

St Mary MacKillop Catholic Primary School Bannockburn

2021

Annual Report to the School Community



Registered School Number: 2219

Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report3

Our School Vision4

School Overview5

Principal’s Report7

Parish Priest’s Report9

School Education Board Report10

Education in Faith11

Learning & Teaching13

Student Wellbeing17

Child Safe Standards22

Leadership & Management24

School Community30

Future Directions34

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

03/04/2022

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

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

St Mary MacKillop Vision Statement

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 2021 the enrolment had grown to 275 children across 13 learning spaces. The staff numbers also grew with the addition of new teachers and new LSO's across the school.

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.

During 2021 a building project was commenced that was to refurbish the old school house into a staff lounge and planning space and a new modern Administration building would wrap around this old building. A STEM Centre was also to be constructed as well as some new landscaping including vegetable gardens and a new bike and scooter shelter. The old administration and staff areas were to be converted into three new class spaces for 2022. This project was impacted by COVID during the year, but we finally moved into the Administration and staff areas in November and the classroom spaces were to be ready for the 2022 school year.

Two portable classrooms were brought onto the property and refurbished for the beginning of 2021. One was to house the Art Room which had to be temporarily moved to make way for the Year 5/6 classes to spread across the Multipurpose and Art Rooms, while the other was for a third Year 3/4 Class.

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 is one metal adventure playgrounds on the site which is aging and will need to be replaced as works happen on the landscaping of the grounds.

From 2018 to 2020 the school was structured into composite classes. The decision was made to move over the school from composite class groupings to single level classes. 2021 saw the first cohort of three Prep classes enrolled in the school. This group will be the beginning of the single level groupings and we will slowly over the next few years transition to three classes at each level ending up with 21 classes across the seven year levels.

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 Arts and Science 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 2 provided by the school and a 1 - 1 iPad program for the Year 3 - 6 children, 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. The Kimochi program, introduced in 2020, 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 2021. This Annual report will give you an insight into how our school community has grown and how during this year we survived the challenges and distractions the COVID-19 once again presented us with and how our wonderful staff were able to continue to focus on the children in their care even with all of these challenges.

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 spirituality and 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.

2021 was always going to be a challenging year as we moved into a new Governance structure that saw the governance of Parish primary schools move from the Parish Priest to a newly formed entity called Melbourne Archdiocese Catholic Schools (MACS) headed up by the Archbishop and a Board of Directors. There were a lot of changes that would take place and many of those were unknown and unfolded during the year.

2020 had been a difficult year and we were all glad that a new year lay ahead and we hoped that it would not be like the last. Unfortunately, these dreams were short lived with the school along with all of Victoria back on the round about of remote learning, then back at school for a period then off again. This was very unsettling for all and began to take its toll on the children's focus and commitment to learning as well as their wellbeing. By the end of the year when we came back in fourth term, it was clear that the children's stamina was depleted and needed to be built up again. The freedom of working at home for short bursts and having the kitchen whenever you wanted was different to being back to school and being expected to be able to work for extended periods and again live by the structure of the school day. Some children found this transition very difficult and were supported wonderfully by their teachers and other staff.

For a great deal of the year, Remote Learning was the norm. Fortunately though, being outside of the greater Melbourne area meant that we didn't spend as much time in lockdown as they did. We were also very lucky that our school did not have any cases of COVID that impacted on the running of the school, unlike many other schools.

There were many highs and lows during the year, none more so than the Year 5/6 children making it to camp one week and then the Saturday before the Year 3/4 children were to goon camp, we were sent into another lockdown. This was devastating for the Year 3/4 children to get so close and then not be able to go. Their teachers rose to the occasion and put aside their disappointment and frustration to try to make that week a special week for the children in remote learning.

Once again we were challenged about how we would keep our sense of community alive when we were unable to have parents and families on site for much of the year. Even the celebration of the sacraments were impacted and whilst we pushed ahead with preparing the children we were never sure if or when we could celebrate. Fortunately, in the second half of the year, restrictions eased enough that we could celebrate all of the sacraments with the children and

some members of their families. They were such joyous occasions to have families in the church, even if we had to wear masks and sanitize.

We embarked on an ambitious building project in early February. The old School house was to be converted into a staff lounge and staff Planning space and a new Administration building was to be built around it. A STEM Centre was to be constructed and the old administration area was to be converted into classrooms to cater for the growth of the school over the next couple of years. More landscaping was to be created including vegetable gardens and a new Bike and scooter shelter. Solar panels were to be added to the roof spaces to help the school become a more sustainable one using less power and helping us to get closer to our goal of being a Resource Smart School.

Much of 2021 was taken up preparing for our first School Review. This meant an external person would come into the school and firstly make sure we were compliant with everything that a school needs to comply with and then to look at how we have been working in the five spheres of Religious Education, Learning and Teaching, Student Wellbeing, Leadership and Management and Community. Once we had self reflected as a staff, the reviewer was to speak with various groups in the school community including children, parents and staff to get a sense of what we said was what was in fact happening. The Reviewer would then make some recommendations on where to in the future over the next four years. This was a positive experience for us as a staff and a school. The surveys we sent out to parents and given to staff and students yielded very positive results helping us to see that even though there had been challenges over the past 12 - 18 months, there was still a very positive feeling amongst our community.

