



Catholic
Education
Sandhurst Ltd

2023

Annual Report to the School Community



St Mary's School

87 Southey Street, INGLEWOOD 3517

Principal: Stephen O'Shannessy

Web: www.sminglewood.catholic.edu.au

Registration: 379, E Number: E3010

Principal's Attestation

I, Stephen O'Shannessy, attest that St Mary's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 17 Mar 2024

About this report

St Mary's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

The 2023 Catholic Education Week theme “Let the Words You Speak Always Be Full of Grace” reminds us of Pope Francis’s call to be a synodal Church in which our understanding of others and respect for diversity is shaped by respectful dialogue borne from deep listening.

Catholic Education Sandhurst continues to be committed to providing contemporary and innovative learning environments that value diversity and promote care, respect and co-operation. In 2023 we launched the CES Ltd Strategic Plan 2023-2027 which sets out directions and priorities that will guide the way in which our Catholic schools pursue excellence in fostering the development of each person in all the dimensions of human existence: intellectual, spiritual, emotional, bodily, relational, environmental and cultural.

Schools have begun the process of developing School Improvement Plans aligning their local strategic planning to the CES Strategic Plan, under the direction of Principal Consultants and in response to schoolbased review findings.

Our governance structure continues to mature, with both CES Ltd and SCECEC Ltd committed to ensuring the highest quality student outcomes in a safe and nurturing environment.

Our learning data has identified pockets of excellence in school communities across the diocese but also highlighted greater scope for improvement in the future. The development of the CES Ltd Catholic Learning and Teaching Framework will promote greater collaboration and focus on student learning growth.

The nation-wide shortage of teachers continues to impact all schools demanding new and innovative ways to attract and retain high quality and committed Catholic educators. Strategic initiatives will prioritize workforce placements that are sustainable and ongoing with particular attention given to our remote and smaller communities.

CES Ltd has a small number of schools with low enrolments and personnel and the Catholic Education Office works closely with leadership in these schools to ensure continued viability. An incentive scheme to attract and retain educators has been initiated and the CES Ltd Board has taken a robust interest in the way small schools are promoted through the CES Ltd Marketing Strategy.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2023 of Catholic Education Sandhurst Ltd - our schools and personnel in the Catholic Education Office. They continue to work tirelessly for the students and families in our schools, true bearers of the Mission to which they have been called.

PAUL DESMOND

Executive Director, Catholic Education Sandhurst Limited

Vision and Mission

Identity Statement:

St Mary's Catholic School is a community of learners operating under the Presentation Sisters' charism, inspiring all to fulfil their spiritual, academic and personal potential.

Vision Statements:

St Mary's models and teaches the message of Jesus in our relationships with each other, our God and our world. We build and value collaborative partnerships with students, staff, parents, Parish and the wider community. The school creates a positive and stimulating environment in which each person can academically, spiritually, emotionally, physically and socially reach their full potential. We create enriching learning experiences in a safe and inclusive environment.

Graduate Outcomes:

At St. Mary's we endeavour to educate graduates:

To embrace the Gospel values and enact these in their daily lives.

To be equipped with strong foundations in literacy and mathematics.

To be innovative, responsible and inquisitive learners.

To display perseverance when faced with challenges.

To be community-oriented members who develop and sustain positive, loving relationships.

To be faithful stewards of the planet and promote peace and justice.

School Overview

The first school in Inglewood was run by the churches under the Denominational Board. The second school established was Roman Catholic, also under the Denominational Board, in a chapel near the present Town Hall. The current school building was opened in 1927.

The Presentation Sisters were in charge of St Mary's School until they withdrew in 1974. We pay special attention to the life of Nano Nagle, who was the founder of the Presentation Sisters. We use her life of service as an example of how to live out the values of the Gospel. In early 2021, a significant governance change occurred with governance of Sandhurst Catholic schools shifting from the Parish Priest as Canonical Administrator to Catholic Education Sandhurst Ltd.

St. Mary's Primary School is a faith-filled community centred on the person of Jesus and guided by the Gospel values. Within our community, we are committed to fostering holistic development in each student to enable them to reach their full potential.

The education of children is a collaborative process based on positive relationships between teachers and parents, with our students at the centre of all we do. Along with our warm, supportive and welcoming atmosphere, we strive to provide learning experiences that are challenging and inspiring, meaningful and relevant and engaging and fun for our learners. St. Mary's values the strong links and connections that we have established within the local community.

