

ANNUAL REPORT TO THE SCHOOL COMMUNITY



**ST MARY'S SCHOOL
GEELONG**

2018

REGISTERED SCHOOL NUMBER: 0549



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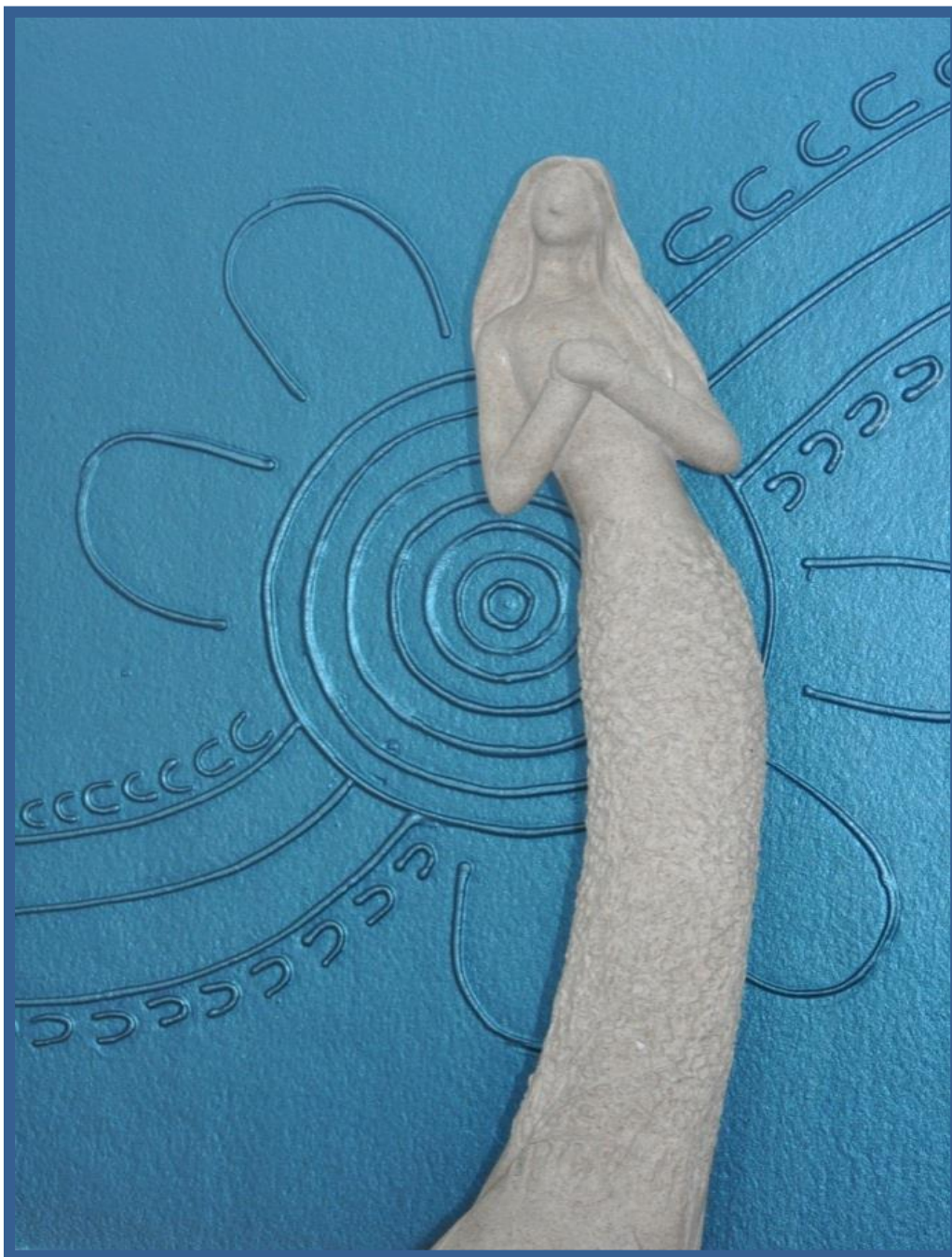
Minimum Standards Attestation

I, Annice Lappin, 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

1st May 2019

Our School Vision



Following Jesus and his mother Mary, we aspire to be a compassionate, just and inclusive learning community – striving to be the best we can be.

School Overview

St Mary's Catholic Primary School, is part of St Mary of the Angels' Parish Geelong and is set on a one hectare site, adjacent to St Mary's Basilica and situated in the central business district of the City of Greater Geelong. The school is one of the oldest in the Geelong area, established in 1842. The school has operated from various locations and in 2010 the school was relocated from its previous site in Myers Street, to the current site, in Little Myers Street.

St Mary's is one of four Catholic primary schools in the largest parish of Geelong, St Mary of the Angels, which also includes St Robert's (Newtown), St Margaret's (Geelong East) and Christ the King (Newcomb). All schools are led by our Parish Priest, Fr. James Clarke, with each actively involved in parish Sacramental programs, liturgies and the faith development of the students.

