

ANNUAL REPORT TO THE SCHOOL COMMUNITY



**ST MARY'S PRIMARY SCHOOL
HAMPTON**

2019

REGISTERED SCHOOL NUMBER: 1231



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Minimum Standards Attestation

I, Matthew Sweeney, attest that St Mary's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

June 16 2020

Our School Vision

St. Mary's is a safe and inclusive community that fosters strong, positive relationships in an engaging and empowering learning environment. We are committed to lifelong learning and making a difference in our world.

We provide a safe and collaborative learning environment which supports and promotes the principles of Australian Democracy including a commitment to the elected government, the rule of law, equal rights of all before the law, freedom of religion, freedom of speech and association, and the values of openness and tolerance.

Our school motto 'Friends, Family Community - Together we Grow' sums up the positive community feel that we strive to maintain and that is valued so highly amongst staff, students and parents.

Our "RICH" Values of Respect, Inclusion, Compassion and Honesty are visibly at the centre of daily life at St. Mary's. We strive to live out these values each day in everything we do.

School Overview

St Mary's School is co-educational Catholic primary school, located in the Bayside suburb of Hampton, catering for students from Prep (Foundation Year) to Year Six. The school has a population of just over 300 students. The school was originally established in 1924 under the guidance of the Presentation Sisters, who continued to operate the school until the 1970s.

We provide a safe and collaborative learning environment which supports and promotes the principles of Australian Democracy including a commitment to the elected government, the rule of law, equal rights of all before the law, freedom of religion, freedom of speech and association, and the values of openness and tolerance.

Our school motto 'Friends, Family Community - Together we Grow' sums up the positive community feel that we strive to maintain and that is valued so highly amongst staff, students and parents. Our "RICH" Values of Respect, Inclusion, Compassion and Honesty are visibly at the centre of daily life at St. Mary's. We strive to live out these values each day in everything we do.

St. Mary's is a welcoming community that provides a learning environment focused on developing learning confidence, independence and a positive sense of self in each student. We place a strong emphasis on respect for diversity and individuality and on developing self-confident, compassionate students who are supported to form strong relationships.

Fostering positive relationships is at the heart of all we do and recognise that social-emotional learning is the key to academic success. We recognise and value parents as the first educators of their children and promote productive and open parent-school partnerships.

At St. Mary's we seek to find new ways to express the message of the Gospel in an authentic and relevant way, in a multicultural, pluralistic, globally connected world. We support students to use new knowledge and skills to make a difference in the local and global community, to:

- Uphold the dignity of each person
- Have a preferential option for the poor
- Be responsible stewards of our natural world
- Work for the common good
- Be in relationship with each other as members of a local and global community.

St. Mary's is located a few minutes walk from the beautiful natural environment of Hampton Beach and Port Phillip Bay. Our grounds and facilities include:

- 14 classrooms (two classes per year level)
- Library and STEM Learning Hub
- Art Room
- Multi-Purpose Hall
- Two large surfaced play areas
- Basketball Court
- Two adventure playground areas
- Vegetable garden

- Imagination garden and passive play areas
- Outdoor seating

We are well resourced with digital technology, including Chromebooks and iPads. All classrooms have a Digital touchscreens.

Principal's Report

In 2019, St Mary's undertook a School Review, as part of its four-year School Improvement Cycle. In Term One, the staff engaged in a process of self-reflection, using evidence sources to identify where we are now and where to next across the five overarching domains of a Catholic school:

- Religious Dimension
- Learning and Teaching
- Student Wellbeing
- School Community
- Leadership and Management

The staff completed a succinct School Improvement Framework Rubric which described key practices to guide the school's next steps, supporting us to review our progress against our 2016-2019 goals and objectives in our School Improvement Plan.