An unforeseen and unwanted change was sent to try us on top of everything else in 2021. Father Charles, our Parish Priest since the beginning of the school and such a big presence in the life of the school was to be moved to a parish in Melbourne in August. This was a shock and a disappointment as together, the staff and Fr Charles had built up a wonderful school with great links to the parish. The greatest disappointment was that because of COVID lockdowns and restrictions we could not give him a farewell from the school community. Towards the end of the year, Fr Joseph Panackal came to join us as our priest and became part of our community. We were very grateful that Fr Joseph, like Fr Charles was very keen to involve the children in the mass and always had them as his focus.

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

It was with great excitement that I came to Meredith Parish on the 6th of October 2021 and was able to come to St. Mary McKillop Primary School, Bannockburn from the 12th of October 2021. On this day, I was able to meet all the students and teachers in each classroom. I have previously been involved with schools as a priest in India and Australia, so I was very excited to have a primary school in my parish.

When I came at the end of 2021, it was after our final lockdown. This enabled me to transition effectively to the school and to get to know the staff, teachers, students and parents. Due to the lockdowns of 2021, the rest of the year was a very busy and exciting time for the school community as the children were able to celebrate their Sacraments prior to the end of the school year.

On the 9th of November we had First Reconciliation and on the 19th of November, First Confirmations were celebrated. I love being involved in celebrating Sacraments as the children are able to definitively say yes to God, which is a big moment in their lives and motivates us in our faith. I could tell that the children were very excited, well dressed and knew lots about each Sacrament they were celebrating.

We ended the school year in 2021, with Graduations on the 13th and School year end mass on 15th of December. We were sad to see the Grade 6's going but knew that they left to continue a new chapter in their lives. We continue to pray for them in their new schools. However, we eagerly awaited for the new preps and students of 2022.

We thank God for the great gift of each moment in our lives. 2021 was a difficult year due to regularly going into and out of lockdown. However, we thank God for all that He has given us and continues to give us each day.

I continue to pray for each and every member of our school community. May God continue to watch over, guide, protect and enlighten you each and every day. May our 2022 continue to be a year of learning and growing with the Lord and with our School community.

Dear Lord, You are so good to us. Often we forget how good You are. Draw us back to You, Lord, and give us the grace to remember You in our days, our weeks and our years until we are with You forever in heaven. We love You, Father. In Jesus' Name, Amen.

Fr Joseph Panackal

School Advisory Council Report

There was no School Advisory Council in 2021. A process to recruit volunteers to establish a School Advisory Council was undertaken in the second half of the year with a number of parents and parishioners raising their hands to volunteer their services. A group of parents and a parishioner were selected to be the inaugural School Advisory Council to begin in 2022.

During the second half of the year the Terms of Reference for the School Advisory Council and other documents were created for the first meeting to be held in 2022.

Education in Faith

Goals & Intended Outcomes

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. As a school community that values inclusivity, 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 that learners are supported with differentiated entry points to scaffold various degrees of faith backgrounds, from those with a rich knowledge of Religious Education content to those who are new to R.E.

As a staff we focused on developing our skills by using Godly play to immerse students in scripture. Our Religious Education Leader, in consultation with MACS, delivered several professional development sessions on both Godly Play and its uses and structure, and the Religious Education Curriculum and how to effectively use assessment strategies to report on student achievement. This will continue to be a focus in 2022.

As part of the Alleluia experience after Easter at the return of Term 2, Andrew Chinn visited the school and workshopped with the children in preparation for a concert in the evening. This was a wonderful experience for all children and families that attended.

All classes were able to participate in school and parish masses as a community. Father Charles invited the children, staff and families to reflect upon important moments in their lives and how these are connected to special people in our Catholic Faith; such as Mary MacKillop and Saint Paul and Saint Peter. Opportunities to link Fr Charles to our learning were optimised so that Fr Charles could connect to the topics of learning in his messages.

After some sacramental programs were postponed in 2020 due to Covid 19, sacraments such as First Eucharist were able to be completed after preparing the students in the previous year. The sacraments of Reconciliation and Confirmation were able to be celebrated with small gatherings in our church and school following the COVIDSafe guidelines.

Fr Charles was a great support to our extended community, offering his presence in person and online where required. He continued to make students feel welcome at masses and supported their curiosity for any faith based wonderings. At the end of 2021, unfortunately our community said goodbye to Father Charles, as he was invited to help build and develop another parish community in Victoria.

VALUE ADDED

Invitation for all families and students to participate in liturgy and prayer at our church after remote learning impacted this.

Staff Development in Godly Play and RE curriculum.

Staff collaborative planning of celebrations for particular times in the church calendar

Sacramental Preparation for children.

Family Formation Evenings in preparation for each sacrament.

Sacraments of Reconciliation, First Eucharist 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

In 2021, in response to the difficulties faced during the many lockdowns of 2020, St Mary MacKillop introduced two Intervention teachers, one for mathematics and the other for English. These were partly funded by the Tutor Initiative grants from the Victorian Government. The aim was to use the data collected at the end of 2020 to identify children who hadn't made significant progress in 2020 due to lockdowns etc and try to catch them up. The two teachers worked very hard to achieve this goal, but continued lockdowns made intervention classes difficult. There was an attempt to transfer these online with some success, very much dependant on the child and families attendance.