The school buildings incorporate many modern features to support contemporary learning and teaching approaches. The two storey building, while compact, includes four large learning areas, currently housing ten class groupings that are flexible in design allowing for differentiated learning. Each learning area has its own library and resource area. There are two multi-purpose areas, an administration wing, meeting spaces, planning rooms, a staff room and a large undercover atrium. A lift is available to the second level and ramps provide easy access for everyone.

The school site has been carefully landscaped to provide two adventure playgrounds, grassed playing areas, an asphalt playing area, attractive gardens and seating areas. An adjacent drive-thru on the property provides easy access for parents to drop off and pick up children at the beginning and end of the school day.

The school's central location provides opportunities for students to use many of the outstanding educational facilities that the City of Greater Geelong has to offer. Our location is further complemented by the visible presence of our Parish Church – St Mary's Basilica.

St Mary's School provides an inclusive education for girls and boys from Foundation (Prep) to Year 6 with enrolments in 2018 totalling 233 students. There are two straight foundation classes with multi-age structures from grade one to six. A comprehensive curriculum based on the VicCurriculum, is taught as well as Religious Education in the Catholic Faith as set by the Archdiocese of Melbourne.

St Mary's School remains diligent in working to achieve the goals and targets identified in the School Improvement Plan across the five spheres of Education in Faith, Learning and Teaching, Student Wellbeing, School Community and Leadership and Management.

St Mary's School values the strong and supportive relationship we enjoy with our parent community. The quality partnerships between home and school benefit the students' learning and wellbeing. Many opportunities for parents to be involved in our school and their child(ren)'s learning, are offered.

Our supportive Parents and Friends' Association, are strong contributors both in community building and financially and remain dedicated to maintaining a strong, supportive school environment. Their efforts with their major fundraising events proves that the Parents and Friends' Association is integral to the success of St Mary's School.

The School Advisory Board meets regularly and continues to provide an effective voice of the parent community as members include a representative from each of the year levels, the Parish Priest, the school Principal, a Parents and Friends' Association representative, a staff representative and an independent Chairperson. The School Advisory Board has the capacity to influence outcomes as it provides a wide range of viewpoints on the day to day and future operations of the school.

The strong spirit of partnership between our parents, teachers, students and the wider community remains a satisfying aspect of our school. As a Catholic school we strive to demonstrate our commitment to our faith and provide living examples of God's loving care for all people.



Principal's Report

I am very pleased to report that there have been many achievements at St Mary's School in 2018 and the school year has been most successful on many fronts. In determining the levels of success, I look closely at the key stakeholders of our school; the students, their families and our staff. Our students are safe, happy and productive. Our Families are engaged in their children's learning and involved in the life of the school. Our staff are highly skilled, dedicated and passionate about facilitating high quality learning for our students and supporting them to grow and thrive.

Our enrolments grew again in 2018 and this is testament to the high regard in which St Mary's School is held in the Geelong community. Eight new teachers and two new learning support officers commenced at St Mary's School this year, bringing with them, a wealth of experience, fresh, innovative and dynamic ideas. The focus for the teaching staff continued to be an increased expectation of quality teaching and learning experiences for students, differentiated to meet each student's individual needs. The school's overall NAPLAN results were pleasing and academic results across the school, improved. I thank and congratulate the leadership team, teachers and support staff for their unwavering commitment to student outcomes and the parent community for their partnership with the school in supporting their children's learning and development.

In 2018 we continued our journey as an Integrated Catholic Online Network (ICON) school. The new administration system and new processes and protocols, specifically in the business management aspect of the school are continually being embedded and we also adopted the shared services model, which is proving to be advantageous.

2018 saw the fourth year of the embedding of the School Wide Positive Behaviours Support (SWPBS) initiative. It is a philosophy and practice of recognising the importance of positive relationships among all members of the school community for the purpose of enhancing learning by:

- a) establishing and teaching clear expectations for all students in all settings
- b) establishing and teaching clear expectations for all staff
- c) modelling and rewarding these expectations
- d) helping schools, staff, families and community members understand and support the diversity of students, including those students with the most intense support needs

The School Wide Positive Behaviours Support (SWPBS) initiative is proving very effective and the implementation of three (3) main expectations: **Respectful**, **Safe** and **Responsible** are underpinned by part of our school vision, '*Strive to be our best*'.

As a school, we implemented the Respectful Relationships program for Foundation to Year 6. Respectful Relationships supports schools to promote and model respect, positive attitudes and behaviours. It teaches our students how to build healthy relationships, resilience and confidence. This program added value to our strong wellbeing culture and inclusive practices.