Following this pre- review process, an external reviewer reviewed data, visited learning areas and undertook a program of interviews with teaching and non-teaching staff, parish priest, students and parent representatives. The reviewer tested and validated the judgements made by the school as a way to establish clear improvement directions for the next four years. The reviewer found that:

- Strategically planned school improvement reflects the primacy the school places on providing a high quality Catholic education for each child. There has been a focus on embedding models of innovative, contemporary pedagogy to ensure that student learning is differentiated to meet individual needs.
- The religious dimension of school is distinctively Catholic as it is witness of the integration of faith, life and culture. The Principles of Catholic Social Teaching form an essential component of the school's Religious Education program. promoted in curriculum planning which is systematic, sequential and bears witness to the school's Catholic identity. The priority placed on creating a clear sense of belonging to community, praying and celebrating liturgies together
- St Mary's has developed a nurturing, safe, positive and enabling learning environment, providing extensive support for student wellbeing and learning, with high expectations for students. Parents value the school's emphasis on a sense of belonging, welcome and positive relationships. The strong support for students' emotional wellbeing and learning diversity reflects a holistic view. Students feel safe, connected to their peers and school and have positive relationships with their teachers and staff. They value the independence their teachers encourage and the opportunities for student voice and student leadership.
- Academic performance is strong, with mean scores and proportions of students in the top two bands in NAPLAN Reading and Numeracy above the CEM average. The school is working hard to improve Mathematics and Writing.
- Distributed educational leadership and teamwork underpin the school's pursuit of excellence. Leadership facilitates collaboration, monitors student learning, develops teacher capacity and ensures adequate resourcing to enable learners, both adult and child, to achieve success. A focus is being placed on developing an understanding of the role of feedback in both staff and student learning and growth.
- Shared ownership and responsibility for the progress of every student is evident in dialogue about teacher practice and consistency in the determination and evaluation of appropriate

interventions for students at all levels. Changes being made to pedagogy to make learning more visible for students strengthen students' ability to monitor their own learning.

- St Mary's is a vibrant community characterised by strong partnerships that reflect the school's respect for parent voice. Improvements in communication have significantly enhanced the school's capacity to create a community where parents are encouraged as partners. Parents place a high value on the school's capacity to foster continuous engagement and dialogue with them.

The review found that St Mary's is now well-positioned to respond to the challenges of its next stage of improvement, with the following recommendations made:

- Ensure that strategic and innovative leadership leads, manages and monitors the school improvement process, developing instructional leadership that will strengthen the capacity of teachers to lead evidence informed learning growth for all students, nurturing an environment of trust.
- Associate the performance and development cycle with classroom practice, high impact teaching strategies and analysis of student performance data where strategies for regular reflection, appraisal and recognition and professional growth are designed to enable staff to know their impact on student performance.
- Encourage student self-efficacy and agency within a renewed vision of effective Catholic evidence based pedagogy and personalised learning, where students are empowered to take ownership of their learning as self-regulated and self-determined learners, equipped to accurately identify the next steps in their learning, in a culture of continual challenge and engage with parents as partners in learning.

The feedback received by the reviewer, together with the reflections of staff, were central to the development of the School Improvement Plan (SIP) for the next four years. The strategic intent, priorities and related goals and intended outcomes are outlined in the 'Future Directions' section of this annual report.

Education in Faith

Goals & Intended Outcomes

Goal:

- To strengthen and promote the school's Catholic Identity as perceived by teachers, students and parents.

Intended Outcome:

- That the school R.E curriculum will build a stronger perception of Catholic Identity within the school community.
- That staff, students and parents develop a deeper understanding of social justice as part of the Christian call to service.

Achievements

The 2019 School Review found that:

- The religious dimension of school is distinctively Catholic, with priority given to creating a clear sense of belonging to community, praying and celebrating liturgies together, evident in above CEM average Catholic Culture data and Catholic Prep enrolments. Relationships between parish, leaders, staff, students and parents promote respect, honesty, inclusion, compassion, collaboration, open communication and trust, modelling the integration of faith and culture.
- Catholic Social Teachings underpin school's public expression and witness of its Catholic identity, fostering increasing proportions of students and staff favouring Recontextualisation. Opportunities are created for students and staff to be reflective and active in their faith.
- Policies, processes and environment consistently reflect the school's Catholic identity, ethos and mission.
- Curriculum planning is systematic, sequential and encompasses the Catholic tradition, reflecting school's commitment to Horizons of Hope, the new Religious Education Framework and Catholic Social Teachings. Curriculum design facilitates encounter and dialogue within Faith Inquiry units. Religious dimensions are explored in particular content areas, such as Wellbeing and Identity, Decision Making, Creativity, Change, Wellbeing/Community, Life, Discovery and Justice.
- Increasing teacher Pedagogical Content Knowledge of new RE Framework, including Pedagogy of Encounter, in curriculum design and delivery is recognised by the school as necessary. Encouragement and support for more teachers to gain Accreditation to teach Religious Education (RE) is needed to strengthen staff understanding of the Faith Tradition, the R.E. curriculum and the role of dialogue and encounter in promoting critical reflection and discernment.
- The school is reviewing its assessment in R.E. in light of the recommendations of the new R.E. Framework. Ways to gather evidence of students' learning growth suggested in the new R.E. Framework should align effectively with the school's current approach to visible learning.