During 2021 we continued to embed 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 to strengthen and improve upon the collaboration and development of each unit with the whole staff during PLC meetings. All teaching staff were involved in an audit of the curriculum implemented in Cycle B, and were valued contributors to the development of Cycle A. This collaboration took place during regular PLC meetings. 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.

Throughout the year the staff were involved in professional development to support the assessment of Faith Life Inquiry such as rubrics and thinking routines to maintain consistent assessment and reporting of religious and other curriculum areas involved in our two year cycle.

Due to a year impacted by COVID in 2020, we sought to continue to imbed the Big Write and VCOP program from Prep to Six in 2021. Although there were still many interruptions with snap lockdowns and inconsistent face to face and Remote Learning times, PLC times were scheduled to further upskill teachers and support was provided to plan for Big Write sessions across the year. Our Prep students explored the concept of Big Talk after all Prep teachers engaged in some professional learning in this area. This gave the Prep students opportunities to orally compose sentences and stories with the support of a visual prompt. The Year One to Six teachers creatively provided engaging prompts for the students to plan their thoughts and ideas with family members at home, based on a given prompt, to then take part in a Big Write experience at school. The surprise, real life prompts that appeared in the school yard twice within the year, were a huge hit. They certainly did stir up lots of talk and imagination. The students and the teachers loved talking about how the 'giant, colourful egg' appeared in the yard and found it hilarious to see Mr Drill being chased around the school by a dinosaur. A mysterious locked door appeared in the yard but nobody ended up finding 'the key' that unlocked the mysterious door to find out where it lead to. During a Big Write experience, the classroom's mood is set with classical music and a candle to focus on. Students are calm, supported and enjoy turning their planned thoughts into creative pieces of writing. Five Cold Writes were administered throughout the year which gave teachers current data on how well students were able to transfer learned skills into the composition of Narratives, Recounts and Persuasive pieces of writing. These pieces of writing were referred to during whole school moderation.

The whole school participated in the National Simultaneous Story time. In 2021, the story 'Give me Some Space' was read by astronaut Dr Shannon Walker from the International Space Station. We all listened to the story at 11.00am and enjoyed participating in some fun activities.

The Little Learners Love Literacy (LLLL) program ran smoothly in our Prep to Year Two classes with teachers having more confidence continuing to run sessions via zoom during the number of snap lockdowns due to another COVID impacted year. 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 more confident in administering 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.

Heggerty was the phonological awareness program that all Prep to Year Two students were exposed to. Heggerty is comprised of sequential, daily, short, sharp and explicit oral activities led by the teacher. Students orally identify initial, medial and final sounds in words, manipulate and substitute sounds within words to create new words and identify rhyme. Hand gestures are used to support the students.

Promoting Literacy Development (PLD) program was introduced to our Years Three to Six students with teachers participating in onsite professional learning with the support of an online learning module. PLD is an evidence based program which aims to raise the literacy outcomes of students as they work their way through the series of phonemes, consolidating the basic code whilst learning the extended phonemic code. Termly assessments support teachers to group students according to their needs so they can explicitly teach where each student is at and provide tailored tasks for all students to engage in. Overall, teachers were pleased with the growth their students made in spelling throughout the year. PLD will continue to be implemented in 2022. The Year Three to Six teaching teams continued to develop strategies to strengthen their capacity to differentiate the curriculum and improve different aspects of their practice with

Reading - Comprehension. The Year Three to Six staff continued building their knowledge and understanding with PAT-R, (Progressive Achievement Tests in Reading) and Essentials on-line Assessments.

York Assessment for Reading Comprehension (YARC) both passage reading and early years was our whole school literacy assessment administered in May and November. This data supported teachers to analyse areas such as single word reading, accuracy, rate and comprehension. As this is a standardised assessment, it gives teachers evidence of where each of their students are working at alongside students of the same age.

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 across the week. These lessons were also offered to families online during the lockdowns.

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. The school also supported these families with regular Program Support Group (PSG) Meetings throughout the year either in person where possible or via Zoom when it wasn't possible to have parents on site.

In the area of Mathematics in 2020 our Prep/Foundation teachers participated in professional learning that developed their capacity to teach and assess Number in the junior years. In 2021, our Year 1 and 2 teachers engaged in this learning. This professional learning provided the teachers content knowledge and tools such as resources and assessments we can now use to support our junior students in a much more specific and targeted way.

This learning and these resources are being utilised to drive number groups which are part of our daily mathematics sessions. The 3-6 classes began their journey with number groups, endeavouring to provide targeted number support at the beginning of each Mathematics session. Teachers utilise data from Essential Assessments to drive the teaching and learning in this space.

Remote learning was present again at different stages of 2021. Our teachers made use of online platforms such as SeeSaw and Google Classroom to provide learning experiences for each of our students. We built on our ability to create tutorials and engaging online lessons, and also adopted daily live teaching sessions.

The school's mathematics resource library also grew as we purchased concrete manipulatives that are used within classrooms to support the conceptual understandings of our students. Assessment kits were also created and our assessment schedule refined to ensure all teachers have what they need and are clear on how to administer assessments.

STUDENT LEARNING OUTCOMES

Tracking student progress was again made very difficult in 2021 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 2022. Most children had made some progress, possibly not the expected growth but given the circumstances few children slipped backwards.