Some other 2018 programs, initiatives and events that involved many members of our community including, students, parents, families and the local community working together, included:

- School Advisory Board meetings
- Parents' and Friends' meetings

- Fundraising and Friendraising Events (Walk-a-thon, Chocolate Drive, Easter Raffle, Trivia Night, Breaky for Viqueque, Mother's Day and Father's breakfasts and liturgies, etc.)
- District swimming championships
- Parent Classroom Helpers
- Stephanie Alexander Kitchen Garden Program
- Sacramental Family Evenings (Reconciliation, Eucharist, Confirmation)
- Prayers In Pyjamas (Junior School)
- School Masses / Liturgies / Commemorations / Celebrations / Morning teas
- Participation in World Day of Prayer
- Catholic Education Week activities
- School Assemblies
- Parent information evenings
- Professional Development for all staff
- Program Support Meetings with parents of students with additional needs
- Excursions
- School Sporting Events
- Camps
- Numerous Student Teachers
- Swimming Program
- Parent/ Teacher Interviews P-2
- Learning Conversations 3-6
- Interschool Sport
- Book Week – Book Fair
- OHSC Before School Care
- Parish Christmas Fair

These events were well attended and supported and positively contributed to home-school links between parents, students and staff at St Mary's School.

The investment in technologies was significant in 2018. Our Technology plan saw new iPads and Chromebooks purchased for each year level and smart TV's, used strategically for learning in all learning spaces. The school's wireless network and servers were upgraded and the ICT and e-Learning initiatives, were successful.

2018 saw an evaluation of our student reporting strategies, leading to reporting processes changing in 2019. Learning Conversations supported the reporting process allowing for appropriate learning and social goals to be established by parents, teachers and students together.

We are a Catholic school, proudly celebrating our Faith in many and varied ways. Thank you to Fr. James Clarke, our Parish Priest, who again provided spiritual guidance throughout 2018 and ensured a close relationship between the school and parish. His dedication and ongoing work in the faith development of our staff and students and the support he has given our Religious Education Leader, has been most valuable.

Thank you to the members of the Parents and Friend's Association for their hard work and support. St. Mary's School has a strong tradition of being a vibrant community and this was evident again in 2018 with the exceptional efforts in fundraising, friendraising, the attendance levels at social events and with providing assistance and support to families in times of need.

I sincerely thank the Parents' and Friends' Association for their assistance in improving the school and providing valuable learning experiences and resources for our students. Thank you to the outgoing committee members for their generosity of time and dedication given to their roles.

Thank you to the School Advisory Board chair and members who have supported myself, the staff and students throughout the year. Thank you to the members finishing their tenure with the board. I thank you for your support and commitment throughout your time as parent representatives.

I am very proud of what has been achieved in 2018 and even more excited about what the future will bring for St. Mary's School. 2018 has been a very successful and productive year for our school community. This achievement has only been possible with the hard work and dedication of our entire school community.

Annice Lappin
(Principal)



Education in Faith

Goals & Intended Outcomes

To further strengthen St Mary's School as an active and authentic Catholic community in which individuals are supported to live their faith in the contemporary world.

- That student interactions will demonstrate deeper commitment to Gospel values, social justice and the Christian call to service through rich and engaging units of learning that encourage participation through explanation, interpretation and reflection.

Achievements

St Mary's continues to shine and nurture a strong sense of Catholic identity within the Geelong community as one of the four Parish schools attached to St Mary of Angels' Parish. Through building of Christian relations, modelling aspects of Social Justice in staff and students and encouraging dialogue with people of all faiths, we build on the values of the Gospel in all aspects of schooling.

Our school is privileged to experience the richness of our Catholic faith through meaningful and tangible opportunities highlighted by our Sacramental program and our ability to be 'present' in our community. Our Sacramental program was highlighted in 2018 by the coming together of the Parish schools to share in these Sacramental celebrations. The sense of community in these celebrations is a cornerstone of the sacredness of the Sacraments.

This Sacramental program provides powerful learning experiences for our students that gives them the confidence to wonder, reflect and develop in the light of Jesus. The programs of learning are facilitated by the Religious Education Leaders within the Parish. We also take great pride in developing the knowledge of our parents and guardians in this Sacramental Journey through successful Sacramental Enrolment Nights that are facilitated by staff and teachers. In 2018, we continued the celebration of the 'Emmaus Meal' for our Eucharist candidates. It continues to provide a wonderful example of community in a reflective and spiritual environment. Again, in 2018 we saw Bishop Mark Edwards attend our school to work with the Confirmation Candidates ahead of them being Confirmed. The Bishop's commented on the knowledge and grace our candidates brought to this encounter.