Value Added

Key Improvement Strategy for the Education in Faith Sphere in 2019, was to develop teacher capacity in recontextualization of scripture. This included:

1. Facilitated dialogue to support teacher planning, with a focus on devising questions to provoke thinking.
2. Building of teacher capacity in using Pedagogy of Encounter as a tool for dialogue and recontextualisation
3. Increasing teacher familiarity with Catholic Social Teaching to understand 'Church's Perspective' in Pedagogy of Encounter
4. Professional development in designing learning experiences for students and consider possibilities for learning that will progress student learning in line with achievement standards.

All staff, parents and Year Five/Six students were invited to participate in the Catholic Education Melbourne School Improvement Survey (CEMSIS) in 2019. The surveys identified that student perceptions about the Catholic identity of the school were equal to the CEM average, there is an opportunity to improve staff and parent perceptions of Catholic identity in school life.

Learning & Teaching

Goals & Intended Outcomes

Goal:

- To embed effective learning pedagogies with a focus on developing a challenging, stimulating learning environment

Intended Outcomes:

- That student outcomes in Writing and Numeracy will improve
- That students will be more responsible for and engaged in their learning

Achievements

The 2019 School Review found that:

- Collaborative teamwork, professional learning and access to a range of assessment tools is improving teachers' data literacy and confidence in their ability to work cohesively to collect, analyse and act on data. There is a strong focus on building collective efficacy and shared understanding of the school's pedagogy and curriculum.
- A whole school focus on Feedback as a High Impact Teaching Strategy (HITS) is emerging to assist both students and teachers to advance their own learning and for teachers to verify the impact of their own practice.
- The school demonstrates use of leading practices such as Learning Sprints and a range of evidence to target teaching to cater for the wide range of learning diversity. Digital technologies diversify learning contexts across variety of platforms. The school is creating opportunity for teachers to develop cycles of inquiry where they can better identify the impact of their practice on student learning and adjust their own practice accordingly, using a shared language to describe this.
- Students value teachers' support with their learning, whether in assessment, challenge, clarity, goal-setting or enjoyment.
- There is a strong sense of shared ownership of, and responsibility for, each student's learning, facilitated by effective leadership, positive relationships and organisational structures such as Facilitated Planning, the Third Teacher in the Classroom model and learning adjustments for students with disabilities, recorded in planners and in Personalised Learning Plans (PLPs). Leaders monitor student learning programs to ensure they are evidence-based and focused on growth in student achievement.
- Strong rates of learning growth reflect the school's pursuit of excellence in innovative, contemporary practice to ensure students' learning is personalised. A phased approach to the teaching of Number, using the Learning Foundations in Number (LFIN) Framework, is beginning to impact positively on student progress.

Student Learning Outcomes

NAPLAN

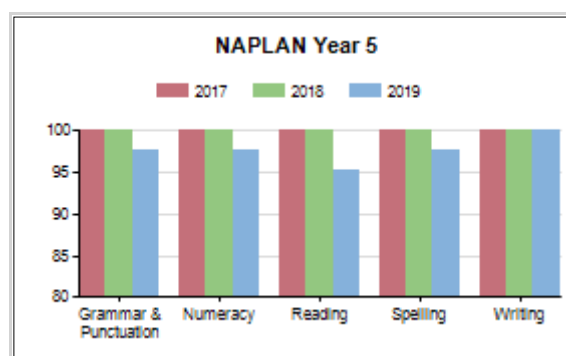
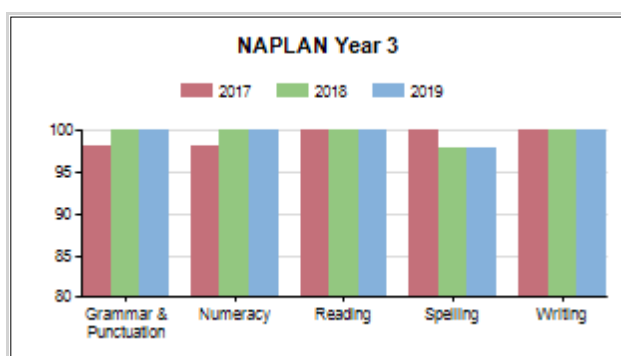
In May 2019, students in Year Three and Five completed assessments in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy as part of the National Assessment Program Literacy and Numeracy (NAPLAN).

