

# St Mary MacKillop Catholic Primary School Bannockburn

2022

Annual Report to the School Community



Registered School Number: 2219

# Table of Contents

Contact Details .....2

Minimum Standards Attestation .....2

Governing Authority Report .....3

Vision and Mission .....4

School Overview .....5

Principal’s Report .....7

Parish Priest’s Report .....9

School Advisory Council Report .....10

Catholic Identity and Mission .....11

Learning and Teaching .....13

Student Wellbeing .....17

Child Safe Standards .....20

Leadership .....22

Community Engagement .....26

Future Directions .....28

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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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

05/04/2023

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

## Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Vision and Mission

### 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 2022 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.

We settled into our new Administration and staff facilities at the beginning of 2022 after their completion at the end of 2021 and the works completed to upgrade the classrooms was finished just in time for the Year 3/4 classes to move in a day before classes started. This was a rush but the staff and children took it in their stride and all staff assisted in getting the Year 3/4's set up.

Stage 2C, upgrading of the playground spaces took place across the second half of 2022. This stage created a new adventure playground space and upgraded the hard courts and basketball area. Due to weather conditions and delays in the supply of equipment this project was not fully completed until the Christmas holidays.

Our playground area is divided into four main spaces, the landscaped quiet play space with sand pits, an asphalt area with basketball court, an oval area and the space that was developed for the adventure playground to be installed that also has cubby houses and sandpit.

Initially, the school was structured into composite classes. As the school has grown, the decision was made to change the school from composite class groupings to single level classes. In 2022 our Prep - Year 2 were single stream and the rest of the school remained as composite classes. 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. In 2022 we introduced STEM and was able to utilise our purpose built STEM centre for classes. 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.

After feedback from parents individually and through our School Advisory Council around our communication strategy, we decided to investigate one App that would roll many of the current platforms into one. uEducateUs was chosen and is being rolled out in 2023.

The wellbeing of the children in our care is a major focus and a pillar that our school is built on. The Kimochi program, focuses on giving children the language to identify and discuss their feelings and how they can manage these. We also dedicate some learning time each week to Social Emotional Learning. The Wellbeing section of this report sets out how these programs and others run through the school

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 2022. This Annual report will give you an insight into how our school community has grown and how during this year we have been able to bounce back after the past two challenging years of remote learning due to COVID. Even though there were challenges, especially early in the year with illness, accessing replacement staff etc, 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.***

In response to the new Governance structures implemented in 2021, during 2022 we established our School Advisory Council that included our Parish Priest, School Leadership, parish representation, and parent representation including a dedicated member of the Parents and Friends Association. We met a number of times during 2022 and looked at the big picture for our school including the budget, how fees are structured, our SIP and AAP among other discussions.

From our School Review in 2021, we developed our School Improvement Plan (SIP) for the next 4 years and our first Annual Action Plan (AAP) for 2022. The focus was on 4 particular goals that the reviewer recommended:

1. *To clarify and embed the beliefs and practices that underpin the learning and teaching approaches across all curriculum areas.*
2. *Develop and embed a framework for feedback to enhance teacher reflective practice*
3. *Enrich staff knowledge and understanding of theology, traditions of the Catholic Church and the RE Curriculum Framework to provide a comprehensive and vibrant RE program.*
4. *To develop a leadership framework that provides opportunities for all staff to grow professionally.*

We will develop these areas over the next four years and these areas will help us to better focus on providing an outstanding education for the children in our care.

Our new Administration and staff facilities were completed towards the end of 2021 and during the early months of 2022 we settled into these new areas and marvelled at the space and the wonderful facilities for the staff for planning and also for relaxing during their break times. We grew again as a school community and the new spaces soon were not enough to manage all of the visitors, PSG meetings etc that occur. We learnt to juggle spaces and share offices to cope. Stage 2C of the project was to give us updated play spaces, a new adventure playground, a new bike and scooter shelter fitted with solar panels 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. To assist this goal, solar panels were also fitted to the year 5/6 building.