Other examples of St Mary's building the presence of Christ in our school include partnerships with Social Justice organisations such as St Mary's Parish Pantry, CARITAS, St Vincent De Paul as well as our partnership with the St Mary of the Angels' partner Parish in Viqueque. In 2018 a second member of St Mary's staff journeyed to our partner parish in Viqueque, Timor Leste. This opportunity continued to strengthen the bond we have with our faith community in Timor Leste through a personable link. We hope to continue this model of sending staff through the years ahead. These opportunities have

instilled the importance of being a just, compassionate and inclusive community that inspire our students to learn about the wider world and care for others through their faith. Our staff have continued to develop their understanding of our Religious Education program through rigorous and outcome based professional development opportunities. 2018 saw a significant shift in the usage of the new Religious Education Framework released in November 2016. Staff have now been exposed to Learning Continuums that encourage Faith filled experiences and Scripture passages aligned to units of work. During 2018 St Mary's was a part of a collective titled, 'Partnering to Learn', which was a Catholic Education Melbourne funded initiative. The goal in this collective was: How can our collaborative partnership build capacity to design engaging learning in Religious Education? Through this Professional Development opportunity, staff were exposed to the pedagogical model of 'Encounter' which has influenced their planning of learning units. Staff continue to plan, teach and reflect using collaborative means.

VALUE ADDED

Family involvement in faith based activities including; Parent Faith Development Evenings, Family Sacramental Evenings, School Masses and Liturgies, Junior Prayers in Pyjamas.

Involvement with the cluster parish schools, pastoral associate and Parish Priest in the coordination of parish Sacraments and Masses.

Professional Development opportunities for entire staff drawing on experts from the field of 'Pedagogy of Encounter'

Creating greater links with local Catholic organisations such as St. Mary's Parish Pantry

Encouraging students and their families to strengthen their relationship with the parish by attending Sunday Mass regularly with invitations to 'Year Level Masses' sent each term.

Visible display of religious symbols, icons and student artwork promoting Catholic Identity.

Christ-centred community activities, building awareness of diversity and social justice.

Renew Religious Education units of work, planned in teams with the assistance and input of the Religious Education Leader.

Professional Learning Development opportunities calendared for enriching Religious Education pedagogy

Acknowledging the sacred moments in our church calendar, such as journeying through the 'Stations of the Cross'

Strengthening meditation and mindfulness to be an accepted part of the culture of the school

Continuing our partnership with our partner Parish in Viqueque, East Timor with financial support as well as staff journeying to the Parish.

Learning & Teaching

Goals & Intended Outcomes

To further develop a rigorous and dynamic learning culture that promotes high levels of student achievement.

- That student achievement in Mathematics will improve.
- That student achievement in Reading will improve.

Achievements

2018 saw new leadership for the Learning and Teaching team at St Mary's. New professional learning structures were enacted that saw teachers meeting weekly to focus on English and Mathematics learning in dynamic professional learning teams. Each meeting was facilitated by the Literacy or Mathematics leader.

Work in these teams focused initially on developing whole school structures and approaches to teaching in Reading, Writing and Mathematics. As the year progressed, staff were offered opportunities to further their practice and understandings about:

- Assessment and moderation in writing
- Using a common planning process to plan for writing sequences
- Developing common practices for the use of learning intentions and success criteria
- Developing a common understanding of learning progression in Mathematics for key concept areas (eg. fractions, place value, subtraction etc.)

Learning Sprints (Breakspear, 2017) were utilised as a key professional learning strategy. In a learning sprint teachers identified a small group of students that they wished to target, devised a very short term goal for this group of learners and generated specific pedagogical strategies that they could use to address the goal over a 2-4 week period. The PLT structure allowed teachers to subsequently examine student learning evidence to determine their impact on student learning. This process was supported by the Literacy and Mathematics leaders attending the Agile Schools Learning Lab (facilitated by CEM) and a whole-school closure day where all classroom teachers worked with the Agile Schools team to further our understandings and practice around the learning sprint process. This approach will be strengthened into 2019.

Whole school approaches were supported by staff attending off-site professional learning on the VCOP Big Write and Big Talk approach to writing. The Little Learners Love Literacy was introduced to junior learners as a decoding reading program, an approach back by significant research into effective early reading instruction.

The ERIK and Little Learners Love Literacy approaches were adopted as intervention for readers in Years 1 and 2 requiring additional support.

English learning was enriched by the replenishment of take-home reading resources by the *Reader Refresh* initiative in May. This initiative will impact learning for years to come at St Mary's.

2018 saw the introduction of a mentor text to guide teachers' professional learning around inquiry learning. Kath Murdoch's *The Power of Inquiry* proved a valuable resource in developing dynamic, engaging inquiries that focused on building student's learning assets as well as content knowledge across the Sciences, Humanities and Health learning areas. Inquiry learning and teaching was further supported by ongoing PLTs and support from the curriculum leader.

Learning was further supported and celebrated through student participation in:

- The Royal Flying Doctor Service whole school program
- First Aid training for all students
- Partnership with Upcycle
- The Deakin Engineering Outreach Fast Cars program
- iSea iCare ambassadorship program
- Geelong Library regular visits
- Stephanie Alexander Kitchen Garden Program
- Ongoing incursions, excursions and learning showcases throughout the year

NAPLAN learning results indicate that our Year 3 Reading are comparable to the State results, with the top 50% of students outperforming the state. The Year 5 median is comparable to the State results, although there is a large spread of results particularly across the lower 50%.