100% of Year Three students at St. Mary's met the minimum standards in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. 100% of Year Five students met the minimum standards in Reading, Writing, Grammar and Punctuation, and Numeracy. 97.9% of Year Five students met the minimum standard in Spelling.

Continued focus on improvement in Mathematics will be needed, as retention of students in the top two bands from Year 3 in Numeracy is just below the CEM average (2018).

Academic performance in Reading is strong. Early Years Literacy levels are consistently above Like Schools and Diocesan targets. Retention in the top two NAPLAN bands from Year 3 is consistently high (2017, 2018).

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017	2018	2017 - 2018	2019	2018 - 2019
	%	%	Changes %	%	Changes %
YR 03 Grammar & Punctuation	98.0	100.0	2.0	100.0	0.0
YR 03 Numeracy	98.0	100.0	2.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	97.9	-2.1	97.9	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	100.0	0.0	97.7	-2.3
YR 05 Numeracy	100.0	100.0	0.0	97.7	-2.3
YR 05 Reading	100.0	100.0	0.0	95.3	-4.7
YR 05 Spelling	100.0	100.0	0.0	97.7	-2.3
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



Our school continues to perform above the state mean across all five areas of NAPLAN.

SCHOOL MEAN AND STATE MEAN SCORES - YEAR THREE					
	Reading	Writing	Spelling	G & P	Numeracy
2017 School Mean	475	441	449	480	439
2017 State Mean	446	428	423	450	421
2018 School Mean	493	437	430	459	444
2018 State Mean	448	422	426	441	419
2019 School Mean	493	448	449	454	421
2019 State Mean	447	435	428	483	454

SCHOOL MEAN AND STATE MEAN SCORES – YEAR FIVE					
	Reading	Writing	Spelling	G & P	Numeracy
2017 School Mean	548	518	527	524	524
2017 State Mean	516	486	504	506	503
2018 School Mean	576	507	535	545	531
2018 State Mean	521	479	508	512	504
2019 School Mean	536	502	511	508	521
2019 State Mean	516	487	506	507	506

Early Years Literacy (Prep – Year 2)

The following data is drawn from end of year assessments of student's reading of unsighted texts that are levelled according to reading difficulty. The data outlines the percentage of students who have reached these levels, compared to Victorian 'Like Schools' (schools with a similar SES [socio-economic status] score). Our Prep to Year Two students continue to perform above Like Schools.

The benchmark (shaded green) set for all students in all Victorian schools are as follows:

- *Prep - Level 5*
- *Grade 1 - Level 20*
- *Grade 2 - Level 28*

St. Mary's sets its own targets for text levels, above the Victorian benchmark.

Text Levels - Percentage of students at Text Level Benchmark 2017-2019

Prep	1+	5+	15+	20+	26+	28+
Our School 2017	100	100	61	48	35	26
Like Schools 2017	96	82	31	21	11	8
Our School 2018	98	95	54	37	15	15
Like Schools 2018	96	81	30	21	10	7
Our School 2019	100	93	55	52	15	15
All Schools 2019	96	80	29	19	10	7

Year 1	1+	5+	15+	20+	26+	28+
Our School 2017	100	100	100	94	68	62
Like Schools 2017	99	98	86	72	51	41
Our School 2018	100	100	96	85	68	63
Like Schools 2018	99	97	83	69	47	38
Our School 2019	100	95	86	79	53	53
All Schools 2019	99	97	83	67	46	38

Year 2	1+	5+	15+	20+	26+	28+
Our School 2017	100	100	100	100	96	96
Like Schools 2017	99	99	96	93	82	75
Our School 2018	100	100	100	100	100	100
All Schools 2018	99	99	96	92	79	70
Our School 2019	100	100	98	98	95	93
All Schools 2019	99	99	96	92	77	69

Catholic Education Melbourne School Improvement Surveys (CEMSIS)

All staff, parents and Year Five/Six students were invited to participate in the new Catholic Education Melbourne School Improvement Surveys (CEMSIS) in 2019.

