



# St Mary's School Clarkes Hill

2020

## Annual Report to the School Community



Registered School Number: 1480

# Table of Contents

Contact Details .....2

Minimum Standards Attestation .....2

Our School Vision & Mission .....3

School Overview.....4

Principal’s Report .....5

School Advisory Council Report.....13

Catholic School Culture .....15

Community Engagement .....17

Leadership & Stewardship.....19

Learning & Teaching .....22

Wellbeing .....25

Child Safe Standards.....28

## Contact Details

ADDRESS	131 Powells Road Clarkes Hill VIC 3352
PRINCIPAL	Inez French
PARISH PRIEST	Fr. Sajan Mathew
SCHOOL BOARD CHAIR	Inez French
TELEPHONE	03 5334 5280
EMAIL	principal@smclarkeshill.catholic.edu.au
WEBSITE	www.smclarkeshill.catholic.edu.au
E NUMBER	E2048

## Minimum Standards Attestation

I, Inez French, 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 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

20/05/2021

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

## Our School Vision & Mission

### Our School Vision

As learning communities who are part of the Christian mission we have the task to promote the full dignity and development of all people. We are dedicated to children learning at high levels within a culture that optimizes learning for all. We will use contemporary teaching practices in all areas - academic, physical, spiritual, emotional and social - as we pass on the beliefs and traditions of our Catholic faith in an environment of care, which reflects the values of the gospel.

### Our School Mission

As a community, which is Christ-centred, we will:

- nurture and build a **RESPECTFUL** community which is engaged in a dynamic, creative learning journey in child safe schools.
- support the development of a community of **INDEPENDENT** and **RESILIENT** citizens where learning is highly valued.
- provide an **INCLUSIVE**, relevant, stimulating and challenging curriculum structured around personalised learning.
- provide relevant and **PURPOSEFUL** feedback to our students and their families so that both school and home work together to support the child's learning.
- build **POSITIVE RELATIONSHIPS** through knowing and valuing each student.
- work in **COLLABORATIVE PARTNERSHIPS** with our families, students and our colleagues across both schools, our Parish, our Diocese and local and wider communities.
- promote **JUSTICE** and **HONESTY** through the building of a sense of responsibility to self and other

## School Overview

St Mary's Primary School in Clarkes Hill is a small rural school located approximately 16 kilometres North East of Ballarat. Clarkes Hill is a farming area with much of the surrounding land being used to grow crops such as potatoes. The majority of our families are involved in full time crop farming.

St. Mary's is steeped in tradition, with many of our children part of families that had their grandparents attend the school. This community involvement continues today and success of the school and Catholic Education depends largely on the partnership between the community and the teaching staff. St. Mary's is part of the Parish of Bungaree.

Rev Dr O'Collins, Bishop of Ballarat, officially opened St Mary's Clarkes Hill on Sunday 14th April 1946. The local Prendergast family donated the land. Sr Chantal of the Presentation Order was in charge of 23 children. In 1957 the Presentation sisters withdrew from the Clarkes Hill School but after approaches made to the Sisters of Mercy in Ballarat East by local community members Sr Agatha Madden was appointed to the Clarkes Hill School.

After the religious were no longer able to support the school directly the first lay principal Miss Patricia Leonard was appointed to Clarkes Hill in 1974. Since then there have been a succession of lay principals who have been in charge of the school.

In 1981 the community concentrated their efforts to provide a tennis court adjacent to the school for school and community use. Once again this land was donated. In 2002 the school was able to secure funding for a major redevelopment of the school building where a new administration area was developed.

In 2009 and into 2010 the school had two new classrooms and kitchen facilities installed, as well as major upgrade to the playground facilities. Since that time there have been building works completed to refurbish the older part of the school including the Office/Reception area, Principal's Office, Staff Toilets, Student Toilets. The Play areas have also been updated including the tennis courts and artificial grass area. The entrance and covered way area was refurbished to create a more connected and welcoming environment.

In 2020 St. Mary's was made of two learning units - Foundation to Year Two and Year Three to Year Six. There were 17 children comprising 11 families.

Traditionally our students came from the local district however over the past few years we have had some families travel from the outskirts of Ballarat to attend St. Mary's in order to be part a small country school experience.

We are a small school community that values and strengthens the relationships between the students, teachers and families. Our children are exposed to a broad curriculum in an environment that is inclusive and respectful.

We are committed to passing on the Catholic Tradition to the children in our care and endeavour to uphold Christian values in all aspects of school life.

## Principal's Report



St Mary's School Advisory Council

Principal's Report

Tuesday, 17th November 2020

Introduction:

This year has been like no other. The impact of COVID has affected our school community in so many ways and this final report for the year will reflect the challenges and many changes we as a school, have had to continually make and adapt to throughout the year.