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.

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,

Anthony Drill

Principal

## Parish Priest's Report

I have thoroughly enjoyed my first full year in Meredith Parish, especially at St. Mary McKillop Primary School. Throughout the year, I have regularly been able to meet all the students and teachers in each classroom.

Last year, we were able to celebrate many children who received the Sacraments for the first time. This included First Reconciliation, First Eucharist and First Confirmations. 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.

The monthly family mass at Bannockburn Church is growing strong, it's great being able to see so many of you at church. I encourage each and everyone one of you to pray with your children and bring them along to mass as often as possible, including the first Sunday of the Mass for family mass. I was also please to see so many families on Carols on Green to celebrate and share the joy of Christmas.

We ended the school year in 2022, with Graduations and end of school year mass. 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 2023.

We thank God for the great gift of each moment in our lives. 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 2023 continue to be a year of learning and growing with the Lord and with our School community.

Fr. Joseph

Administrator Parish of Meredith

## School Advisory Council Report

Over the later part of 2021, the School Advisory Council positions were advertised across the school and parish communities and establishment meetings were held between Fr Joseph and the school Principal. Members were selected for the SAC to be formally established in 2022.

The SAC held its first meeting in March of 2022 and scheduled another 5 meetings for the year. The SAC was made up of the Parish Priest, Principal, Deputy Principal, parish representative, Parents & Friends representative and 2 school parent representatives.

During the year topics of discussion included:

- Formation Documents and purpose of the SAC
- Various Policy documents including Concessional Fee, Complaints, Child Safe
- Introduction to new Child Safe Standards
- Review of setting of school fees
- Annual Budget vs Expenditure
- Stage 3 Building Project
- Prep Enrolment Timelines and Enrolment data
- School Improvement Plan
- Medical Management Policy and implementation

The members of the SAC also discussed adding a new member to broaden the number of parent representatives and will be advertised early in 2023.

## Catholic Identity and Mission

### 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 in 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 (R.E.) content to those who are new to R.E.

As a staff we focused on deepening our understanding of our Catholic Tradition in order that we hold shared knowledge of the culture of our faith community. Our aim was to define elements of the Catholic Tradition and to understand these origins, in order to accurately deliver a rich Religious Education Curriculum.

Our Religious Education Leader (REL) prepared professional learning for our whole staff covering the ways in which God reveals Himself to us, the teachings of the Holy See, and the Religious Education Framework under which we work. Using prayer as a key element of the Catholic Tradition, we worked to make links in the RE Curriculum and to understand how we might use prayer with our students.

We strengthened our understanding of Catholic Traditions, prayer and the Religious Education Framework through Professional Learning Community meetings and a whole school Professional Learning day. All teaching staff were involved in the collaboration of a prayer continuum, driven by the REL to support the development of prayer across our school.

All classes were able to participate in school and parish Masses as a community. Father Joseph 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. Father Joseph also visited several classes as a guest expert for Faith Life Inquiry and Sacrament Units.

The Sacraments of Reconciliation, First Eucharist and Confirmation were prepared for and completed in consultation with the Parish Team. We also held Faith Formation Evenings for each of the Sacraments which were well attended.

Fr Joseph has been a great support to our extended community, offering his presence in person before and after Masses. He continued to make students feel welcome at Masses and supported their faith growth with child-centered homilies and messages. Fr Joseph is increasing his presence as a faith leader by preparing small presentations at our Faith Formation Evenings.

A major success was our invitation to grandparents to join us for a liturgy and activities in the classrooms, and a morning tea to follow. We had an overwhelming response to this invitation

and accommodated almost 400 guests onsite for the morning. Family members prioritized this event and travelled great distances to take part. We plan to continue to invite and welcome community into our school.