Writing results indicate that this needs to be a continuing focus for professional learning at St Mary's. Whilst the Year 5 results are comparable with state results, the data suggests that our middle boys and high achieving students need to be an ongoing focus. Our reduction in the proportion of students meeting the minimum benchmark in Year 5 in Grammar and Punctuation (according to NAPLAN) can be partly attributed to the cohort of learners in Year 5 and the high participation rates in NAPLAN at St Mary's. However, it does highlight that grammar and punctuation has emerged as a key area for professional learning and student growth in 2019 and the needs of the individual learners not meeting the benchmarks need to continue to be identified and targeted through Personalised Learning Plans (PLPs).

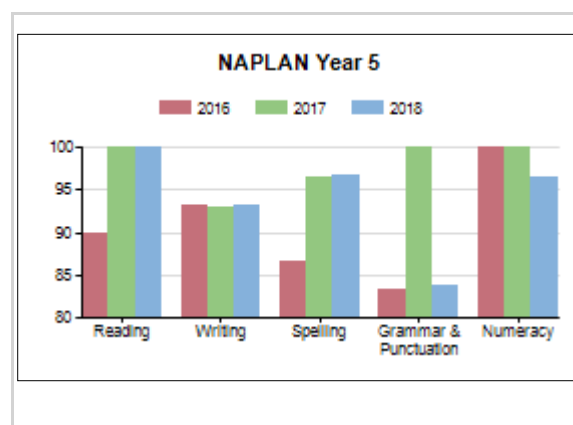
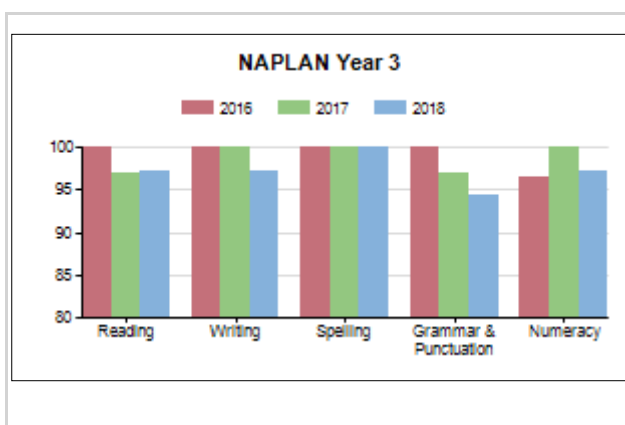
The Year 3 benchmark for spelling remains constant at 100%, and our improvements in Spelling 2016-2018, particularly in the proportion of students meeting the minimum benchmarks in Year 5, may be partly attributed to the introduction of a focused whole-school spelling program (Soundwaves) beginning in 2017.

Whilst there does appear to be reduction in students meeting the national benchmarks in numeracy, our small cohort size means that this equates to one student in each year level, whose needs have been identified and targeted in a PLP. Closer analysis of 2018 NAPLAN results in fact reveals that relative growth in Mathematics between Years 3 and 5 was particularly pleasing, with 93% of students achieving medium-high growth. However, the results do indicate a continuing need to prioritise Mathematics learning in the timetable at St Mary's and a need to investigate ways to develop students' problem solving and reasoning proficiencies.

STUDENT LEARNING OUTCOMES

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	100.0	97.0	-3.0	94.3	-2.7
YR 03 Numeracy	96.4	100.0	3.6	97.1	-2.9
YR 03 Reading	100.0	97.0	-3.0	97.1	0.1
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	97.1	-2.9
YR 05 Grammar & Punctuation	83.3	100.0	16.7	83.9	-16.1
YR 05 Numeracy	100.0	100.0	0.0	96.6	-3.4
YR 05 Reading	90.0	100.0	10.0	100.0	0.0
YR 05 Spelling	86.7	96.6	9.9	96.8	0.2
YR 05 Writing	93.3	93.1	-0.2	93.3	0.2



Student Wellbeing

Goals & Intended Outcomes

To further develop a supportive and respectful school environment which fosters positive relationships and empowers every student to be resilient and to experience success

- That students will feel positive at school and develop an enhanced sense of responsibility for their own learning and behaviour.

Achievements

The 2018 Student Wellbeing goals, centred on embedding our St Mary's School Values of 'Respectful, Responsible, Safe' to support a safe and supportive school environment.

At the beginning of 2018, consistent whole-school approaches for supporting student wellbeing were discussed and implemented. All initiatives supported the explicit teaching of social and emotional learning to support and empower students to take responsibility for their choices.