It is important to focus on the positives in 2020 and highlight the fact that our staff has done an amazing job in making sure that teaching and learning continued to take place throughout the year, albeit in many ways. I am so proud of their adaptability, professionalism, flexibility and teamwork as they continued to work tirelessly throughout the year. I also want to acknowledge the wonderful support of our parents as they made many adjustments and at times sacrifices navigating their way through home learning and often in conjunction with working from home. Our children have shown persistence, a positive attitude, a willingness to try new ways of doing things and resilience through times of constant change and uncertainty.

We look forward with hope and positivity that 2021 will provide more stability and a sense of normality for our children, staff and families.

As always, this report is written with the Vision and Mission of our school in mind and highlights that it is the challenge to fulfill the Vision and Mission that drives our work. The ultimate aim of our school is to meet the needs of all of our children so that everyone can achieve high outcomes in all areas and that we as a community, view ourselves as lifelong learners.

This Annual Report is written under the headings of the five 'Key aspects of schooling': Catholic School Culture, Learning and Teaching, Wellbeing, Community Engagement and Leadership and Stewardship. These key aspects are not distinct characteristics; they are connected and interdependent, as shown in the diagram below. Our School Vision is firmly embedded in these five key aspects of schooling.



### **Catholic School Culture:**

This year we welcomed Fr. Sajan to the Bungaree Parish. We have appreciated his gentle and calm manner along with his willingness to be involved with the Parish and our schools as much as possible. In Term 2, Fr Sajan decided to relinquish some of his duties as chronological administrator of our schools as the first step moving towards transferring to DOBCEL.

#### Sacramental Program

Due to COVID restrictions, Fr. Sajan, Sue and myself decided that the Sacramental Program this year would need to be postponed until next year. This was disappointing for our children and families however, was beyond our control. Next year all of the children from this year and 2021 will combine to receive the Sacraments of Reconciliation, Confirmation and Eucharist.

#### Religious Education Leaders

Sue Prendergast has continued in her role as Religious Education Leader for the Bungaree Parish Schools. She has continued to lead our schools in the Religious Education area, assisting with planning units of work, attending PD sessions to stay informed and so upskill teachers, plan PD days and the retreat, and has also continued to work closely with staff from the CEO Ballarat. This year Sue has built a prayer resource for staff and worked with teachers to deepen their understanding and knowledge of the Awakenings program. She also planned a PD Day for all staff with Justin Driscoll to deepen our own Faith and allow time for reflection during busy times. Jess Reynolds became part of the Religious Education Guiding Coalition in Term 2 and we have valued her knowledge, support and sharing of ideas in the area of RE.

#### Liturgies and Masses

Unfortunately, the traditional opportunities to experience our usual liturgies such as - Mother's Day, Father's Day and school Feast Days have not happened and we have had to be creative in the way we celebrate these important days. The staff produced videos, prepared gifts and worked

with the children through home learning to make sure that these occasions were still recognised and celebrated. We were fortunate to be able to have our Opening Mass on Tuesday 11th February. It was an opportunity for both school communities to come together to celebrate the beginning of the school year and induct staff and school leaders into the important tasks they had to complete throughout the year.

This Term, daily Prayer has become a real focus and staff have modelled a variety of different ways that prayer can look and sound each day in our classrooms. Prayer each morning remains an integral part of our daily practice at St. Mary's.

#### Graduation

As I write this, staff are planning the Graduation ceremony for our Year 6 children. With many restrictions in place, it is unlikely that the traditional way we have done things, such as having a Thanksgiving Mass followed by a Graduation Ceremony in the Church, will not occur this year. We recognise that this is a year of many firsts for our School Community and for the first time, we will not be able to come together as a whole school community to farewell our students and families that are leaving. However, many new ideas are coming together and the celebrations although different, will be special and involve all of our school and families in some way.

#### **Learning and Teaching:**

Our priority is always to produce quality learning and teaching so that all children can reach their full potential in all areas. In 2021 this will be even more important as teachers carefully monitor each child making sure that the expected growth is occurring after an interrupted school year in 2020. It will be the year of prioritising the necessary curriculum and assessing what our children need and perhaps can do without. Extra support will be in place for those children that require it and as always, data from assessments will inform the particular needs of every child.

As a system, I believe education will see some positive changes next year with schools given more autonomy to make the changes necessary to accommodate what our school and students need most. I am hopeful that extra funding will allow us to put in more intervention and support for those that require it.

During home learning we were fortunate to be able to supply each child with a device to work on from home. This helped to make the transition from school to home learning and again for a second time, smooth and reasonably easy. How lucky were we!

#### Digital Portfolios:

This year we were thankful for Shelley's work on leading the implementation of digital portfolios in 2019. See Saw allowed staff and families to have a reliable platform to upload work, set work, provide feedback and communicate with each other. See Saw will continue to be utilised as a way of reporting to parents, keeping parents informed about their child's learning, empowering children to share their work and use it as another tool for all to partner and engage in student learning.

#### Combined Schools Days:

We were fortunate that the children could come together for swimming in Term 1 and begin to establish friendships between the two schools during these 5 days. Combined Schools days took on a different look at the start of Term 3 as children came together via Google Meets for some shared learning time for the first few weeks. The Combined Schools Days are a vital way for our children to connect with others and form friendships with children other than their immediate

school. Next year we look forward to continuing to build relationships across the school's face to face.