St Mary's scored equal to the CEM average in the following domains:

- Rigorous Expectations: How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.
- School Climate: Perceptions of the social and learning climate of the school.
- School Fit: Families' perceptions of how well a school matches their child's developmental needs

St Mary's scored above to the CEM average in the following domains:

- Learning Dispositions: Students' mindset about themselves as learners.
- School Engagement: How attentive and invested students are in school.

Student Wellbeing

Goals & Intended Outcomes

Goal:

To strengthen student/teacher and teacher/student relationships and student connectedness to school.

Intended Outcomes:

1. That social emotional learning skills are strengthened
2. That students will be more responsible for and engaged in their learning.

Achievements

The 2019 School Review found that:

- The school's culture promotes a supportive, engaging and challenging learning environment for all students. Students feel safe, connected to their peers and school, have positive relationships with teachers and value the independence their teachers encourage.
- Emphasis on the importance of consistent approaches to teaching strategies and behaviour management. Strategies in place to provide alternatives to cater for students who may experience difficulty with relationships or attentiveness, inside or outside the classroom. Learning areas observed were orderly, organised and showed students able to self-manage their learning, work co-operatively and stay on task.
- The school is developing sequential, consistent approach to teaching of social-emotional capabilities in line with Personal Social Capabilities Curriculum and in alignment with CEM resource eXcel: Wellbeing for learning in Catholic school communities.
- Engagement with targeted research-based programs, whether whole class, small group or individual, designed to enrich and extend students' personal and social capabilities. Multiple sources of evidence is analysed to inform professional learning, curriculum planning and wellbeing practices.
- Clear priority on empowering students with the knowledge and skills to nurture their own wellbeing, contribute to that of others and be supported to develop as optimistic, resilient young people of faith. Opportunity created for student voice to contribute to whole school wellbeing initiatives.
- Empowering students to learn how to take responsibility for their learning, in stages, with introduction of visible learning practices and targeted use of digital technologies. Goalsetting with students across academic, personal and social areas in initial stages of introduction.

Value Added

The Key Improvement Strategy for the Student Wellbeing Sphere in 2019, was to embed clear processes for designing, implementing and monitoring strategies to support positive student behaviour. This included:

- Reviewing the school's Behaviour Management Policy
- Student-led positive behaviour framework developed through SRC
- All staff completing the Disability Standards professional learning modules
- Embedding student safety into the curriculum through the Respectful Relationships curriculum
- Positive Sex Education program for students in Years 4-6
- Participation in the 'Respectful Relationship & Resilience' curriculum project
- Implementation of the 'Respectful Relationship & Resilience' curriculum through weekly SEL lessons
- Whole-School Wellbeing Week and Wellbeing Days (Say Yes to Kindness and Winter Wellbeing days)
- Student Wellbeing Leader modelling and team-teaching social emotional learning strategies through SEL lessons and Circle Time
- Development of a SEL Scope and Sequence
- SEL lessons timetabled weekly and mindfulness practices implemented daily
- Weekly opportunities in SEL lessons for development of SEL skills and student voice restorative circles, SEL circles and problem-solving circles
- Character Strengths, mindfulness strategies, brain breaks and self-regulation strategies implemented in classrooms
- Parent seminar on resilience: 'Five Secrets to building confidence and resilience'
- Weekly newsletter including wellbeing section to share strategies and practices with parents
- Peaceful Parents and Peaceful Kids programs to support students and parents in developing strategies to manage child anxiety using positive psychology strategies
- Restorative Chats at point of need on playground and in classroom, with support of Student Wellbeing Leader
- Learning Support Officers on playground during lunch and recess to monitor and assist students in the yard requiring social support
- Embedding of consistent practice in Restorative Practice, Behaviour Management processes and Positive Behaviour Support Plans.

Student Satisfaction

Catholic Education Melbourne School Improvement Surveys (CEMSIS)

All staff, parents and Year Five/Six students were invited to participate in the new Catholic Education Melbourne School Improvement Surveys (CEMSIS) in 2019.

St Mary's scored equal to the CEM average in the following domains:

- Rigorous Expectations: How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.
- School Climate: Perceptions of the social and learning climate of the school.
- Teacher-Student Relationships: The strength of the social connection between teachers and students, within and beyond the school.
- Student Safety: Perceptions of student physical and psychological safety while at school.
- Student Voice: The extent to which students feel they have opportunities to have an impact on their school.