#### VALUE ADDED

- Invitation for all families and students to participate in liturgy and prayer at our church.
- Invitation to extended families to attend and celebrate liturgy on-site; Grandparents' Day Liturgy and activities.
- Staff Development in Catholic Tradition and RE curriculum.
- Staff collaborative planning of celebrations for particular times in the church calendar.
- Development of a Prayer Continuum. Sacramental Preparation for children.
- Family Formation Evenings in preparation for each sacrament.
- Sacraments of Reconciliation, First Eucharist and Confirmation in consultation with the Parish Team.

## Learning and 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 2022 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. The Learning and Teaching Leader, alongside the RE Leader continued to contribute to the development and implementation of our Cycle A of the two year cycle and added aspects to enhance engagement and connection with key concepts, such as songs and various scripture passages. Each unit was explored by staff in regular PLC meetings and the two leaders met regularly to ensure the progress of the Faith Life Inquiry 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.

We strengthened our understanding of Catholic Traditions, prayer and the Religious Education Framework through PLC meetings and a whole school PL day. All teaching staff were involved in the collaboration of a prayer continuum, driven by the RE Leader to support the development of prayer across our school.

Literacy Programs and Approaches continued to be embedded across the school. Little Learners Love Literacy (LLLL), Heggerty, Big Write & VCOP and Promoting Literacy Development (PLD).

All new teachers to the school participated in professional learning to be upskilled in the programs and approaches relevant to their year levels, along with PLC meetings to ensure there was consistent language and practices across the school.

Staff explored many tier 1 and tier 2 Literacy assessments and participated in a whole school professional development day on the Response to Intervention Framework (RTI). This supported teachers in planning instruction to support the needs of all students in their class.

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

Reading - Comprehension. 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.

Staff started to explore The Science of Learning and discussed the shift from a Balanced Literacy Approach to a more Structured Literacy Approach which aims to provide explicit, systematic and sequential teaching of literacy at multiple levels – phonemes, letter–sound

relationships, syllable patterns, morphemes, vocabulary, sentence structure, paragraph structure, and text structure.

Learning Enhancement teachers were employed across the school. Students were supported in either small groups or one on one in both Literacy and Mathematics. The whole school participated in the National Simultaneous Story time. The 2022 text was Family Tree by Josh Pyke and Ronojoy Ghosh which was read in each class at 11.00am followed by fun activities in classrooms.

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 STEM (Science, Technology, Engineering, Mathematics) across the week.

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 if needed.

Professional learning was provided for all teaching staff by MACS and the Mathematics leader in PLC meetings to explore and develop our understanding of a new approach to teaching mathematics with a model called Launch Explore Summarise. This professional learning provided the teachers content knowledge and tools such as resources, key questions, and templates. This approach aimed to support the development of critical thinking skills, problem solving and building resilience and independent thinking.

Teachers continued to utilise data from Essential Assessments to drive the teaching and learning in this space. 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

St Mary MacKillop has a strong Assessment Schedule and this was implemented the beginning of 2022 to make sure we are able to track the progress of every child. Multiple forms of quality assessment and data were used to triangulate where students were at, as well as identifying achievable goals or steps for moving forward in areas of their learning, particularly Literacy & Numeracy.

With the implementation of a systematic synthetic phonics program; Little Learners Love Literacy Program we gained some impressive data in our Prep cohort who demonstrated a real strength in areas such as segmenting and blending of sounds to read words.

NAPLAN data for 2022 shows a significant increase in all areas for Year 3 except for Spelling which had a slight dip. Year 5 shows a mix of results, with large increases in Grammar and Punctuation and also Spelling while there was a significant dip in Numeracy and Writing. Reading stayed much the same.

During late 2021 and throughout 2022, significant investment in time and personnel went into intervention in the areas of Reading and also Spelling across the school, we may now be beginning to see the benefits of this for some of our children.

The decline in Numeracy at the Year 5 level is concerning, however there are no NAPLAN results from 2020 to compare the cohort against. As a school we are aware that numeracy across some of the cohorts is below standard and we are working at addressing this collectively across the school and have engaged with MACS to assist with this.