### **Community Engagement:**

As Acting Principal during COVID times, the biggest challenge has been to continue to build upon the wonderful strong connections we have established as a school community. Not being able to have parents in the schools has been difficult for all. The focus in 2021 will be on reconnecting as a community and providing opportunities to come together in a number of ways - restrictions permitting. This year we have learned to stay connected in a number of ways, many of which we may not have even heard of this time last year- Google Meets, Hangouts, Google Teams, ZOOM, Webex meeting as well as through phone calls and emails. Who would have thought that the SAC would be meeting via ZOOM this year?

There have been positives in 2020 and being able to use technology to keep in contact has been one of those. Next year we will continue to explore a variety of ways to enhance engagement of families and the wider community in our schools.

### **Leadership and Stewardship:**

As stated previously this year has been like no other. For our school community there was the added concerns about changing Principals and what the final outcome would be. Shelley Ryan took on the role of Acting Principal in Term 1 while Chris was seconded to Siena. In Term 2, Shelley went on to fulfil her new position as Principal of St. Joseph's in Werribee and I took on the role of Interim Principal. Chris was appointed as Principal at Siena and the process of appointing a Principal for the Bungaree Parish Schools commenced. At the end of Term 3, I was thrilled to know that I had been appointed Principal of the Bungaree Parish Schools for 2021 and beyond. This provided stability for our communities after a long time of uncertainty.

#### **Staffing**

There have been a number of staff changes throughout the year. Chris began a new position as Principal of Siena from the beginning of the year and Shelley took up her new position at the end of Term 2. I wish to sincerely thank both Principals for their hard work, dedication and all that they have put in place to make our schools the amazing communities they are today. Chris had been Principal of both St. Brendan's and St. Mary's for 9 years and during his time, implemented a number of changes, both through teaching and learning and by improving the school grounds and buildings. He had a clear vision and worked tirelessly to make it happen. Shelley then went on to continue and build upon what Chris had established. All of the groundwork done over the past years has made it a smooth and easy transition for me to take up my new role. I am excited about the possibilities and what the future holds for our schools.

I would like to acknowledge the support Shelley and I received from Kim Butler throughout the year. Kim is the Central Zone Educational Consultant and she was, and continues to be, available at any time to answer questions, visit when possible, talk to parents and provide constant and positive guidance through often challenging times.

The changes of Principalship throughout the year had a roll on effect, and it became necessary to employ new staff to replace my position. Jess Reynolds was employed to teach the Junior Class at St. Mary's commencing at the start of Term 2 and Ally Mullany started in the Junior class at St. Brendan's. Little did they know that when they took up their positions that they would begin

Term 2 setting up home learning without even having met their students. I want to acknowledge the amazing job all of our staff have done, especially Jess and Ally.

We have also welcomed Jess Satori as our new Italian teaching across both schools. She has taken on the role with enthusiasm and is teaching Italian as a functional language that children can use in their everyday lives. Jess also works on Thursdays to cover release across both schools.

At the beginning of Term 4, Lyndal began working as a teacher in the Junior Room at St. Mary's so that Jess Reynolds could begin fulfilling her original contract of working 4 days a week.

#### Annual Action Plan

Some of the goals in our Annual Action Plan will continue into 2021. In early November, Sue and I met with Kim Butler to go through a Mid Cycle review as we are halfway through our 2018 - 2022 School Review. It was a time to celebrate the many achievements to date, largely due to Chris, and to look forward to what we will focus on in the next few years. The finalised Annual Action Plan for 2021 will be made available to the community soon. The goals will continue to be in line with the three Key Priorities set in 2019 following the recommendations of the School Review.

#### Informed teaching and learning

Staff to collaboratively plan and implement effective and agreed pedagogies, honouring the six critical questions of Professional Learning Communities to enhance student engagement and enable all students to achieve high levels of learning.

#### Inclusive Environment

Focusing on the spiritual dimension of a Catholic school, the Bungaree Parish School will be characterised by a culture that reflects inclusion, positive relationships and strong connections within the schools and wider communities to ensure wellbeing for all.

### **Leadership and Stewardship**

Building staff capability in the Bungaree Schools will be characterised by a strong culture of continuous professional improvement promoting a clear sense of purpose and strategic direction.

#### School Committees

Thank you to our School Advisory Council and Parents and Friends that have continued to support the school in so many ways. This year we experienced new ways to meet and although challenging initially, we soldiered on and the regular meetings continued to take place. The SAC continued to ratify policies via emails and stay informed and make decisions via Zoom. Fundraising has been difficult this year as the P and F were reluctant to ask families and business to help out when many were coping with their own issues and challenges. COVID has hit our local communities in many ways. A pie drive was organised and the much-loved regular Easter Raffle was held. Later on in the year with COVID really impacting, the P and F decided that rather than hold a raffle, the community would be asked if they would like to donate to the garden upgrades and a flyer was sent out. This year all money handed over to the school was allocated to beginning the work on the 5 year Master Plan to improve the school grounds.

