		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



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 continue to educate the whole child, with a strong focus on the positive and healthy wellbeing of our school community. 2020 was a very challenging year for everyone, COVID restrictions saw us change our approach to teaching and left a lot of our community feeling isolated due to home learning.

We continued to embed the teaching of the Respectful Relationships Initiative throughout our whole school and became a part of the Respectful Relationships Geelong Cluster. A Respectful Relationships team was established and the school community was educated on the purpose of the program. We also implemented a new program called Kimochis. This program uses a range of characters to investigate how different personality types can get along, the Kimochis program has a strong emphasis on emotional literacy for students and staff. The wellbeing leader shared this learning with the school community.

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, even throughout remote learning. We implemented 'Wellbeing Wednesday' during COVID, to make sure that the students were engaging with their families and had time to recharge during a very stressful time.

The Wellbeing Leader continued to be released for one full day each week to support and oversee the teaching of wellbeing across the school and attend wellbeing cluster meetings. We employed a psychologist for 5 days a fortnight to support students with their wellbeing and to complete assessments. We also employed a speech therapist to complete pragmatic assessments, academic assessments and run social skills sessions for the students.

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.

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" (When students were onsite). This is an expectation of every staff member and student to participate and practice. Each learning community practices meditation after recess every day to calm the children and refocus.

The wellbeing of our students is recognised as a condition of the children being ready and able to learn. Each class continues to have a Zen Zone, which is a safe space for students to de-escalate so they can return to learning. The Social and Emotional curriculum is taught weekly in all classrooms, for a minimum of 40 minutes which assists children to develop positive relationships and effective emotional literacy.

There were many ways in which we have impacted the wellbeing of our students:

- We employed a psychologist 5 days a fortnight to support students and provide assessments.
- We continued to use a Restorative Practice Approach to behaviour support.
- We employed a speech therapist two days a week to run academic and pragmatic assessments and to conduct social skills sessions.
- We provided Passive Play during recess and lunchtimes, to give students a calm place to make connections during break times.
- We embedded the Respectful Relationships (RRRR) program across all classrooms. Support was given to staff during PLC meeting and facilitated planning times to deliver this curriculum.
- We implemented a school wide program(Kimochis) to support students with emotional literacy.
- A school wide wellbeing focus connected to the curriculum was established each term.

VALUE ADDED

- Continued use of ClearTrack to record incidents, conversations etc, about a child's behaviour/wellbeing in classroom, on yard and from parent contacts.
- Wellbeing resources purchased for each classroom.
- Whole school training for Kimochis program.
- Student Awards given out at Assembly with a wellbeing focus(when onsite).
- Wellbeing focus in Faith Life Inquiry Unit each year.
- Meditation and mindfulness activities in every learning space after recess(when onsite).
- Student Wellbeing Leader attending Network meetings and PL days online.
- Staff Meetings devoted to student wellbeing.
- Zen Zone in each classroom with calming resources.

STUDENT SATISFACTION

Understanding student satisfaction was difficult in 2020. One thing that was clear for nearly every child was that they couldn't wait to get back to school after the lock down period. Anecdotally, children missed their teacher, missed their friends, missed the routine and generally missed school.

Coming out of the Rapid Capture Surveys that the CEM ran after the first round of remote learning there were some very positive responses about their experience. A few examples of the answer to the question "**What was the best thing your teacher(s) did to help you with remote learning?**" are listed here:

- Morning questions where the best, and zoom so we could see everyone and how they where feeling, morning questions where fun because there where some fun questions to

answer about what we did on the weekends ect, examples and voice overs helped as well so that was great.

- What was the best thing your teacher(s) did to help you with remote learning?
- When my teacher came to the car to help me with getting my work.
- Having morning meetings and explaining how to do all the work they have set for the day
- Having more help then usual because they didn't have to scatter around the classroom trying to help everyone else
- They were very understanding and helpful when we found things hard.
- They made a google meet thing to check on our well-being

These examples demonstrate that children were satisfied with our attempts at teaching via remote learning.

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.

During Remote learning, attendance was managed differently to normal. Every child was marked as present but on remote learning. The exception for this were those children who attended school during the time. They were marked in the normal way. Parents were asked to let us know in the usual way if children were sick or having a mental health / wellbeing day and they were marked as absent. Teachers also kept a view on the children that were and weren't submitting work and followed up with parents of children who they didn't receive regular work from.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	94.8%
Y02	95.2%
Y03	92.8%
Y04	91.2%
Y05	91.2%
Y06	93.1%
Overall average attendance	93.0%

Child Safe Standards

Goals & 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. 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 & non-teaching 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 via the sign in iPad.
- 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.
- Principal participated in the Child Information Sharing Scheme briefings in 2020.

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.

- All parents sign the Community Code of Conduct upon enrolment and again every year at re-enrolment.