There is a rich history at our school of students supporting organisations and participating in events that build meaningful and purposeful relationships with others.

Principal's Report

As an incoming Principal, I would like to thank the staff, families of the school, Father Stephen, our School Advisory Council, the Parents and Friends Committee for their welcoming nature, commitment to success, and dedication. Together, we achieved great things throughout the year and brought the community of Inglewood along with us.

Being community-minded is a component St Mary's has traditionally led quite well, and 2023 was no exception. The school worked closely with the Aged Care Hostel and Men's Shed along with the kindergarten. We undertook a revegetation project with Parks Victoria, and St Mary's played a key role during the ANZAC Day ceremony and fundraisers.

The National School Improvement Tool (NSIT) review was a great opportunity to reinforce and validate the important work staff undertake on a daily basis. The review highlighted areas to celebrate and refine. The process was an insightful experience for a new principal to gain the lay of the land. In conjunction with the review's findings, the school liaised with Catholic Education Sandhurst and St Mary's stakeholders to create a School Improvement Plan for the next three years to achieve excellence in teaching and learning.

All staff participated in a range of professional learning opportunities centred around the NSIT recommendations. These goals helped develop students' literacy and learning outcomes and ensured we used evidence-based practices and data-informed decision-making processes in our teaching, learning and assessments. This collaborative process has been successful in its short time and has cemented the foundations for future progress. Through the implementation of innovative practices grounded in the Science of Reading, we have empowered our teachers to deliver effective instruction that meets the diverse needs of our students, ensuring that every child can become a proficient reader.

As part of our ongoing commitment to inclusive education, we conducted a thorough review of our practices related to the Nationally Consistent Collection of Data on School Students with Disability (NCCD). This review allowed us to strengthen our procedures to support the diverse needs of all students, ensuring that every child has equitable access to learning opportunities.

In 2023, students participated in a Sovereign Hill excursion and bush camp, where they engaged in team-building activities, environmental stewardship projects, and outdoor adventures. The Energy Breakthrough program made a highly successful return. Our students showcased their creativity, teamwork, and innovation as they participated in various challenges, including human-powered vehicles and energy-efficient designs. Thank you to the Inglewood community for getting behind us with your generous sponsorship.

Due to the complexities of issues arising from moisture residing in the new arts building we have since placed a drainage structure around the perimeter of the convent, added downpipes and conducted a full-scale damp course to reduce the risk of moisture issues returning.

In conclusion, 2023 has been one of reflection, growth and achievement for St Mary's. I extend my gratitude to our dedicated staff, supportive parents, and enthusiastic students for their commitment to our school's mission and values. Together, we have laid the foundation for continued excellence.

Catholic Identity and Mission

Goals & Intended Outcomes

Strengthen the delivery of engaging learning experiences using a Shared Christian Praxis approach with students.

Achievements

St Mary's Catholic Primary School serves the Catholic families of Inglewood and surrounding communities. By working collaboratively with the parish, parents and Catholic Education Sandhurst Religious Education team, we aim to celebrate the knowledge, skills, attitudes, and awareness of the Catholic Faith and traditions. St Mary's continued to support Caritas Australia and Project Compassion throughout Lent and raised a record amount of money for Caritas in 2023.

Additional professional learning activities for religious education were undertaken by staff throughout the year, supported by CES Education Officer Colleen Hampson. With a focus on religious education planning, Scripture, and Prayer, staff have been heavily involved in the importance of feedback and providing engaging assessment opportunities.

In 2023, St Mary's strengthened its Catholic Identity by conducting student-led liturgical celebrations. Holy Week, Ash Wednesday, Mother's and Father's Day, and many more have been highlighted for parents as their children sang, danced, or spoke at these events. Our school is a proud Catholic and FIRE Carrier school that openly promotes and celebrates significant events for the Church and our First Nation's people. During Reconciliation Week, we held liturgies for Sorry Day along with a Reconciliation Liturgy.

This year, the school honoured its Feast Day, which was aligned with the Feast of The Presentation of Mary to the Temple. A large celebration occurred, including Mass, singing, sharing of cake, and water play activities, making it a day to remember.

St Mary's was fortunate to host an Andrew Chinn workshop and live concert. Andrew worked as a classroom teacher in Catholic Primary Schools in Sydney, Australia, for nearly twenty years before moving into his full-time music ministry. His music is widely used by teachers and catechists in the faith development of children. Staff and students alike enjoyed a wonderful day when students from St Patrick's, Pyramid Hill, joined us.