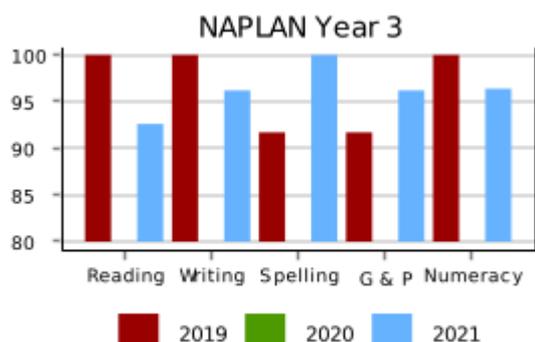
St Mary MacKillop has a strong Assessment Schedule and this will be implemented again from the beginning of 2022 to make sure we are able to track the progress of every child.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	91.7	-	-	96.2	-
YR 03 Numeracy	100.0	-	-	96.4	-
YR 03 Reading	100.0	-	-	92.6	-
YR 03 Spelling	91.7	-	-	100.0	-
YR 03 Writing	100.0	-	-	96.2	-
YR 05 Grammar & Punctuation	95.2	-	-	89.5	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	90.0	-
YR 05 Spelling	100.0	-	-	84.2	-
YR 05 Writing	100.0	-	-	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

The Pandemic continued into 2021 which impacted the positive wellbeing of staff, students and families. Switching in and out of Remote Learning was challenging, however we still prioritised educating the whole child. The positive side to Remote Learning was that students were able to spend more time with families.

At St Mary MacKillop, we are proactively aiming to provide students with the support to prevent and avoid mental health issues arising. Teachers consistently shared student wellbeing concerns with the Wellbeing Leader and members of the Leadership Team so that students were monitored and support was able to be provided. During Remote Learning, staff offered wellbeing calls to families to ensure that our community was feeling supported.

Explicit Social and Emotional Learning (SEL) was taught weekly when onsite. The successful implementation and embedding of the Rights, Resilience and Respectful Relationships (RRRR) program across the school continued to be a focus. This program has a strong focus on creating healthy relationships through fostering respect for self and others. Year P-6 were taught one session of RRRR weekly and staff had access to professional learning in this area. The Wellbeing Leader attended network cluster meetings each term and worked with the St Mary MacKillop RRRR team to embed this learning across the school. The Kimochi program was successfully embedded in all year levels and emphasised the importance of emotional literacy and communicating effectively with peers. All new teachers in 2021 were provided with a full day of professional learning so that they were skilled to teach the Kimochi program to their class. With the support of our speech therapist, we introduced a new program called 'We Thinkers' into the Prep classrooms. This program explicitly teaches students acceptable social skills, for example 'following the group plan.' In the future this program will be taught sequentially in years P-4.

The Wellbeing Leader was released for two full days each week to support and oversee the teaching of wellbeing across the school and attend wellbeing network meetings and other relevant professional development. The hours of our psychologist were extended to full time to support students with their wellbeing and to complete assessments. We employed a speech therapist who continued to complete pragmatic assessments, academic assessments and run social skills sessions for the students.

At St. Mary MacKillop, we have continued to implement a school wide focus on 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. As an extension of our mindfulness focus in 2021, our school was accepted to participate in the Smiling Minds training. An initiative with resources and curriculum to assist the teaching of mindfulness in classrooms. This initiative will begin to filter into classrooms mid 2022 with the intention to get students ready to learn.

Behaviour Tracking was introduced and during break times which provided an opportunity to identify areas of the yard that conflict was occurring. As a result, teachers were able to provide support in the form of play plans for students experiencing difficulty on the yard. After collecting

this data, we were also able to introduce clubs that students could sign up for during break times to learn new skills and make friendships. This was a highly successful initiative as we were able to track the reduction of incidents in the yard while clubs were running.

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.

We continued to work towards becoming an eSmart school. This demonstrated our genuine desire to keep students safe both online and in person. We are on schedule to become an accredited eSmart school by early 2022.

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

- We extended the hours of a psychologist from 5 days a fortnight to full time. Our psychologist provided support for students and provided various assessments.
- We employed a speech therapist two days a week to run academic and pragmatic assessments and to conduct social skills sessions.
- We continued to use a Restorative Practice Approach to behaviour support.
- We provided Passive Play during recess and lunchtimes, to give students a calm place to make connections during break times.
- Leadership members timetabled on to Behaviour Support every breaktime to support students with their behaviour.
- We embedded the Respectful Relationships (RRRR) program across all classrooms.
- We embedded the Kimochis program to support students with emotional literacy and provided professional learning to all new staff.
- Support was given to staff during PLC meetings and facilitated planning times to deliver the SEL curriculum.

VALUE ADDED

- Wellbeing phone calls to families during Remote Learning.
- Consistent behaviour tracking on the yard to identify hot spots.
- Clubs added during playtime.
- Continued use of ClearTrack to record incidents, conversations etc, about a child's behaviour/wellbeing in classroom, on yard and from parent contacts.
- Meditation and mindfulness activities in every learning space after recess(when onsite).
- The purchasing of wellbeing resources across the school.
- Professional training for Kimochis program for new staff.
- Student awards and wellbeing awards given out at Assembly with a wellbeing focus(when onsite).

- Student Wellbeing Leader attended regular network meetings and PL days online.
- Staff Meetings devoted to student wellbeing.
- Zen Zones in each classroom with calming resources.