#### Master Plan

Last year a master plan for our school grounds was put together for each of our schools and despite COVID, we have managed to make some headway by beginning some of the works. New goal posts have been installed at a cost of \$4000 and we have begun replacing plants around the

school yard. A landscaper has been secured to start the work at the front of the school. It should be completed by the time we start back in 2021. Thank you to the Gage family who have offered to help clear the front area before works begin.

The works to improving the school grounds will go continue in 2021.

#### Communication and Marketing

2020 saw the folding of Flexibuzz as a formal way of communicating with parents and the introduction of SIMON Everywhere. This was accompanied by a number of issues however, with persistence from our amazing Admin staff and the determination of parents, it finally seems it is up and running successfully, with all parents from both schools able to receive information from the school.

Promotion and marketing have been difficult this year, which is disappointing after putting in so much work last year. However, we have kept up communication with kinders, continued using the Facebook pages to promote our schools advertised through local bulletins and newspapers. It is important to remember however, that the greatest advocate of our schools are our families. Keep on spreading the news far and wide about our schools, our wonderful communities and what we can offer children in beautiful rural settings. All of this and so close to town!

#### DOBCEL

By 2021 all Ballarat Catholic Primary Schools will be governed under DOBCEL - Diocese Of Ballarat Catholic Education Limited. Moving to DOBCEL provides consistent, transparent and strong governance for all schools.

Our schools will sign the transfer papers by the end of the year. The papers for St. Mary's will not be signed until the actual boundaries of the school grounds are clearly defined. As I write this, it is still an ongoing issue.

#### Wellbeing:

Wellbeing of students, staff and parents remains an area of great importance for us, even more so this year as we recognise the many challenges, we have all had to face dealing with the constant changes and adjustments that have taken place. It has been difficult this year especially for our parents as we have had to ask them to stay off-site for most of the year. We have always valued the relationships we have with staff and parents and not being able to have our usuals catch-ups and chats has been difficult. However, I feel that we have managed to keep in contact through emails and phone calls and that every effort has been made to keep the lines of communication open. Next year, all going well, the emphasis will be on reconnecting in person and providing opportunities to spend time together in a variety of ways.

Tina

Tina has continued in her role as Pastoral Care Worker throughout this year, still maintaining contact with children and families while learning from home. In Term 3 Tina requested to do one day a week as she undertook some study and was working across 3 schools. Next year she will return to 2 days a week, supporting children, families and staff across both schools.

#### School Wide Positive Behaviour Support

We were involved in a review of the BRICK Matrix this year which involved discussions with staff, students and parents. As a result, minor changes have been made. The Major and Minor Behaviours and their consequences has been a valuable tool for teaching children the correct ways to behave and how to restore relationships. At one of our Closure Days at the Conclusion

of the year the staff will link our stories from the Bible to our Matrix so that these stories and our Religious education curriculum can be better linked to our teaching of positive behaviours.

This year we have begun surveying children about their social and emotional wellbeing. While it was difficult this year to compare data, the survey will be given twice a year in 2021 and results collated, just like we collect data in other curriculum areas. The staff see the survey as a valuable tool to use to monitor the overall wellbeing of students.

Farewells and Welcome:

This year we farewell Zayah, Tyra, Harry, Abbey, Tess and Ronnie. We wish them well as they continue their educational journey at secondary school. We also farewell the Browne and Oldaker families. We thank both families for their time and effort over the years. A special mention must go to Kim who has spent 14 years advocating for and supporting our school. During her time, Kim has been part of the SAC and P and F for a number of these years. We thank her for everything she has done for our school and especially for going the extra mile for the benefit of the children at our school. While the Browne's and Oldaker's will no longer have children at our school, they will always remain a special part of our school community.

At the beginning of Term 3 we welcomed the Norup family to St. Marys. Next year we look forward to welcoming them in a more official way as it has been difficult this year to meet them all face to face. Stewart, Fiona along with Felix in Year 3 and Emile in Year 1 have settled well into our school community and the boys have enjoyed spending time with fellow classmates.

We welcome four new Preps for next year. How exciting!! Paige, Quinn and Kaezia will officially join our school in 2021. We also welcome Melinda and Ben Prendergast, along with Paddy, Genevieve and Hugh, a new family to St. Mary's. Paddy will begin school to make up our Prep class of four for next year. All of our Prep children will begin their transition days on the 17th of November. I am confident that they will settle well into school life and quickly become part a special part of St. Mary's school.

### **Conclusion:**

I would like to thank all of our families for their support this year. Much has been asked of you in 2020 and you have taken everything in your stride. I am reluctant to name names as I believe all families contribute to the school and their children's learning in a variety of different ways, many of which are not always obvious to all. I also want to acknowledge the trust you put in our staff. I believe we are a strong community and together we have proven that we can get through tough times.

I feel blessed to have been at the helm of our schools for the majority of this year. I have felt well and truly supported by all - parents, staff, the children and wider community. Your belief in my ability to lead the schools made the decision to apply for the position of Principal easier.