Fr Stephen led the Sacramental Program with three students in upper primary. His knowledge and expertise gave the students great insight into the meaning of the sacraments.

In Term 4, the school underwent a Catholic Identity Review run by Catholic Education Sandhurst. The feedback was a great affirmation for our staff and students as we achieved outstanding results across the selected criteria. The report found authentic honesty and openness to the development of Catholic Identity beyond the school gates. It was noted that passion and dedication were expressed by each stakeholder with whom the panel found was also to nurture and empower each individual. Our Parish Priest, Fr Stephen, along with parents and staff, spoke of the wonderful atmosphere and sense of connection within the school community. Opportunities were provided for all students regardless of age or ability, promoting inclusivity and acceptance. As we continue to improve, we look forward to engaging students in community-based social justice initiatives along with strengthening our bond with the Parish.

Value Added

- Reconciliation Sacrament Program
- Whole School and Parish Masses and Liturgies
- Student-led Liturgies and greater voice in Mass
- Stations of the Cross
- Caritas Project Compassion Fund Raising - Highest amount recorded at St Mary's
- Development of a calendar of Masses and Important Parish/School Events
- Growing awareness of Social Justice issues
- FIRE Carrier training and ceremony
- Staff Religious Education Professional Learning - Assessment
- Advent Liturgies
- Catholic Identity Review - Shaped School Improvement Plan
- Reconciliation Week
- Andrew Chinn - Live concert

Learning and Teaching

Goals & Intended Outcomes

Develop a school-wide approach to the use and analysis of data to underpin improvement strategies.

Achievements

Student outcomes are largely impacted by the quality of teaching they receive. The teacher's commitment to professional development and ongoing professional improvement was a priority throughout the year. Staff came together to review a range of data used to inform our strategic vision. Each educator was assigned an evidence-based research article centred around improving student outcomes through evidence-based teaching practices. We discussed the main themes and found similarities in the content from a range of research. We then analysed a variety of student and teacher data based on classroom practices to identify areas of success and future goals. Using our NSIT findings in conjunction with AITSL Teaching Standards Continuum, we were able to narrow our focus on two key important themes. 'feedback' and 'student choice/differentiation'.

The staff at St Mary's analysed student data and asked questions related to these outcomes. This led the school to embark on an evidence-based journey looking at High Impact Teaching Strategies (HITS) and best practices when teaching literacy. Through professional reading, school visits and continual professional development, the staff have researched how the Science of Reading approach can be utilised in their classes. Led by Jocelyn Semester, staff are collaborating with other schools to implement the Science of Reading, which looks at many components of explicit teaching to teach children to read.

Foundation to Grade 2 students used a structured synthetic phonics approach. Using phonics books, this approach is designed to build on the pre-reading skills of oral language and phonological awareness needed for reading success. Upper year levels focused on a structured literacy block including explicit teaching sessions on the tools required to read and write. Tailored intervention was provided for students who required additional support which provided great success in the learning growth for these students.

Through a moderation process of our Learner Diversity Program, we were able to streamline practices and develop clear, measured and achievable goals for our students. Our Learning Support Officers were invited to attend a pilot program, Australian Teaching Assistant Professional Standards, designed to empower support staff to reflect on their practices and create best practice goals.

In conjunction with improving pedagogical practices, we focused our attention on data. The school created the goal of 'Developing a school-wide approach to the use of analysis of data to underpin improvement strategies.' Using Selena Fisk's work along with ACER, we carried out the analysis of student data in Professional Learning Teams, attended conferences, read literature reviews, and undertook book studies and practical workshops. The data collected was an essential tool in the decision-making process for our school's improvement.

The emphasis on student and whole school data walls, along with individual student goals being monitored and discussed during Learning Conversations, ensured that learning opportunities were able to be differentiated based on the pupil's needs. Utilising results from organisational health surveys and throughout community consultation, St Mary's Educational Philosophy was reviewed and updated.

Student Learning Outcomes

Additional intervention support was provided for students through the provision of an extra Learning Support Officer and Catholic Education Sandhurst Learner Diversity Team support. Interventions largely focused on improving students' speech, spelling and reading skills. Enhanced data recording and tracking allowed for targeted learning and teaching strategies.

The Learner Diversity program was enhanced with the recording of goals, adjustments and interventions expanded on student Personalised Learning Plans and the commencement of setting, monitoring and reviewing learning goals for all St Mary's students throughout the newly introduced termly Learning Conversations.