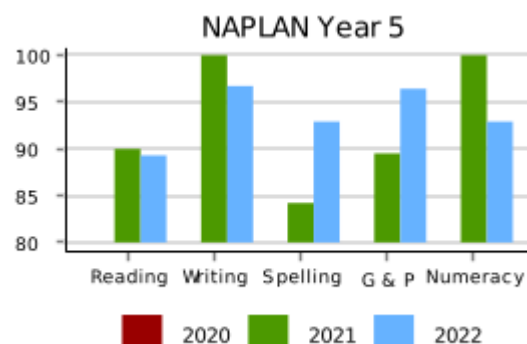
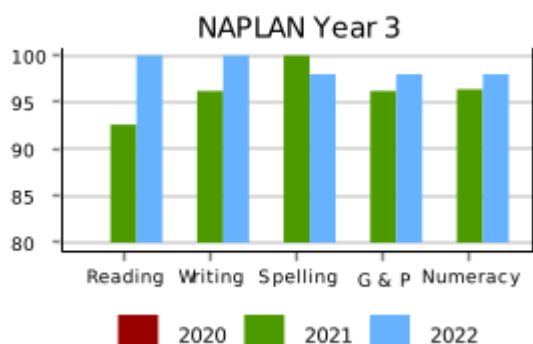


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	96.2	-	98.0	1.8
YR 03 Numeracy	-	96.4	-	98.0	1.6
YR 03 Reading	-	92.6	-	100.0	7.4
YR 03 Spelling	-	100.0	-	98.0	-2.0
YR 03 Writing	-	96.2	-	100.0	3.8
YR 05 Grammar & Punctuation	-	89.5	-	96.4	6.9
YR 05 Numeracy	-	100.0	-	92.9	-7.1
YR 05 Reading	-	90.0	-	89.3	-0.7
YR 05 Spelling	-	84.2	-	92.9	8.7
YR 05 Writing	-	100.0	-	96.7	-3.3

\* 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

In 2023 at St Mary MacKillop, the CAMHS And Schools Early Action (CASEA) team worked with our school for the second semester. The CASEA program is an early intervention program to assist children to understand and express emotions, and to be better at problem solving and getting along with others. The CASEA team ran a student intervention group, two parenting courses, provided whole school teaching lessons and ran parent information sessions. Some of the skills covered were: recognising emotion in self and others; connecting emotions with behaviours; emotion regulation strategies; making friends and maintaining friendships; and the skills of fair play, particularly negotiation and problem solving. The CASEA team also provided individual support for families to engage with specialists about concerns they had for their children.

To support the positive wellbeing of the students, a school wellbeing dog (Tilly) was introduced to the school. A team was selected to undertake professional learning and implement the modules from Dogs Connect, to establish a safe and welcoming space for Tilly. Over the year, Tilly supported many students to regulate their emotions and flourish at school. The wellbeing of our students is recognised as a condition of the children being ready and able to learn. Each class continued to have a Zen Zone, which is a safe space for students to de-escalate so they can return to learning.

The Wellbeing Leader was released for three 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. In addition to this, the Wellbeing Leader continued to study a Masters of Education specialising in Wellbeing.

At St Mary MacKillop, we continued to prioritise the explicit teaching of Social and Emotional Learning (SEL) and it was taught weekly for a minimum of 40 minutes. This curriculum teaches children to develop positive relationships and develop successful emotional literacy. Students are taught the Rights, Resilience and Respectful Relationships (RRRR) program across the whole school. This program has a strong focus on creating healthy relationships through fostering respect for self and others. The Wellbeing Leader and principal continued to attend network cluster meetings in Geelong each term and worked with the St Mary MacKillop RRRR team to embed this learning across the school. The Kimochi program was embedded in the Prep - Two year levels to emphasise the importance of emotional literacy and communicating effectively with peers. We extended the 'We Thinkers' program into the Year One and Two classrooms as well as Prep. This program explicitly teaches students acceptable social skills, for example 'following the group plan' and 'thinking with your eyes.' In the future this program will be taught sequentially in years P-4.