STUDENT SATISFACTION

The results from the School Belonging Domain in the MACSSIS survey shows students in this school have a stronger connection in each of the questions than the MACS average.

E1407 St Mary MacKillop Catholic Primary School Primary

MACSSIS

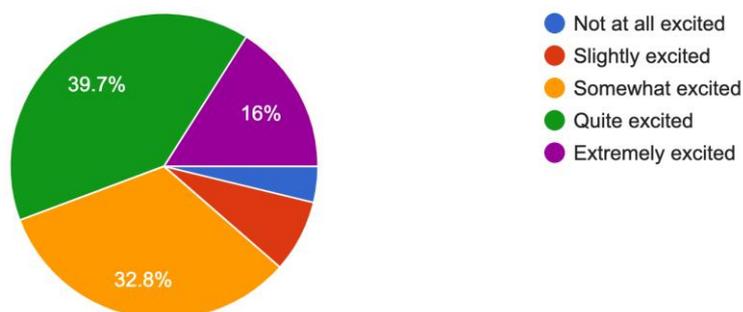
Student Detailed Results > School Belonging Domain

	MACS Average	2019	2021	Negative	2	3	4
5.1 How well do people at your school accept you for who you are?	73%	74%	81%	3%	9%	7%	43%
5.2 How supportive are the adults at your school?	82%	82%	91%	0%	8%	1%	40%
5.3 How often do you enjoy being together with students in your class?	79%	68%	82%	0%	11%	8%	37%
5.4 How often are people in your class kind and helpful?	68%	60%	72%	3%	4%	21%	39%
5.5 To what extent do the adults at this school care about you and your future? [Ask if Year = 4 - 6]	76%	82%	80%	1%	7%	12%	36%
5.6 How much do you matter to others at this school? [Ask if Year = 7 - 12]**	-	-**	-**	-	-	-	-
5.7 How much do you feel like you belong at your school?	72%	61%	80%	4%	5%	11%	35%

In a survey of all Year 3 - 6 children undertaken for our School Review in 2021 the following information about how children felt about being at school was recorded with the overall feeling of satisfaction and enjoyment of being at school. See graphs below

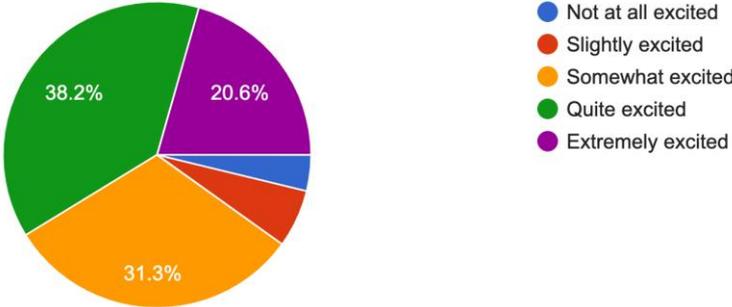
How excited are you about going to your classes?

131 responses



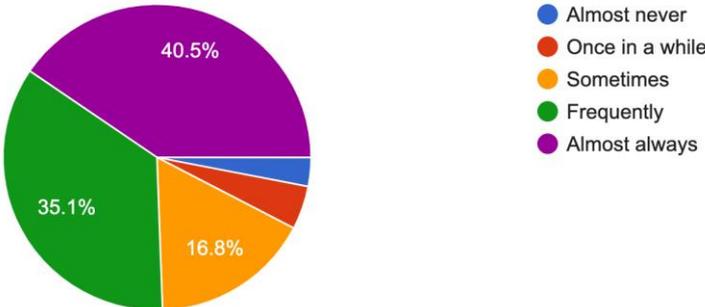
In your classes, how excited are you to participate?

131 responses



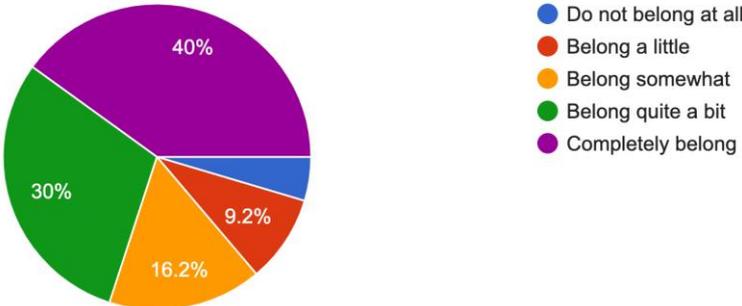
How much do you enjoy being together with students in your class?

131 responses



Overall, how much do you feel like you belong at your school?

130 responses



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.

Attendance for 2021 is lower than for 2020 and this would be attributed to the remote learning times when children were absent or difficulties with recording absences and attendance due to remote learning.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	88.1%
Y02	87.8%
Y03	86.9%
Y04	86.6%
Y05	85.4%
Y06	85.2%
Overall average attendance	86.7%

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 of our school, 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 achievements in this area are many and varied. Here they are organised under a number of headings.

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.
- New staff are inducted into the school child safety practices during their induction period before and during their time at St Mary MacKillop CPS.
- Families are made aware of their responsibilities with regard to child safety at enrolment and again every year at re-enrolment.
- Volunteers and Contractors are made aware of their responsibilities during their signing in to the school via the iPad at reception. All visitors must sign in and accept the Code of Conduct.