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

2020 began with so much promise. Our school had grown again and we were in the process of inducting 17 new staff including a School nurse who was to assist in the Admin area as well, school psychologist 5 days a fortnight, Speech Therapist 2 days a week as well as new specialist teachers, LSO's and classroom teachers. It was going to be a great year where we could build on the gains of 2019 and expand some of the programs that we believed would be the cornerstone of our school's teaching and learning program.

All new staff were taken through a formal Induction Program both at the end of 2019 and then followed up on at the beginning of 2020. This made sure that all staff felt part of the team and knew who to go to for what and where things were. All new staff were given either a new laptop or iPad for LSO's to assist in their work.

Communication for all staff, especially those who only worked one or two days 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 expanded and shared with the staff with various links to information and policies etc.

We continued with our Tiered Leadership model from the year before and added the Wellbeing Leader to the team and had the Mathematics Leader join us for important conversations. This team was invaluable during our transition to online and remote learning that was to occur at the end of term 1.

Even before COVID sent us all into a spin, a series of challenges came our way. Our Office Manager, the backbone of the office and school and the keeper of all knowledge for ICON, became ill and was off work indefinitely from the very beginning of the year. As leaders we then had to strategize how this was going to work for us as staff needed to be paid, system data needed to be completed, enrolment data needed to be entered etc. Fortunately for us, the person we employed as School Nurse was able to rise to the challenge and became our number one Admin Officer. We were able to utilise ICON's Shared Services for payroll and find someone who could work in accounts. It was very stressful in the first term just making sure we could cover all eventualities in this area, even though there were many frustrations with the ICON product not producing what we needed. Our Office Manager only returned to us in a part time capacity from the second half of the year and then it was in a very limited capacity to build her up to a greater role with more days in 2021.

Towards the end of Term 1, we were all set the task of taking what has been a traditional model of teaching children at school to moving into a remote style of learning with children and families stuck at home and teachers trying to teach them over the internet.

As a Leadership we had to think and act very quickly and flexibly to enable staff to do their job. In fact we had to redefine what their job was and how they would do it. Fortunately, St Mary MacKillop had invested fairly heavily in technology from the beginning and there was a 1-1 iPad rollout in the year 3 - 6 classes. This meant they were able to take what they were doing and

with support, introduce the children to Google Classroom. The Families with Prep to Year 2 children were able to borrow iPads from our supply and the teachers were using Seesaw to distribute their lessons.

As a Leadership it was important for us to be aware of how the staff were coping with this new way of working and the new demands that it put on them as well as how the children and families were coping. Through the remote learning time we made many alterations to manage the load and make sure the wellbeing of all was taken into account.

Our PLC meetings moved online and were a way of connecting everyone together at one time. We reduced the amount of Professional Learning we were expecting of people and had time to discuss how things were tracking and what changes we could make. We also made sure there was a fun element to the meetings with a raffle at the end of each meeting with a staff member taking home a prize.

Making sure teachers and other staff were ok and coping with the isolation, workload and the stress of the situation was the main focus for most of the year within the area of Leadership and Management.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Due to the nature of 2020, Professional Learning Opportunities were severely limited. As a school we also made the decision that after our initial whole school Professional Learning early in the year, we would limit the amount of PL the staff did due to the already heavy workload that remote learning was placing on them.

We were however able to complete two very engaging professional learning offerings early in term 1 for all the Teaching staff and Learning Support Officers.

The two whole staff PL opportunities were:

- Kimochis - Wellbeing
- Big Write and VCOP - Writing

Other PL opportunities for various staff included:

- User B Training (Literacy Leader and Learning Diversity Leader)
- Early Number and Algebra (Prep Team and Mathematics Leader)
- Respectful Relationships (Principal and Wellbeing Leader)
- Leading Improvement for Learning (Leadership Team)
- Child Information Sharing Scheme (Principal)
- Religious Education Leader Network

- Learning Diversity Leader Network
- Principal Network
- Deputy Principal Network
- Literacy Leader Network
- Mathematics Leader Network

Number of teachers who participated in PL in 2020	33
Average expenditure per teacher for PL	\$300

TEACHER SATISFACTION

Teacher Satisfaction in the 2019 CEMSIS data was very high and we were looking to build on that with new staff in 2020. With no comparable surveys completed in 2020 it is difficult to address if things were better or worse or remained stable.

Anecdotally, I believe the staff satisfaction would have remained reasonably high as we tried to listen to their concerns during remote learning and work to find solutions. However, I believe that their job satisfaction levels would have declined as there were not the opportunities for work socialisation, collaboration and face-to-face work with other staff, students and families. I believe in discussions we had that the staff were having feelings of isolation, frustration and over work. Early on it was difficult to make the distinction between when work began and ended as it all happened at home and could go for as long as necessary.