I look forward to 2021 and beyond with hope, enthusiasm, excitement and a strong belief that we can continue to work together in partnership to make our schools and the people that make up our community, the best they can be in every way.

Inez



## School Advisory Council Report

### St. Mary's Chairpersons Report 2020

Welcome everyone to this year's St Mary's AGM.

It is with sadness that I write this report, as not only is it my last year as Chairperson, but also my last year as a serving committee member, and our last as a family at this wonderful school.

Over the 15 years we have been involved in and associated with the school, we have seen many changes, from children arriving and leaving, to staff leaving and arriving, and to the school itself. Probably the biggest change has taken place in the schoolrooms itself, in the way our kids have been taught and how they learn. To see them enter school as young people unsure of what lies ahead for them, and to leave being the confident young adults and future leaders they come out as, is not only a massive compliment to the fabulous work our teachers have done with them, but also to the kids themselves with the values they have been taught, the knowledge imparted on them, and the respect they show for everyone around them. It is for these reasons that our school is held in such high regard around the Ballarat area.

It has certainly been a year with challenges. We went from raging uncontrollable bush fires at the beginning of the year, to a seeming raging uncontrollable and invisible menace in the form of a virus. All of a sudden all of our lives were turned on their heads, and our laid back, carefree, happy-go-lucky lives would be changed forever in a way we would never have anticipated. This is not something that has been fought on just a local level but on a global scale. I have never seen this in my life-time, and I hope to God that we never do again. It has disrupted and changed, in some ways forever, the way we live, interact, go about our daily business and I'm sure the way we all now think. The biggest disruption was to our kids themselves. When homeschooling became the new norm, our kids were taken away from their usual school day, from learning in a classroom and with their friends. But, being the champs that they are, they rose to the occasion with homeschooling via Google Meets. And while they were in contact with their teachers, I did hear one child say that it's when they are doing their work offline, that they need help with something, and neither Mum nor Dad are able to help them. This became increasingly frustrating for one and all. Overall though, our teachers, and our children, need to be congratulated on the way they handled this situation, not to forget all the long-suffering parents, and in some cases, older siblings who helped out at home. You all deserve a massive pat on the back.

Thankfully, school returned to normal in term 4, and all the kids were happy to be back. And I heard that the teachers were glad to be back too!

This virus not only wreaked havoc with schooling, but also with fundraising for the P&F. One of the biggest problems the P&F faced was being able to hold meetings, as we were unable to meet in groups and not able to enter the school grounds, which of course is where our meetings usually took place before school pick up. When some of the restrictions eased, we took the meeting "off campus" and decided to meet over a cuppa and a chat at the Provedore in Warrenheip. This proved to be a huge success, and I believe a general consensus was agreed on that this may be

the way to go into the future, as we seemed to get a lot achieved at these meetings without the disruption of a school around us. The kids missed out on their monthly lunch treat from Bakers Delight, although I'm hopeful it will return for them to enjoy once again next year. I have heard a few of them say they missed their yummy lunches. We got the Easter raffle in before the first lockdown. Our annual Pie Drive was held a little differently, with families needing to pick their orders up from the bakery instead of the school. One good thing about this though, was that the bakery staff sorted the orders for us, which saved us a lot of time. The other change has been to our end of year raffle. We decided at our last meeting to turn this raffle into our schools' major fundraiser, as of next year. We felt that to do so this year would be expecting too much to ask of businesses this year in relation to donations. They have suffered just as much as we all have on a personal basis. Preparation for the end of year raffle will commence after Easter. In lieu of the raffle this year, the P&F asked for donations instead from our school families, which is going towards the improvement of the front garden. I believe the landscaper has been booked in, with work to commence during the school holidays.

Finally, I would like to say a very big thankyou to each and every one of you, but in particular Inez and Anne, for all of their support this year helping to keep the P&F afloat.

It has been a privilege and an honour to know you, work with, laugh with, cry with, and have some really wonderful times with you all.

Good luck for the future.

Kim.

## Catholic School Culture

### Goals & Intended Outcomes

To nurture and foster the lived faith of students, families and staff as part of a flourishing Catholic community in a contemporary context.

### Achievements

During 2020 St Mary's School community: staff, students and parents worked to encourage a flourishing Catholic community through:

- School representation at community and parish celebrations and events.
- Teachers working collaboratively with Religious Education Office personnel to implement quality teaching and learning programs in Religious Education lessons.
- Use of the New Awakenings document and implementation of teaching and learning experiences devised through the implementation of the tool.
- Beginning of Year and End of Year Mass, as well as Graduation, was an opportunity for the parish community to come together in prayer.
- Religious Education Leader attended Coordinator Professional Development days throughout the year.
- Collaboratively planning with CEO staff to teach about social justice in an explicit manner.
- The Student Leadership Team choose a Catholic Mission and a local focus.
- Explicit links between Inquiry units of work, social justice action and the Religious Education Program were prioritized.
- RE News was included in the newsletter explaining and highlighting significant times of the Church Year.
- The Student Voice aspect of the newsletter included news about what is going on in Religious Education.
- Beginning of year and end of Year Mass, as well as Graduation was an opportunity for the parish community to come together in prayer.
- A Social Justice group was formed that met regularly to plan and organise events that would raise awareness of social justice and raise funds for those in need.
- The students made a significant financial contribution to Catholic Missions and Caritas through the organisation of Fundraising events.
- Staff continued to deepen their understanding of the ECSI data and plan religion lessons with a contemporary Catholic approach.
- Gospel readings have been aligned with the school's matrix of expected behaviours.
- Welcome to Country has become part of Prayer at each assembly.