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 and relevant staff participated in the Child Information Sharing Scheme briefings.

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

2021 began with so much promise. Our school had grown again and we were in the process of inducting 11 new staff including Learning Support Officers (LSOs), Learning Enhancement (Intervention) teachers and classroom teachers. It was going to be a great year where we could build on the gains of 2020 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 2020 and then followed up on at the beginning of 2021. 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 LSOs 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. Daily Briefings at 8.25am each morning continued at the beginning of the year but were changed to online briefings when COVID meant we either weren't at school or could not gather together. These were reinstated later in the year so we were able to look ahead for the day and week. A number of Google Calendars for staff and school activities were 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 as the value of distributed leadership is recognised as it supports the development of leadership opportunities amongst the staff. The introduction of Learning Community Leaders (LCLs), who in addition, hold a position of leadership, saw a close liaison with all school leaders and also between the classroom teachers and Leadership Team, which enabled the school's vision for learning to be enacted through facilitation of school-wide curriculum initiatives aligned with our School Improvement Plan. This team was invaluable during our transition to online and remote learning that occurred throughout the year.

On a positive note, our Office Manager, the backbone of the office and school and the keeper of all knowledge for ICON, returned to work on a part time basis from the very beginning of the year, with returning to a full time capacity by the year's end. Our school nurse was off on had a lengthy period of extended sick leave as she recovered from a surgery. Once again this put pressure on the office staff to complete all their tasks. As the office became more and more busy with the growth in student numbers, we added a third person to the Admin team for three days a week. This assisted us greatly to manage the workload as staff returned to full time work.

Throughout the year COVID continued to impact the community and again, we were all set the task of taking what has been a traditional model of teaching children at school to moving into longer periods of remote style of learning with children and families stuck at home and teachers trying to teach them over the internet.

Again, the Leadership team were needed 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 Year 3 children to Google Classroom while Yr 4 - 6 consolidated their skills of navigating the platform. The Families with Prep to Year 2 children were able to borrow iPads from our supply and teachers were using Seesaw to distribute their lessons.

As a Leadership it was important to be aware of how staff were 'surviving' with the continuation of this way of working and additionally, the ongoing demands that it put on them and 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.

We continued to stay connected with staff through our online PLC meetings allowing everyone to be 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.

When we were able to, we took the opportunity to meet together and attempt to reconnect with each other and build or culture of collaboration.

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 2021

Due to the nature of 2021, Professional Learning Opportunities were limited. As a school we also made the decision that 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 when able for all the Teaching staff and Learning Support Officers.

The whole staff PL opportunities were:

- Scripture and Godly Play - Denise Arnell
- Laudato Si - Sustainability and Religious Education
- Cultural Sensitivity
- School Improvement Review

Other PL opportunities for various staff included:

- User B Training (Wellbeing Leader and classroom teacher)
- Early Number and Algebra (Year 1/2 Team and Mathematics Leader)
- Respectful Relationships (Principal and Wellbeing Leader)
- Religious Education Leader Network
- Mathematics Leader Network
- Wellbeing Leader Network

- Cert IV Education Support
- Little Learners Love Literacy
- Mathematics Enabling
- OH&S Team Teach Training: Regulating Behaviour
- Outdoor Learning Experience (Liseaux)
- Smiling Minds Professional Learning
- Learning Diversity Leader Network
- Principal Network
- Deputy Principal Network

Number of teachers who participated in PL in 2021	36
Average expenditure per teacher for PL	\$330

TEACHER SATISFACTION

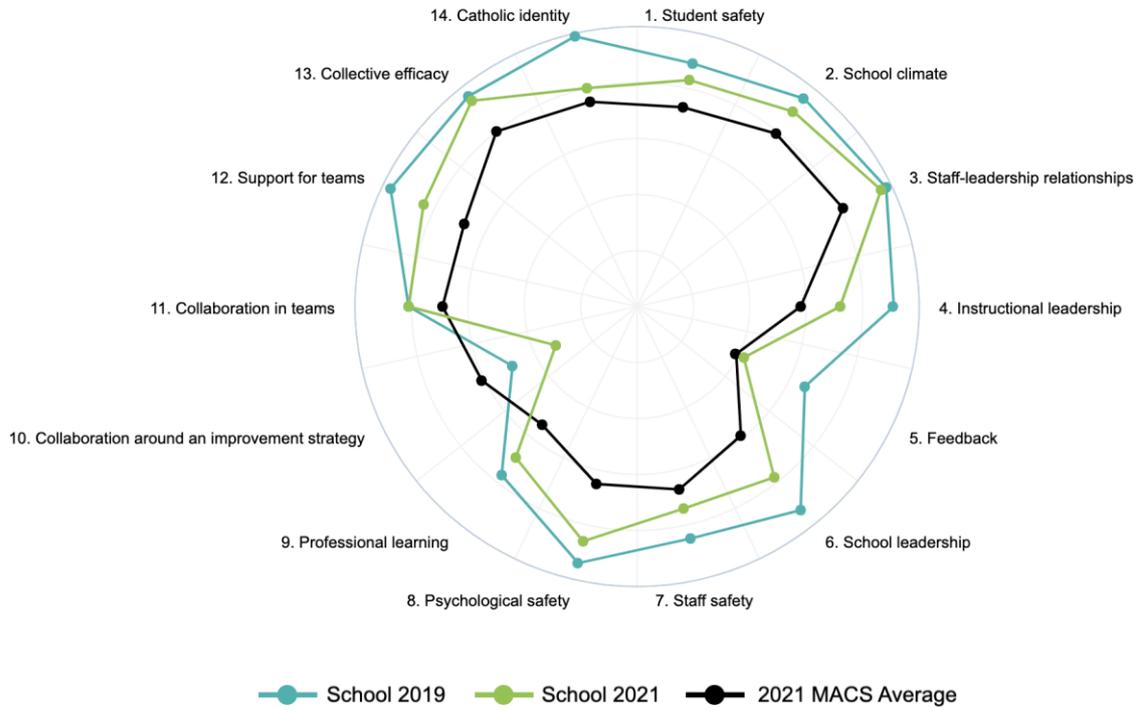
The results from the MACSSIS teacher perception survey is generally positive as the tables below show. Whilst the very high positive results from 2019 have reduced slightly, the staff still feel more satisfied here than the MACS average. There is one notable domain of Collaboration around an Improvement Strategy that needs to be addressed.