St Mary's scored above to the CEM average in the following domains:

- School Belonging: How much students feel they are valued members of the community.
- School Engagement: How attentive and invested students are in school.
- Learning Dispositions: Students' mindset about themselves as learners.
- School Engagement: How attentive and invested students are in school.

Student Attendance

Student non-attendance is managed through the electronic student attendance roll. Parents are required to phone or email the school office in the morning to report a child's absence, otherwise parents are contacted by the school. Students leaving early or arriving late are signed in and/or out by their parent or guardian and the data is entered into the roll. Students with high levels of unexplained absence are followed up with parents by the Principal/Deputy Principal. The days absent are included on the child's report.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.8
Y02	92.6
Y03	94.1
Y04	92.3
Y05	93.7
Y06	93.8
Overall average attendance	93.2

Child Safe Standards

Goals and Intended Outcomes

St. Mary's continues to hold the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the gospel. St. Mary's 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.

Throughout 2019, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse.

Achievements

The embedding of policies and commitments into everyday practice

- Child Safety Standards remains a regular agenda item at School Board meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed.
- Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and student management, duty of care, and reporting requirements.

Training of teachers, non-teaching staff and volunteers

- All teaching & nonteaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually.
- Volunteers are provided with and are required to read and sign the school's Child Safety Code of Conduct.
- Staff members have completed the Victorian Department of Education and Training's on-line Mandatory Reporting module.

The participation & empowerment of students

- The school's Child Safety Action Plan focused primarily on the promotion and participation of student empowerment. Providing students with a voice is critical in ensuring their well-being and safety. Education about healthy and respectful relationships and the development of resilience through participation in the Respectful Relationships curriculum played a fundamental role in achieving this outcome. This culminated in the development of a 'Child Friendly Code of Conduct' developed and reviewed by the Student Representative Council (SRC) and communicated to students via relevant learning opportunities and made available to the broader school community via the school website.

Consultation with the community

- St. Mary's continues to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.

- The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via parent information nights, the school newsletter and website.

Human Resource Practices

- St. Mary's 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's 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

Goal: That school climate particularly in relation to role clarity, staff empowerment, and leadership support, will improve.

Intended Outcome: To develop a vibrant, empowering, professional learning culture which reflects a strong Performance and Development understanding and employs effective feedback strategies

Achievements

The 2019 School Review found that:

- Evidence of a culture committed to ongoing improvement, where trust is engendered and staff are motivated to learn.
- Leaders facilitate regular dialogue about teacher practice, student learning and outcomes in a range of contexts, including Facilitated Planning, Professional Learning Team meetings and some peer-to-peer observations of practice. School is working towards developing cycles of inquiry where such contexts enable teachers to critically reflect on the impact of their teaching on student learning data and refine their practice accordingly.
- Building capacity of leaders to develop their dimensions of leadership needs to focus on supporting and sustaining their professional growth as leaders of innovation that focuses on building the capacity of teachers to lead evidence-informed growth for students. 4
- Professional learning aligned to the school improvement cycle.
- Professional learning about role, types of and protocols for feedback, as a High Impact Teaching Strategy (HITS), is taking place to ensure safe, respectful environments for reflection and growth against the AITSL Standards.
- Induction and mentoring processes and resourcing in place to assist graduates and new staff to improve their professional practice.

Teacher Satisfaction

All staff, parents and Year Five/Six students were invited to participate in the new Catholic Education Melbourne School Improvement Surveys (CEMSIS) in 2019.

St Mary's scored above to the CEM average in the following domains:

- School climate: Perceptions of the overall social and learning climate of the school.
- Feedback: Perceptions of the amount and quality of feedback staff receive

St Mary's scored well above to the CEM average in the following domains:

- Staff-leadership relationships: Perceptions of the quality of relationships between staff and members of the leadership team.