In 2018, St Mary's School was established as a Respectful Relationships school. This initiative, endorsed by the Victorian Government, provided professional development for staff, student voice opportunities and a learning curriculum to support the development and explicit teaching of a respectful culture where equity and equality is valued. As part of becoming a Respectful Relationships school, a Respectful Relationships team with parent/caregiver representation was established, the Resilience, Rights and Respectful Relationships (RRRR) Learning Curriculum to support students social and emotional development was taught on a regular basis, and events and initiatives occurred each term to further the learning and focus of developing respectful relationships.

The School Wide Positive Behaviours Support (SWPBS) continued to be a major focus of our school throughout 2018 to support classroom and playground management and provide a consistent whole school approach. Student voice was included to develop and revise expected behaviour documentation including a modified behaviour matrix and summary document for the explicit teaching of expected behaviours to encourage positive decision making.

Classroom and playground Behaviour Management flowcharts were revised and used across the school to provide a consistent behaviour management approach.

A SWPBS Wellbeing Team and Respectful Relationships Team worked collaboratively with each other, as well as with staff and students, to support student wellbeing and further develop a respectful school culture. The results are, that students were exposed to the Respectful Relationships Curriculum and consistent classroom and playground behaviour management procedures and behaviour expectations. Teachers report that the Respectful Relationships Learning Curriculum is a beneficial resource for the explicit teaching of social and emotional learning and is contributing to developing our positive and respectful school environment.

St Mary's School has focussed on inviting our school community to be involved in Respectful Relationships events and initiatives, our first parent/caregiver book club and our parent/caregiver workshop facilitated in Term 4. Program Support Group (PSG) meetings were also conducted to support students with particular social and emotional learning needs, and their families.

In 2018, St Mary's School completed the Achievement Program which supporting the education and support for improving health behaviour in areas that can help prevent chronic disease, support better learning outcomes and setting students up with healthy habits for life.

St Mary's School also participated in national and state wellbeing initiatives including Walk to School Day and Month and were successful in increasing our results in the amount of physical activity and winning the National Walk to School Month Video competition.

The Student Wellbeing Leader continued to up-skill teachers in areas including evidence-based strategies and initiatives to support student engagement, positive relationships, mindfulness, self-regulation and identifying and using our strengths.

Various strategies were implemented to enhance student wellbeing in 2018 at St Mary's School. These included Circle Time, Meditation, Restorative Practices, brain-breaks, safety plans for students with behaviour needs and the teaching of growth mindset.

During 2018, St Mary's School had a 'Grow Your Mind' Day to teach, immerse and explore growth mindset.

The student leadership structure aimed to develop student leadership, develop strong role models and include student voice. Senior students are educated on what it takes to be a good leader and are invited to give speeches to apply for leadership positions. School Captains and House Captains are elected by students and staff.

Optional lunchtime activities were offered to support students' interests and needs including:

- Lunchtime Lego club continued to operate throughout 2018 as an optional inside activity one lunchtime a week.
- Reflective meditation to help students reflect on choices and develop calming and reflection strategies.
- Garden Club

VALUE ADDED

St Mary's School have worked collaboratively to improve and enhance student wellbeing and meet student learning needs of all students through:

- Regular teaching of the Resilience, Rights and Respectful Relationships Learning
- Curriculum to explicitly teach social and emotional learning and behavior expectations
- Emphasis on safe, responsible and respectful behaviours and consistent behavior expectations and behaviour management processes
- Encouraging intrinsic motivation through the teaching of growth mindset and self-motivation. A 'Grow Your Mind' Day was held to highlight the importance and benefit of having a growth mindset
- Strategic use of calming spaces, reflection sheets, reflective meditation and teacher request forms for students needing space and time for de-escalation and one-on-one staff support
- Regular communication and Program Support Group (PSGs) meetings to support students with social and emotional learning needs and their families.
- Professional development for staff in Respectful Relationships content, de-escalation and effective wellbeing strategies

STUDENT SATISFACTION

Our 2018 Insight SRC data indicates that:

- The 2017 Student Wellbeing Aggregate Index surpassing the school target of 78.7% increasing from 75.6% in 2017 to 82.5% in 2018.
- The school staff has scored Student Behaviour at 66%, a decrease from 75% in 2017.

Insight SRC Data

	2014	2015	2016	2017	2018
Emotional Wellbeing					
Student Morale	68	74	73	72	78
Student Distress	77	79	77	76	82
Connectedness to School	76	82	74	72	83
Engagement in Learning					
Learning Confidence	74	71	76	74	78
Student Motivation	89	86	93	86	86
Connectedness to Peers	78	81	79	77	84
Student Behaviour					
Student Safety	78	81	80	78	83
Classroom Behaviour	46	56	49	54	45

STUDENT ATTENDANCE

St Mary's School ensures all duty of care expectations were met to support student safety.