## VALUE ADDED

In 2020, the school undertook the following activities to bring about overall School Improvement:

- School liturgies and Masses when possible to highlight liturgical seasons and significant events.
- Teacher professional development to improve teacher knowledge and to assist staff to focus on the development of rich assessment tasks to assess and evaluate student achievement and progress.
- The Religion section on fortnightly newsletter has been improved and is more relevant to our school community.
- A prayer resource has been developed to assist teachers in modelling to children, various ways to pray.
- Opportunity for students to gather via digital platform to participate in prayer during remote learning
- REC modelling how to recontextualise prayer for staff
- Collective agreement on prayer practices in the classroom

## Community Engagement

### Goals & Intended Outcomes

To provide further opportunities for parents to be actively engaged in student learning.

To strengthen the partnership between the Bungaree Parish schools, Parish and the wider community to promote authentic student learning.

### Achievements

- The children from the two Bungaree Parish Schools participated in a five-day swimming program together in Term One.
- The Advisory Councils from both St Mary's and St Brendan's combined on three occasions via Zoom throughout the year.
- Student Voice in School Improvement is encouraged.
- Regular Student Voice components on the school newsletter enable the children to highlight their learning and special events. Interschool Sport competition.
- Active support for and participation in the activities of the Parents and Friends.
- Focusing on the newsletter as the main form of communication to the wider school community. All families now receive this via Flexibuzz.
- The full implementation of the Flexibuzz App to enable immediate and better communication between home and school.
- Built clarity especially around the intentions and expectations for each of the school improvement areas.
- Improve communication with parents through the implementation of PAM
- The schools Action Plan Goals were included in each report to the Advisory Council.
- Students continued their connections with residents from Geoffrey Cutter, a home for the elderly, by making cards and Christmas gifts that were delivered in December.
- Principal visited local kindergartens in Terms One and Four to distribute pamphlets and speak to perspective families.
- Tina in her Pastoral Care role was involved in student lessons to help with strengthening relationships, Year Six transition program, one on one discussions and working with children referred by parents.
- Tina consulted and worked with individual parents and families.
- New families were supported by being part of the Buddy Family program and invited to a morning tea.
- Assemblies were recorded and made available to parents at the end of the Term. They run by the children and all children are given the opportunity to share their learning.
- Tours of the school were done virtually and towards the end of the year, some families came to visit the schools after normal hours.

- Continue to develop and update newly formatted website and Facebook page as promotional tools.
- Collaborate with RU Advertising and CEO to produce and use promotional photos and videos to market our schools.
- Invite Education Consultant to our first Advisory Council as an induction process for the Advisory Council.
- Continue to develop links with St Patrick's Gordon with staff working together on BIUW professional development and First Aid courses.

## PARENT SATISFACTION

- Regular attendance by parents at special events, liturgies and masses.
- 100% attendance to Parent Teacher Child conferences.
- Enthusiastic support for the Advisory Council and Parents and Friends meetings and activities.
- A high rate of involvement by Parents and Friends in school focused events.
- Consistently high attendance to school assemblies
- High attendance to special events, not only of parents, but also of extended family members and the Clarkes Hill community.
  
- 2020 Insight SRC data indicates that parents at St. Mary's are very satisfied with the school in the areas of Parent Partnerships, Approachability, Parent Input and School Improvement. Results for these areas have all improved and are in the top 25% of all Victorian Schools. The results for Reporting is within the middle 50% of other schools.

# Leadership & Stewardship

## Goals & Intended Outcomes

To strengthen student outcomes by creating a professional learning community in which all staff members share educational leadership

## Achievements

- Professional Development was offered and accepted by staff in a variety of areas, including Professional Learning Communities, School Wide Positive Behaviour Supports, Numeracy, Literacy and Religious Education.
- Teacher and leadership capacity increased particularly in regards to adopting contemporary learning practices.
- Link Professional Development with the Annual Action Plan and agreed staff roles.
- Provide opportunities for staff to share their new learning with fellow members of staff.
- School Advisory Council members participated in an Induction process.
- Staff participated in Annual Review Meetings with the principal.
- Leadership Meetings were held regularly between the Principal and Deputy Principals of the Bungaree Parish Schools.
- All teachers have a leadership role in a Guiding Coalition.
- Professional Learning Team meetings were prioritised which included collaboration of teaching staff from both Bungaree Parish Schools.
- Deepened staff understanding of feedback as a powerful tool for learning and continued to embed a culture of feedback across the school.
- Guiding Coalition meetings for Religious Education, Professional Learning Communities and Positive Behaviour Supports were held to prioritise development in each of these key areas. They were held on a three-week rotation with the Principal.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
Description of Professional Learning undertaken in 2020
SWPBS Behaviour Support
Learning Diversity Day
NCCD Briefings
Corwin Professional Learning Conference
Mathematics - Peter Sullivan
RE - Justin Driscoll
Deputy Principal Conference