- Instructional leadership: The extent to which the school leaders set the conditions for improving teaching and learning at the school.
- School leadership: Perceptions of the school leadership's effectiveness.
- Staff safety: Perceptions of staff safety in the school.
- Psychological safety: How safe it feels to take risks and make mistakes in this school.
- Professional Learning: Perceptions of the quality and coherence of professional learning opportunities.
- Collaboration around improvement strategy: Perceptions of the coherence of the school's improvement strategy.
- Collaboration in teams: How well teachers work together in teams to improve teaching and learning.
- Support for Teams: Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively.
- Collective Efficacy: Teachers' perceptions that staff at the school have what it takes to improve instruction.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

- Smart Spelling
- National Consistent Collection of Data (NCCD)
- Finance Cluster Network
- Administrative Officer's Summer Forum and Conference
- Deep Learning Animated Learners Research Project
- Phonics in Context: Successful and Animated Readers
- Learning Framework in Number Year Two
- CEM Southern Regional Networks: School Wide Improvement Forum; Digital Education; Deputy Principal; Graduate
- Effective Teaching and Learning in Literacy and Mathematics – Graduate Teachers
- Leading Wellbeing for Learning Growth
- Exploring Identity and Growth
- CPR
- Anaphylaxis and Asthma
- Protect: Mandatory Reporting
- Therapeutic Relaxation and Enhanced Awareness Training (TREAT)
- Feedback and Learning Walks
- Pedagogy of Encounter
- Disability Modules
- Emergency Management Training

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

32

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1762

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	88.9%

ALL STAFF RETENTION RATE	
Staff Retention Rate	93.6%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	16.0%
Graduate	4.0%
Graduate Certificate	4.0%
Bachelor Degree	72.0%
Advanced Diploma	20.0%
No Qualifications Listed	4.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	27
Teaching Staff (FTE)	21.5
Non-Teaching Staff (Headcount)	6
Non-Teaching Staff (FTE)	5.1
Indigenous Teaching Staff (Headcount)	0

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

School Community

Goals & Intended Outcomes

Goal: That student learning is enhanced by stronger parent and community connections.

Intended Outcome: To strengthen parent and community links in support of authentic student learning.

Achievements

- High level of appeal to families and family engagement evident in significantly improved Community Engagement Aggregate Indices, by 2018 to be above CEM average and overall increase in enrolments since 2015. Community ownership of vision and strategic direction of the school.
- Emphasis on positive relationships, with parent voice highly valued.
- Wide range of opportunities for parent education to enable them to develop effective strategies to support their child's learning, Catholic Identity and wellbeing.
- Parent opinion readily identifies and supports school's commitment to action for justice and the common good, favouring more openness to different cultures, beliefs and philosophies and ecological awareness.
- Vibrant school community characterised by strong partnerships reflecting school's care for students and their families. Commitment to enhance student learning through parent engagement. Parents place a high value on school's capacity to encourage parents as partners, fostering continuous engagement and dialogue with them.
- Dedicated Parish Education Advisory Board and dynamic Parents & Friends Committee work effectively with school leaders to ensure strong community spirit permeates relationships between school and home.
- Faith Life Inquiry model and students' access to digital technologies offer possibilities for students to enter into dialogue with others in the local, national and global community.

Parent Satisfaction

School Improvement Surveys

All staff, parents and Year Five/Six students were invited to participate in the new Catholic Education Melbourne School Improvement Surveys (CEMSIS) in 2019.

St Mary's scored equal to the CEM average in the following domains:

- School Fit: Families' perceptions of how well a school matches their child's developmental needs
- Communication: The timeliness, frequency, and quality of communication between the school and families.

St Mary's scored above to the CEM average in the following domains:

- Family engagement: The degree to which families are partners with their child's school.

- Barriers to Engagement: Factors that can hinder a family's interaction or involvement with their child's school.
- School Climate: Families' perceptions of the social and learning climate of the school.

Future Directions

The school has developed a new School Improvement Plan for the next four years (2020-2023), based on the recommendations of the 2019 school review:

Strategic Intent: To embed a culture of collaboration and feedback to ensure agency and growth for every learner.

Priority 1

- **Goal:** To maximise teacher impact and learning growth of all students through an evidence-based learning and teaching cycle.
- **Intended Outcome:** That an evidence-informed learning and teaching cycle is utilised to maximise learning growth and progression for all students.

Priority 2

- **Goal:** To embed a performance and development culture that ensures staff know their impact on student growth and progress.
- **Intended Outcome:** That powerful teaching and deep learning are central to a rigorous performance and development cycle.
Intended Outcome: That induction, mentoring, professional learning and feedback processes support and challenge staff at all levels of the school.

Priority 3

- **Goal:** To embed deep learning and student self-efficacy and agency in a culture of growth for all.
- **Intended Outcome:** That students are challenged and motivated to take ownership of their learning as self-regulated and self-determined learners.
- **Intended Outcome:** That parents are engaged and empowered to support student learning.