Our speech therapist provided support to students by carrying out pragmatic assessments, running social skills groups and completing academic assessments. The We Thinkers program was supported by our speech therapist who provided professional learning to the teachers in P-2. In addition to a speech therapist, a full time psychologist continued to support students with their wellbeing and completed academic assessments.

In 2023, St Mary MacKillop began using the Social-Emotional Wellbeing Survey from ACER to collect whole school data. This data was used to plan SEL lessons and will continue to be used in the future to monitor the wellbeing of our students.

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

- We are a fully accredited eSmart school.
- A wellbeing dog was introduced into the school.
- We embedded daily mindfulness practice after recess.
- We continued to employ a full time school psychologist to provide support for students and complete various assessments.
- We continued to employ a speech therapist five days a fortnight to run academic and pragmatic assessments and to conduct social skills sessions.
- We embedded the Respectful Relationships (RRRR) program across all classrooms.
- We embedded the Kimochis program to support students with emotional literacy.
- 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.
- Support was given to staff during PLC meetings and facilitated planning times to deliver the SEL curriculum.

#### VALUE ADDED

- 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
- The purchasing of wellbeing resources across the school.
- Student awards and wellbeing awards given out at Assembly with a wellbeing focus
- 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 MACSSIS Survey of students in 2022 revealed that overall students are very satisfied and feeling safe and engaged at school. Most Domains in the survey had increases in the positive response rates. In the Domain of Belonging, every indicator is markedly higher than the MACS average and in two indicators about children in class being kind and helpful and do adults care about you and your future, the scores increased significantly from 2021.

Teacher - Student Relationships, Student Voice and Safety also had significantly increased scores from 2021 showing that the work that the school has done in these areas is paying off for the students.

**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.

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	86.4%
Y02	88.1%
Y03	85.3%
Y04	84.8%
Y05	82.3%
Y06	80.6%
Overall average attendance	84.6%

## 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.
- The school Implemented the new Ministerial Order 1359 and the new 11 Child Safe Standards through staff briefings, School Advisory Council Briefings and information disseminated to the parent community via newsletters
- 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.
- We introduced an online Contractor Management system SAM4Schools to assist all with the collection of all contractor documentation and to disseminate the school's Child Safety expectations to contractors before they come on site.

#### **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 MACS Parent / Carer 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

### Goals & Intended Outcomes

**Goal:** To develop a leadership framework that provides opportunities for all staff to grow professionally.

**Intended outcomes:** That school's leaders actively work to identify and create challenging roles, responsibilities and opportunities for staff voice and shared leadership.

### Achievements

After having successfully completed our scheduled External School Review in October 2021, 2022 began with promise and anticipation for a positive year.

Our 2021 School Review stated that St Mary MacKillop Catholic Primary School demonstrated:

*"A positive school climate and culture is enhanced through the approachability of leadership and the importance of regular communication that is transparent."*

St Mary MacKillop CPS continued to grow through 2022 and we inducted 5 new staff including Learning Support Officers (LSOs), a third Learning Enhancement (Intervention) teacher and classroom teachers. 2022 was going to be a great year where we could build on the gains of 2021 and expand on the programs that we believed would be the cornerstone of our school's teaching and learning program.

The successful completion of an External School Review in October 2021, saw the close liaison with all school leaders and classroom teachers continue to be of importance which enabled the school's vision for learning to be enacted through the facilitation of school-wide curriculum initiatives aligned with our School Improvement Plan.

The leadership team recognised the connection between building teacher capacity and improving student outcomes. A distributed leadership structure can build leadership capacity, ensure planned succession and therefore, we recognised and valued this in supporting the development of leadership opportunities amongst the staff.

We continued with our Tiered Leadership model with Learning Community Leaders (LCLs) continuing their appointment together with their position of leadership in a curriculum area. This team was invaluable during the creation and setting of a 4-year strategic school improvement plan with goals for 2022-2025 throughout the year.