Literacy - Misty Ad

NAPLAN training

Literacy conference online

Number of teachers who participated in PL in 2020

4

Average expenditure per teacher for PL

\$1197

### TEACHER SATISFACTION

The four Cultural Pillars of Clarity (Role Clarity), Empathy (Supportive Leadership), Learning (Appraisal and Recognition, Professional Growth) and Engagement (Teamwork, Empowerment, Ownership) reflect the behaviours that contribute to staff wellbeing, motivation and performance - overall staff satisfaction.

St. Mary's percentile ranking in these areas in 2020 are as follows:

Clarity - 69.9

Empathy - 92.8

Learning - 68.9

Engagement - 79.6

Clarity, learning, engagement dropped slightly, while empathy rose from 79.5 to 92.8.

Data from insight SRC indicated that the majority of school climate data is in the top 25% of schools across Victoria.

These results, along with good teacher retention rate and attendance would indicate high teacher satisfaction at St. Mary's.

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

99.1%

### ALL STAFF RETENTION RATE

Staff Retention Rate

83.3%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	25.0%
Graduate	0.0%
Graduate Certificate	0.0%
Bachelor Degree	100.0%
Advanced Diploma	25.0%
No Qualifications Listed	0.0%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	9.0
Teaching Staff (FTE)	4.6
Non-Teaching Staff (Headcount)	5.0
Non-Teaching Staff (FTE)	3.2
Indigenous Teaching Staff (Headcount)	0.0

## Learning & Teaching

### Goals & Intended Outcomes

To challenge and support every student to achieve continuous improvement and success informed by evidence through providing an engaging and purposeful learning environment.

### Achievements

- Students were identified through assessment who would require an individual learning plan.
- Data collected by staff demonstrated improvement in literacy and numeracy skills.
- Regular professional development was undertaken by staff in the areas of Numeracy, Literacy, Religious Education, Professional Learning Communities, Positive Behaviour Supports and ICT.
- Staff worked with the CEO Education Officers throughout the year on a variety of curriculum areas.
- Literacy and Numeracy Leaders support colleagues and lead PLTs responding to needs of students and teachers.
- Teachers worked collegially to plan units of inquiry across both schools that would include rich learning and assessment tasks and continue to develop better links between staff and children.
- Development of common understandings, language used, progression of skills taught and a planning proforma used by all teachers.
- Staff engaged in professional discussion, collaboration and networking with other schools in relation to Professional Learning Communities and Positive Behaviour Supports.
- The staff participated in a number of Professional Development Days and follow up work to establish and maintain Professional Learning Community culture. <sup>[1]</sup><sub>[SEP]</sub>
- The staff continued to implement a comprehensive assessment schedule.
- The staff provided regular communication to parents of Learning Intentions and student progress through the online platform of digital portfolios - See Saw.
- Staff used an online Bungaree Parish Schools data portal and assessment schedule to record student data in a collaborative space to examine current performance and inform future direction.
- Learning tasks and units of work were set and delivered to children via Google Meets and See Saw during lockdown.
- Each child was provided with a digital device, so learning continued at home and regular check-ins with teachers could occur remotely.

## STUDENT LEARNING OUTCOMES

Teachers use a number of data sets to monitor student-learning outcomes. As well as NAPLAN (which was not conducted this year), the main standardised assessment used is PAT - Progressive Achievement Tests. The following results show an improvement in all areas assessed from Foundation to Year 6.

PAT R- 72% at standard at or above (P-6) (increase of 8% since 2019)

PAT S- 71% at standard at or above (2-6) (increase of 10% since 2019)

PAT M- 88% at standard or above (P-6) increase of 10% since 2019

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

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

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

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

[Image.NaplanYear3]



## Wellbeing

### Goals & Intended Outcomes

To develop children's capacity to become positive, resilient and independent in all aspects of their learning and behaviour.