E1407 St Mary MacKillop Catholic Primary School
 Overall and Domain Level Snapshot - Staff
 1st Level Comparison



DOMAIN	DOMAIN DEFINITION	Base (n=)	MACS average	2019	2021	Male	Female
		13 354		25	40	8	32
OVERALL	Overall school positive endorsement %		68%	89%	80%	81%	79%
1. Student safety	Perceptions of student physical and psychological safety while at school.		72%	89%	83%	81%	83%
2. School climate	Perceptions of the overall social and learning climate of the school.		80%	95%	89%	90%	89%
3. Staff-leadership relationships	Perceptions of the quality of relationships between staff and members of the leadership team.		81%	98%	95%	98%	95%
4. Instructional leadership	The extent to which the school leaders set the conditions for improving teaching and learning at the school.		57%	91%	71%	70%	71%
5. Feedback	Perceptions of the amount and quality of feedback staff receive.		41%	67%	42%	43%	42%
6. School leadership	Perceptions of the school leadership's effectiveness.		60%	93%	78%	85%	76%
7. Staff safety	Perceptions of staff safety in the school.		67%	85%	75%	87%	71%
8. Psychological safety	How safe it feels to take risks and make mistakes in this school.		65%	94%	86%	86%	87%
9. Professional learning	Perceptions of the quality and coherence of professional learning opportunities.		55%	75%	71%	79%	68%
10. Collaboration around an improvement strategy	Perceptions of the coherence of the school's improvement strategy.		65%	57%	44%	76%	37%
11. Collaboration in teams	How well teachers work together in teams to improve teaching and learning.		70%	81%	86%	80%	88%
12. Support for teams	Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively.		68%	97%	84%	90%	82%
13. Collective efficacy	Teachers' perceptions that staff at the school have what it takes to improve instruction.		80%	96%	94%	92%	95%
14. Catholic identity	Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life.		75%	99%	80%	76%	81%

E1407 St Mary MacKillop Catholic Primary School
 Comparative Domain Radar - Staff
 1st Level Comparison



TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate 96.6%

ALL STAFF RETENTION RATE

Staff Retention Rate 92.1%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	7.7%
Graduate	7.7%
Graduate Certificate	3.8%
Bachelor Degree	73.1%
Advanced Diploma	15.4%
No Qualifications Listed	3.8%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	32.0
Teaching Staff (FTE)	27.0
Non-Teaching Staff (Headcount)	30.0
Non-Teaching Staff (FTE)	25.8
Indigenous Teaching Staff (Headcount)	1.0

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

2020 was a difficult year for building school community with the many COVID restrictions that we had to endure. We were looking to 2021 to be the year when we re-engaged our parent community with a range of activities etc. Unfortunately this was not to be as we were plunged into the merry-go-round of home learning and back at school, parents on site, off site and not allowed in classrooms. This has a very disconnecting affect on parents and families. Whilst we tried to keep the channels of communication open and flowing, and tried many ways of connecting with families, there certainly was a feeling that the community we had started to build was diminishing.

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. We learnt from 2020 that we needed to check in with them to see how they were going. Teachers regularly checked in with their families to see what assistance we could give or how their children were feeling.

As soon as we were able, we invited families back onto the school site to try and get people mixing again.

Fortunately, towards the end of the year, we were able to conduct some of our regular activities. We managed to celebrate all of the sacraments for the year, even though they were later than normal and with greatly reduced numbers. They were beautiful celebrations and the joy on the childrens' faces was wonderful.

In December, the Parents and Friends and staff were able to organise the end of year event we call "Carols on the Green" with families joining us for carols and a picnic dinner. Even though we had to check vaccination status of all attending and some families could not attend, it was a fantastic evening with most families joining us and mingling outside on the oval, listening to the children perform. There was a wonderful sense of community to finish the year on.