I believe the way we reduced the professional learning expectations, made our PLC meetings as fun and useful as possible and had staff rostered in for a day a week all lead to our staff satisfaction remaining at a reasonable level.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	80.1%
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ALL STAFF RETENTION RATE

Staff Retention Rate	80.8%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	10.0%
Graduate	5.0%
Graduate Certificate	5.0%
Bachelor Degree	65.0%
Advanced Diploma	15.0%
No Qualifications Listed	5.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	27.0
Teaching Staff (FTE)	21.1
Non-Teaching Staff (Headcount)	21.0
Non-Teaching Staff (FTE)	19.2
Indigenous Teaching Staff (Headcount)	0.0

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 Catholic Primary School was built on the premise of it being a school for its community and in its first two years we built upon this. In 2020 we began as we finished 2019 with lots of parents in the yard in the morning and afternoon, chatting with each other and making connections. Staff were always available to chat and the community feel was building. We had begun to have our assemblies in the new church and masses were planned for there as well. Parents were keen to be part of our school.

By the end of term one parents were no longer allowed to come on site and were even asked to keep away from each other if they were dropping off their child for in school learning. This was not what we had planned or wanted. The concern was that if we keep parents out for too long will they decide not to come back. Would we lose the sense of community we had worked so hard to create.

Our task was then to work out how we could keep our community together and what we needed to do to keep everyone involved. Communication with our families has always been one of our strengths and we made sure we built on this and kept our families up to date with all the changes that were happening. Early on we realised we needed to check in with them to see how they were going being thrust into the role of teacher. Initially we had a couple of non classroom staff ring every parent and do a check in and see if what we were doing was working for them and also how their children were going. As the lock down extended, teachers regularly checked in with their families.

We listened to the parents and adjusted the way we were working on many occasions trying to get the balance right for them. I believe this was imperative in keeping our families on our side and engaged with us. We ran some simple competitions, had families make videos and send photos for all to see. Our newsletters contained photos and videos of what was going on in other people's homes. We created contact lists for parents to call or video chat with other families. We did all we could to keep connections going.

There were many wonderful comments from the parents about how we managed during remote learning including these:

- Despite the initial challenges in adjusting to change we made it through together. Our school exceeded my expectations around communication and engagement and I feel quite blessed that our children are enrolled in such a wonderful school community. Thank you
- St Mary MacKillop as I expected were truly amazing. They go above and beyond. My child is very lucky to have such wonderful/caring teachers and principal.
- Thankyou we felt very supported

Even though COVID robbed us of many things we were still able to run our Art Show Virtually, we were able to share special occasions such as ANZAC Day, Remembrance Day online with our school captains leading the way. Mass was always on offer as were a number of liturgy offerings.

Thank you to a wonderful staff for doing amazing things.

PARENT SATISFACTION

Parent Satisfaction in the 2019 CEMISIS data was very high and we were looking to build on that in 2020. With no comparable surveys completed in 2020 it is difficult to address if things were better or worse or remained stable.

There is however a sense that parents are generally happy with us as when talking with families we do not get negative feedback on things we do very often. A sense of how happy parents were with the school and staff can be gained from the "Rapid Capture Response" survey that Catholic Education Melbourne ran after the first remote learning session. Below are some of the comments parents made about our efforts during remote learning.

- Thank you for everything you do
- St Mary MacKillop as I expected were truly amazing. They go above and beyond. My child is very lucky to have such wonderful/caring teachers and principal.
- Overall in such a trying time the school did a wonderful job, Well being Wednesday being a fantastic approach to mental health, and the welcome back items were fantastic.
- A huge thank you to the teaching teams the school leadership, the admin, cleaners and outdoor staff who kept the place running, we were there just not in person. We loved the at home experience and whilst not keen to get back to school loved that everyone 'knew' that we were waiting arms open for our return. Feeling embraced.
- Thank you all for all of the support
- Despite the initial challenges in adjusting to change we made it through together. Our school exceeded my expectations around communication and engagement and I feel quite blessed that our children are enrolled in such a wonderful school community. Thank you
- Overall the school did an amazing job.
- What a brilliant job the teachers did, I take my hat off to them. For such a tough time they were brilliant
- What an excellent job they did. I am so happy we have such a wonderful principal who leads our school.
- The school did an amazing job of setting up and helping students with remote learning, I will be forever grateful for our wonderful school that is always putting the students learning needs first and has amazing supportive teachers.

Future Directions

2020 was a difficult year for all and the hope is that 2021 will be a much smoother and a return to a more normal school year. There is a hope that we will be able to bring our community back together and once again welcome families back into our school.

The student population will continue to grow over the foreseeable future and will outgrow the current buildings. The building of the new Administration building, Staff Centre and STEM Centre as well as more extensive landscaping will take place from early in 2021. This project will deliver three more classroom spaces that will be important as we move forward.

Discussions around the sustainable enrolment for St Mary MacKillop CPS into the future has been set at just over 525 children. The current buildings and those delivered in the new project to be undertaken in 2020 will still leave the school requiring many more classrooms. A new Masterplan and design for new buildings will be finalised for a grant application to be submitted early in 2021.

Hopefully in 2021 the purchase of the land on which the school sits will be finalised between Catholic Education Melbourne and the Education Department.

St Mary MacKillop will continue to strive to become a sustainable school through the Resource Smart program and will in 2021 receive the first two of the 5 stars required.

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.