Teachers mark attendances rolls each day, in the morning and afternoon in their classroom attendance details folder. This information is stored electronically using the attendance and reporting system Nforma.

Non-attendance is managed by the requirement of a parental note or email, stating the reason for student absence. Any pre-planned extended absence requires parental notes prior to the student's absence.

Administration staff contact parents/carers for unexplained student absences on the day of absence.

The principal follows up extended periods of absence with a phone call.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	95.2
Y02	94.2
Y03	92.8
Y04	92.3
Y05	92.3
Y06	91.4
Overall average attendance	93.0

Child Safe Standards

Goals and Intended Outcomes

To ensure St Mary's School is compliant with all Child Safe Standards.

To embed our Child Safe policy and Code of Conduct to reflect the Child Safe processes and procedures undertaken at St. Mary's School.

- To ensure the safety of all students

Achievements

The Principal and Student Wellbeing Leader attended professional development sessions to remain informed of the requirements of compliance, with relation to Ministerial Order 870 that prescribes specifically what schools must do in order to comply with Child Safe Standards and Reportable Conduct Scheme.

The principal and deputy principal took responsibility, in consultation with the wellbeing leader, to embed the necessary policies, procedures and strategies to ensure legal and regulatory compliance.

The implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' was revisited and our school actively displayed the relevant information posters around our school, as a visual support of students and families who may require support in making a report.

Ongoing training of teachers, non-teaching staff and volunteers ensured all on the school site were aware of their obligations in relation to Child safety.

The embedding of procedures has led to staff having a clear understanding of what has to be reported and how support is offered. It has clarified our role as a school in child safety and highlighted to our community that child safety continues to be a school priority.

Anyone who visits our school is required to acknowledge that they have read and will abide by the St Mary's School Child Safe Policy and Code of Conduct.

All staff received ongoing professional development regarding Child safety and the Reportable Conduct Scheme to ensure the embedding of policies and commitments into every day practice.

Through our 'Respectful Relationships' strategies addressing the principle of inclusion and student participation and empowerment strategies were explored.

Human Resources practices were reviewed and processes refined to ensure child safety was addressed when employing new staff.

St Mary's School has met all requirements to meet compliance with relation to child safety.

Leadership & Management

Goals & Intended Outcomes

To further develop a high performing school culture characterised by a shared vision, high levels of teamwork and a commitment to continuous improvement in staff and student learning.

- That staff professional growth will improve

Achievements

In 2018, the leadership team continued to focus on and support staff to build positive relationships with their students. High expectations with regard to student achievement and behaviour were again a focus. Staff contributed to strategic planning and identified their next step for student success. The leadership team supported teachers in improving student data and outcomes.

The leadership team worked with teachers to build their capacity, through strategically targeted, professional development. All teachers and staff were given extensive opportunities to build their knowledge and skills in a range of areas. A financial commitment to this endeavour, again saw all staff undertake extensive professional learning. A commitment to professional development ensured that skill levels were of a standard to facilitate improvements in learning. Our results in numeracy and literacy across all classes was pleasing and indicate that our teachers are providing well for the students in their class. There is focused teaching and our students are experiencing success. I am very proud of the work that our teachers do and grateful for their continued dedication.

All staff members unpacked the School Improvement Plan and 2018 Annual Action Plan. Staff were encouraged to engage in professional development, relevant to their individual needs and in line with goals identified in the AAP. Leadership team members facilitated professional learning, related to their sphere, regularly.

The Insight SRC data in relation to school climate was very pleasing and is evidence of a cohesive and positive staff culture. The staff are supportive of one another, use a team approach and morale is high. The student experience data improved across most areas and was also very pleasing. The parent opinion data was healthy and was similar to previous years'.

Overall, many gains have been made in the area of Leadership and Management and the evidence of this is the motivated and engaged, staff, student and parent population.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2018**

CEOM - Western Region Learning and Teaching Network Days 2018
 CEOM - Western Region Primary Mathematics Leaders' Network Day 1-4
 CEOM - Western Region Primary Religious Education Leaders Network Days 1-4
 CEOM - Western Region Understanding Autism Spectrum Disorder
 CEOM - Western Region Literacy Leaders' Network Day 1 -4
 CEOM - Inclusion Leaders Network Day
 CEOM - Principal Breakfast x 4
 CEOM - Developing a whole school annual action plan
 CEOM - Grad & Beg Teachers' Network 2017 intake Day 1-4
 CEOM - Grad & Beg Teacher Network 2018 intake Day 1-4
 CEOM - Critical Incident Planning & Response
 CEOM - Finance Clusters Meeting – Geelong
 CEOM - Western Region Learning & Teaching Network Days 1-4
 CEOM - Western Region Differentiation in the Mathematics Classroom
 CEOM - F-6 Literacy Leadership Cluster – Western
 CEOM - FBA - A Deeper Understanding of Disruptive Classroom Behaviour
 CEOM - Geelong NCCD Network Meeting 1 - New Learning Diversity Leaders
 CEOM - Renewed School Review 2019 - Principal/School Leader Briefing
 CEOM - Respectful Relationships in Catholic school communities
 CEOM - Student Wellbeing Leaders Induction (Primary - newly appointed)
 CEOM - Leading wellbeing for learning & growth: What lies ahead?
 CEOM - PROTECT: Identifying & responding to abuse: An introduction
 CEOM - Student Wellbeing: Enable, Connect, Engage, Learn: Days 1-4
 CEOM – Head Heart and Hands (Study Tour in Rome, Italy)
 School Based - Emergency Management Systems
 School Based - Faith Formation
 School Based – PLT Meetings (Religious Education, Literacy, Maths, Student Wellbeing)
 GCPPA - Geelong Region Principal's Meetings
 GCDPA - Geelong Region Deputy Principal's Meetings
 Andrell Education – VCOP and Big Write