The school leadership was strongly committed to professional growth of all staff, including learning support officers and administration staff. There is evidence of ongoing support and provision of time and opportunities for professional learning offered at the school level, and through participation in regional and system level networks and programs. A structured induction program was offered to all new staff at the end of 2021 and continued at the beginning of 2022. All staff developed a SMART goal and development plan which were discussed at their annual review meeting.

Staff appreciated the personal and professional support offered to them which ensured all staff felt part of the team. All new teaching staff were given a new laptop and an iPad was given to LSOs to assist in their work.

Communication for all staff, especially those who were part-time, was important to ensure everyone had the same information shared. A morning briefing was held in person at 8.25am on a Monday and Wednesday morning to inform staff about the week. Staff were able to access the briefing via the staff intranet page and in the staff lounge daily. A number of Google Calendars for staff and school activities were shared amongst staff so everyone was abreast with the school's events and operations. The staff Intranet page was expanded and shared offering various links to information and policies etc.

Our school nurse entered a second period of extended sick leave which again put pressure on the office staff to complete all tasks required within an administrative capacity. As the office became busier with the growth in student numbers and staff, an existing staff member was moved from LSO duties in the classroom and introduced to the Admin team to manage the Sick Bay and support with additional administrative tasks. The administration staff developed as a flexible and mutually supportive team capable of job sharing when required and as a result, this assisted us greatly to manage the increased workload.

Post pandemic, we witnessed a teacher shortage which brought challenges to replacing and supporting staff who were requiring leave for various reasons. As a Leadership team, 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 transition to full time learning on site post pandemic, 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 PLC meetings allowing everyone to be together at one time. The meetings provided an opportunity to meet together and continue to reconnect with each other and build a culture of collaboration. 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.

Ensuring teachers and staff were managing with changes to the workload and transition to full time teaching and learning on site after two years of isolation and remote learning 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 2022

Professional Learning Opportunities were a possibility for various staff members who were able to fulfill the requirements of the PL. As a school we made the decision that we would be mindful the amount of PL the staff did due to the already heavy workload that was placed upon on them.s placed upon on them.

We were however able to complete some very engaging professional learning offerings when able for all the Teaching staff and Learning Support Officers.

The whole staff PL opportunities were:

- Response To Intervention Model
- RE - Catholic Traditions



- Peer Observation and Feedback : School Improvement Plan
- Mathematics : Launch Explore Summarise
- CASEA : Staff briefing

Other PL opportunities for various staff included:

- Principal Network
- Deputy Principal Network
- Religious Education Leader Network
- Mathematics Leader Network
- Wellbeing Leader Network
- Learning Diversity Leader Network
- Big Write (VCOP)
- ZART Art
- Peer Mediation
- Cert IV Education Support
- Little Learners Love Literacy
- RE Accreditation

Number of teachers who participated in PL in 2022	56
Average expenditure per teacher for PL	\$446

## 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 2021 have reduced slightly, the staff still feel more satisfied here than the MACS average. .

The following data from the MACSSIS teacher surveys indicate higher than the MACS average in all of the following domains:

DOMAIN	MACS AVERAGE %	ST MARY MACKILLOP 2021	ST MARY MACKILLOP 2022
School Climate	74	89	79
Staff-Leadership Relationships	79	95	90
Instructional Leadership	54	71	59
Feedback	38	42	39
School Leadership	57	78	68

Collaboration in Teams	71	86	74
Support for Teams	65	84	78
Collective Efficacy	77	94	89

#### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	85.5%
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#### ALL STAFF RETENTION RATE

Staff Retention Rate	84.3%
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#### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	6.7%
Graduate	13.3%
Graduate Certificate	3.3%
Bachelor Degree	70.0%
Advanced Diploma	13.3%
No Qualifications Listed	13.3%

#### STAFF COMPOSITION

Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	37.0
Teaching Staff (FTE)	31.7
Non-Teaching Staff (Headcount)	29.0
Non-Teaching Staff (FTE)	25.6
Indigenous Teaching Staff (Headcount)	1.0

## Community Engagement

### Goals & Intended Outcomes

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

### Achievements

After two years of off again on again schooling and rounds of remote learning it was great to have confirmation early in 2022 that we would not be having to go this way again and that we would be onsite for the whole year. This guarantee meant that we could think about how we could get back to building our community that was disrupted during the COVID years. Although we had this guarantee, there were still issues with staff and children being affected with COVID and we couldn't have parents on site for a while.