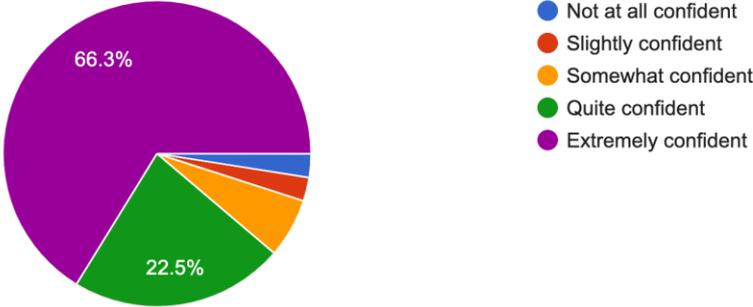


PARENT SATISFACTION

In a survey of parents for our School Review in 2021, parents rated the school in a very positive manner with many areas gaining a more than 80% approval rating. Three such examples are below.

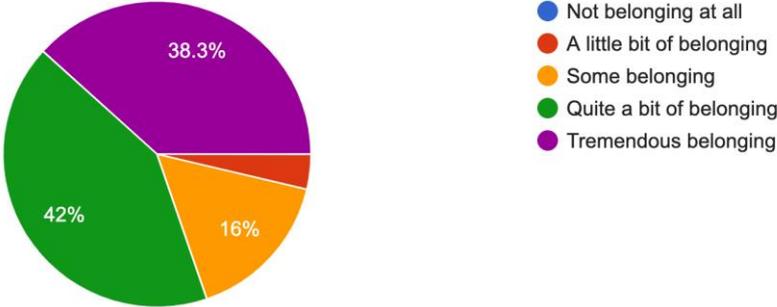
Based on your experience with the school, how confident are you in recommending the school to prospective families?

80 responses



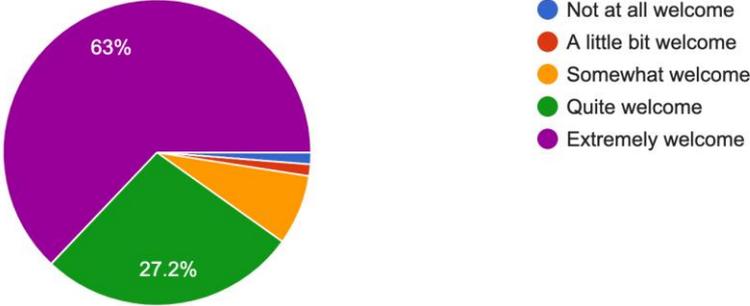
How much of a sense of belonging does your child feel at this school?

81 responses



How welcome do you feel when you enter the school?

81 responses



The MACSSIS Survey of Parents also gives a positive picture of parent satisfaction. It is slightly lower than the MACS average in some domains and lower than it was in 2019. This may be in relation to COVID and the ability for parents to feel connected to the school or perhaps other influences. We will look to re-engage parents in 2022 and improve on some of these domains.

E1407 St Mary MacKillop Catholic Primary School Primary

MACSSIS



Overall and Domain Level Snapshot - Family

1st Level Comparison

DOMAIN	DOMAIN DEFINITION	Base (n=)	MACS average	2019	2021	Male	Female	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
		7 761	70	36	16	19	10	5	7	4	2	3	5	0	0	0	
OVERALL	Overall school positive endorsement %		69%	82%	70%	68%	75%	75%	72%	71%	-	-	-	78%	-	-	-
1. Family engagement	The degree to which families are partners with their child's school.		47%	58%	56%	47%	65%	58%	49%	73%	- **	- **	- **	57%	- **	- **	- **
2. Barriers to engagement	Factors that can hinder a family's interaction or involvement with their child's school.		64%	91%	70%	78%	64%	68%	71%	62%	- **	- **	- **	72%	- **	- **	- **
3. School fit	Families' perceptions of how well a school matches their child's developmental needs.		76%	87%	74%	71%	80%	79%	80%	69%	- **	- **	- **	91%	- **	- **	- **
4. School climate	Families' perceptions of the social and learning climate of the school.		85%	92%	82%	78%	91%	89%	88%	84%	- **	- **	- **	90%	- **	- **	- **
5. Student safety	Perceptions of student physical and psychological safety while at school.		73%	77%	69%	66%	74%	70%	80%	67%	- **	- **	- **	77%	- **	- **	- **
6. Communication	The timeliness, frequency, and quality of communication between the school and families.		74%	82%	74%	65%	86%	86%	71%	79%	- **	- **	- **	84%	- **	- **	- **
7. Catholic identity	Families' perceptions of and engagement with the overall Catholic identity of the school.		65%	70%	63%	64%	64%	74%	60%	57%	- **	- **	- **	73%	- **	- **	- **

Future Directions

The future for St Mary MacKillop Catholic Primary school is a positive one with enrolments to grow over the next few years. Staff numbers will grow as well.

At the end of 2021 we moved into our new Administration area which included the refurbishment of the old school house. Three new classrooms were created in the old administration area. The number of classrooms at the end of 2021 will not be enough to house the growing population. A Capital Grant submission for a new 12 classroom double story building will be submitted in early 2022. Hopefully, with the assistance of MACS we will get a positive result to the submission and we will begin building in 2023 to move into in 2024. Without this building we will run out of classrooms by 2024.

During 2022 we will undergo a major playground refurbishment which will see the asphalt area resurfaced and a new adventure playground built and the area around it redeveloped to create a wonderful playspace for the children.

With the easing of COVID restrictions we will look to rebuild our community through many social activities that involve our parents.

St Mary MacKillop will continue to strive to be the school of choice in the local area for catholic families.