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

25

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1600

TEACHER SATISFACTION

Insight SRC School Climate Data

	2014	2015	2016	2017	2018
Staff Wellbeing	83 (average)	83 (average)	76 (average)	80 (average)	88.75 (average)
Empathy	90	84	90	84	97
Clarity	81	82	75	79	85
Engagement	85 (average)	84 (average)	75 (average)	78 (average)	90 (average)



TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	70.3%
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STAFF RETENTION RATE

Staff Retention Rate	47.1%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	33.3%
Graduate	16.7%
Graduate Certificate	0.0%
Bachelor Degree	66.7%
Advanced Diploma	25.0%
No Qualifications Listed	16.7%

STAFF COMPOSITION

Principal Class (Headcount)	2
Teaching Staff (Headcount)	26
Teaching Staff (FTE)	21.9
Non-Teaching Staff (Headcount)	11
Non-Teaching Staff (FTE)	10.0
Indigenous Teaching Staff (Headcount)	0

School Community

Goals & Intended Outcomes

To increase the active engagement of families in their child's learning.

- **That families will be more actively engaged and have a greater understanding of their child's learning**

Achievements

In 2018, St Mary's School welcomed seven new staff members, these new staff again invigorated our ever evolving learning culture. The change in staff assisted a move in a culture towards learning and supporting our learners at their point of need. Class teachers invested time in creating learning opportunities that led to student discussing their learning within their homes. The focus on Inquiry saw each learning space offer open learning showcases. These were well attended and offered families an opportunity to view learning within the context of the classroom.

The Parents and Friends' Association continued to work innovatively and creatively throughout the year, with 2018 once again being very successful. The concept of 'friend' raising and 'fund' raising continued to be the focus of planned events. The attendance at the Piano Bar and trivia night was extremely pleasing. The emphasis again was made in 2018 to make sure events were priced at a minimal cost so that everyone in our school community could attend, if desired. The Foundation welcome night was again well received, this night allows our new and existing families to bond in a social context.

The School Advisory Board continued in their supportive role of the Principal and Parish Priest. Each year level is represented by a parent representative on the St. Mary's School Advisory Board, where ideas are shared and discussed. Their wealth of knowledge across all year levels was appreciated.

The school newsletter continued to be an effective way of communicating to families to support and inform the community of what was happening at St. Mary's School. This communication was emailed to families on a fortnightly basis and has continued to be a successful mode of delivering key information. The school Facebook page supports this document by featuring reminders and this assisted families to support each other in the busy day to day.

Families were encouraged to communicate via email and use of a diary system allowed for classroom teachers and families to communicate on a daily basis if needed. Class displays, school assemblies, educational expos and whole school celebrations continued to further enhance our community links.

Families welcomed our celebration of song and dance at our school concert 'My many coloured days'. Sacred Heart College kindly opened their facilities to our school community. This initiative further supported our role as a feeder school for Sacred Heart. The students of St Mary's were welcomed and the facility allowed our students to interact with an authentic theatre experience. The concert received much parent praise.

The school continued to be actively involved in community projects through continued support of the Parish Pantry as well as attending a number of local excursions, such as to the Library, Art Gallery, isea icare, ANZAC commemoration at Johnston's Park and ending the year with the exhibiting of a beautifully made Christmas tree by the art department in the Geelong Mall that showcased the artistic talents of our students.

PARENT SATISFACTION

Insight SRC Parent Opinion Data

	2015	2016	2017	2018
Community Engagement	67 (average)	71 (average)	77 (average)	75.8 (average)
Learning Opportunity	65 (average)	61 (average)	71 (average)	79.5 (average)
Staff Engagement	75 (average)	74 (average)	82 (average)	81.4 (average)
Student Engagement	73 (average)	72 (average)	83 (average)	82 (average)
Peer Relations	78 (average)	78 (average)	81 (average)	82 (average)
Student Behaviour	61 (average)	56 (average)	57 (average)	66 (average)



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*