To begin the year we held our information sessions virtually and sent out videos from the teachers so families could be aware of what was happening in the classrooms whilst they were still required to stay outside the gates.

As soon as we were able, we invited families back onto the school site to try and get people mixing again. Parents were grateful that they could come in again and really wanted to see inside their children's classrooms. We facilitated some parent in class opportunities to accommodate this.

As the year progressed it was wonderful to see the mixing of parents and the buzz around the school at drop off and pick up times.

As a school we tried to keep our community involved and updated via our communication strategy of Seesaw in the classrooms, Operoo for main school announcements and our newsletter. Parents and teachers had the ability to communicate via Seesaw messaging when they were not able to see the teacher directly.

Our Sacramental program including Family Faith Formation evenings went ahead as planned in 2022 without disruption and families were able to include all those they wanted to be there which was wonderful to see.

We successfully ran a number of liturgies including our Mothers and Father's Day Liturgy and Morning Tea. We re-introduced our Grandparents Liturgy, Morning Tea and classroom visits and were blown away by the response. We welcomed over 400 visitors who had a wonderful time.

The Parents and Friends were able to meet once again and plan a variety of activities for the children and some social activities for parents including the Mothers and Fathers Day stall, School Disco and our end of year event we call "Carols on the Green" with families joining us for carols and a picnic dinner with food vans and entertainment provided by the P&F. 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.

We look forward to continuing to build our community into 2023.

## PARENT SATISFACTION

The MACSSIS survey of parents was completed by approximately 15% of our families which was a little disappointing from the school's perspective and we need to work out ways that we can encourage more families to engage in this survey to help us understand our communities feelings about us.

The results of the survey were fairly consistent with that of the MACS average of schools with some slightly higher and some slightly lower. The overall picture is that parents are on the whole satisfied with what we are doing and the education we are providing.

The indicators around Family engagement and Communication were down from the previous year and this could be attributed to the hang over from COVID and how we were able to try to engage them in uncertain times. The indicator for communication and anecdotal data from parents would indicate that there was too much communication from too many sources and Apps and that parents felt overwhelmed and confused. We will be addressing this in 2022 with one Parent App that will streamline much of the communication coming from the school. Hopefully this will improve our data in 2023.

## 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.

The beginning of 2022 saw the finalisation of the transfer of land from the education department to MACS at a cost of 4.5 million dollars. The school is now no longer leased and we will be taking over the loan from MACS and be repaying it for the next 30-40 years. We now need to negotiate the transfer of the stadium to MACS from the Shire as well. Negotiations took place in 2022 and will be finalised early in 2023.

During 2022 we have been busy formalising our plans for the new double story learning centre to be built on the vacant block in Milton St. We worked with our Architects, Minx and representatives from MACS to finalise these plans and get them ready for submission for a Capital grant so works could begin in early 2023.

The cost of building skyrocketed at the end of COVID and has meant that our 12 classroom building firstly had to be reduced to 2 stages with 8 classrooms to be applied for and a stage 2 later down the track for 4 classrooms.

Towards the end of the year we were awarded a grant of 3.8 million dollars and the ability to take out another loan of 1.8 million to complete the building project. This was great news and we are able to go to tender in the new year to try and capture the best price possible.

We look forward to watching this building grow and are eager to get our classes in there so we can reclaim our Art and Performing Arts spaces from the Year 5/6 children.

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