### Achievements

- Implement formalised surveying of students regarding Student Wellbeing and Safe Learning Environment.
- Scope and sequence over 2 years was implemented to explicitly teach our BRICKs. (Be Kind, Respectful, Courageous and Kind)
- The BRICK Matrix was evaluated and revised. It is now referred to as our BRICKs and outlines expected behaviours for students under the four values identified by the community of Respect, Inclusiveness, Courage and Kindness.
- Bounce Back continued to be used as primary tool to support social and emotional learning.
- The Student Voice is a regular component of the fortnightly newsletter. Children were able to highlight their learning and other special events.
- Meetings between the Student Leadership group and the Principal took place.
- Regular discussions and class meetings were held with the students and lead by the teachers to aid the children in developing further social problem solving skills.
- Regular contact was maintained between the teachers and parents throughout the year.
- Learning Diversity / Wellbeing Personnel from the CEO were used to help identify needs of children with specific learning needs.
- Regular Combined Schools Days were held with our sister school in the Bungaree Parish enabling the children to establish relationships with a wider cross section of children.
- Students in Year Six took part in Transition days to aid in their move to secondary schooling.
- A Pastoral Care worker worked with children, staff and parents on a part time basis throughout the year.
- A Pre-Prep program was conducted to initiate children into school life prior to the commencement of school.
- Utilisation of current and emerging technologies to build student engagement and assist students to develop their overall knowledge and skills in using ICT.
- The children have opportunities to engage in personal learning on a daily basis.
- Camp Program continued with the Year 3,4,5 and 6's participating in a Camp Out at school for one night.
- Major and Minor breaches of the expected behaviours continue to be referred to and used as needed.
- A behaviour tracking document and Live Diaries are used to collect data and monitor children behaviours and wellbeing over time.

- Understanding of the Brick Matrix and Major and Minor Breaches guidelines is promoted through explicit teaching opportunities as prescribed in a newly constructed Scope and Sequence.
- All children have a Buddy for support and to work with at specific times.
- Pastoral Care worker continued to keep in contact with vulnerable children and families during lockdowns.

**VALUE ADDED**

Drive around by teachers to visit all children during remote learning.

Students reflection of home activities during remote learning via google slides.

Pastoral Care worker maintained contact with vulnerable children and families during remote learning.

Staff checked in with all children at least every second day via Google Meets during remote learning.

Mindfulness tasks were included as part of weekly tasks while children were learning from home.

Junior room participated in SEL program 'Zones of Regulation' weekly in Term 2, and 4 upon return to school

**STUDENT SATISFACTION**

**Student satisfaction in our school is gauged through participating in school events and by their willingness to engage in activities, which lead them beyond the classroom learning environment. Our students indicate a genuine willingness to involve themselves in community events and to represent our school in a variety of different circumstances.**

- Our students maintain a high interest in our school with a positive attitude to learning.
- Students have opportunities to develop leadership skills through the Buddy program, Peer Tutoring, School Captains and Leadership Team and classroom meetings.
- Attendance rate for students is high

The 2020 Insight SRC data shows that Student Wellbeing remains high with an actual score of 83.29 as compared to 2017 which was at 73.4. St. Mary's score for student wellbeing is in the top 68% of Australian schools.

Student Wellbeing will continue to be a high priority for staff as children move between remote learning and attending school.

**STUDENT ATTENDANCE**

If a child comes late to school, they must report to the office and receive a late pass which is given to the class teacher so that the role can be completed accordingly. If the office is unattended, the children come straight to class and report to their class teacher. Parents of absent students are required to notify the school of the absence and reasons for the absence either by phone, email, via SIMON. If no notification has been received by 9:30am then the parent is contacted via phone call. Staff members are to bring to the attention of the Principal any student/s whose attendance is irregular or whose absences appear unwarranted. The Principal will, after consulting with the class teacher, contact parents to discuss. If support is needed, then strategies will be implemented to assist the family so attendance can resume.

**AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL**

Y01	92.6%
Y02	95.1%
Y03	96.3%
Y04	100.0%
Y05	99.2%
Y06	97.1%
Overall average attendance	96.7%

## Child Safe Standards

### Goals & Intended Outcomes

To ensure all children are safe, feel safe and act in ways that keep themselves safe.

In response to Ministerial Order 870 St Mary's has focussed intently on achieving each of the prescribed child Safety standards.

- 1: Organisational culture of child safety Standard
- 2: Child safety policy Standard
- 3: Code of conduct Standard
- 4: Staff screening, supervision and training Standard
- 5: Responding to and reporting child abuse Standard
- 6: Identifying and removing risks Standard
- 7: Empowerment of children

### Achievements

- All staff have been made aware of implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' and displays of procedures are visible in the office and staff room.
- The school matrix of expected behaviours has been revised by staff and students with the section on Inclusion being made much more specific.
- All staff complete Mandatory Child Safe modules annually
- We have updated policies and procedures as stipulated by the CEOB. Included with this are a Child Safety Policy and Code of Conduct. These are available for perusal on the school website.
- It is compulsory that all volunteers and people entering the school have a Working with Children check and sign a Code of Conduct.
- A social worker continues to work in the school and is available for students, parents and staff.
- Awareness of changes and initiatives regarding Child Safety have been made through the School Newsletter, through Advisory Council meeting and Parents and Friends meetings. The staff have been briefed along the way through regular Staff Updates and Staff Meetings.
- A weekly staff update is circulated by the Principal. This forum keeps staff informed of weekly events, as well as emphasises the need for awareness around Child Safety, learning and behaviour matter.