Our Year 3 NAPLAN data was very positive regarding student growth in the school in all assessment areas. Year 5's also made individual progress; however, as NAPLAN doesn't measure individual learning growth, this was not displayed. Compared to the state average, the Year 5 cohort was working just below average in some areas. For this reason, it is important that the schools triangulate their data with other assessment tools such as PAT Assessment, Essential Assessment and pre and post-data. Once all the data is collected, we can celebrate how the majority of students made 12 months of annual progress in their learning, with others reaching over 18+ months of growth.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	*	*
	Year 5	*	*
Numeracy	Year 3	*	*
	Year 5	*	*
Reading	Year 3	*	*
	Year 5	*	*
Spelling	Year 3	*	*
	Year 5	*	*
Writing	Year 3	*	*
	Year 5	*	*

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Cultivating communities that build trusting and respectful relationships to enhance the well-being and safety of our school community.

Achievements

Wellbeing and pastoral care are ever-growing components of any school or workplace, especially when working with young children and their families. St Mary's successfully applied for funding for a Chaplaincy position under the National School Wellbeing Program. This brought in an additional worth of \$20,000 and will do so each year over a four-year period totalling \$80,000. A huge win for our community, Franceen Innes, has been appointed to this role. Mrs Innes's passion has always been education, and her real gifts lie in her capacity to engage parents and students and help them process difficult and overwhelming times.

St Mary's School received a one-off \$15,000 boost grant from the Australian Government to help address the impacts of COVID-19 on the mental health and wellbeing of students. The funding was provided to supplement existing mental health and wellbeing initiatives such as additional mental health professionals and well-being excursions. With these funds, we have partnered up with The Resilience Project, which is a company that works with schools to support mental health in the classroom, staffroom and family home.

Our Pastoral Wellbeing Team is led by Cath Williams and supported by Franceen Innes. Together they work to promote the safety and wellbeing of our children and families. Each day students are encouraged to 'Look for the good' in their peers during break and learning times, using our School Values of

- Care for Yourself
- Care for Others
- Care for Community.

These 'caring' actions are then written up by the students, on display for all to see and acknowledge their peers living by our values.

Throughout the year, staff revisited the Child Safe Standards, deepening their understanding and identifying how and where these standards are upheld in the St Mary's community. The staff of St Mary's have also engaged in the Teacher Wellbeing research project being

undertaken by Latrobe University. Their commitment to this project reflects the value they give to positive and supportive collegial relationships.

A variety of initiatives led by Franceen Innes were enacted during school hours including Lunch Clubs. This provided valuable opportunities for students to explore new interests, develop skills, and build friendships in a relaxed and supportive environment. Some of the activities offered were Construction Club, Tech Club, Games Club and Craft Club.

Programs like DOXA Camp offered invaluable experiences for children and young people, providing them with opportunities to learn and grow in various aspects of their lives. By participating in such camps, students can develop better social skills, gain confidence to take healthy risks, become more independent, and enhance their ability to work effectively in teams.

During 2023 students participated in Brain Gym activities before school or prior to fruit break at 10:00 am. This is a great way for students to start their day on a positive note and re-energise during a mid-morning break. Incorporating Brain Gym sessions into the school day schedule demonstrates a commitment to supporting students' holistic development and academic success.

Students in years five and six had the opportunity to visit the Inglewood and Districts Hostel/ Nursing Home each fortnight. Interacting with elderly residents in nursing homes can be a profoundly enriching experience for students. These visits not only provide companionship and social interaction for the residents but also offer valuable learning opportunities for the students. These visits help students develop empathy, compassion, and respect for the elderly while also fostering a sense of community responsibility.

Value Added

- Water fun activities
- Liturgies and assemblies
- Wedderburn School Fete
- Swimming & Gymnastics program
- AFL, Basketball and Hockey clinics
- MacKillop Art Exhibition
- Mother's & Father's Day Afternoons
- Grades 3 & 4 Camp to Camp Week away
- Grades 5 & 6 Camp to Doxa Melbourne Camp

- Sandhurst Arts on Show
- Attendance Promotion
- Grade 5 & 6 Leadership Day in Echuca
- Inglewood Kindergarten Reading Sessions
- Termly Learning Conversations
- Parent Information Sessions for Foundation Students
- Cooking with students and Pastoral Well-being meals for families
- Supporting students and family's well-being

Student Satisfaction

Using a data-informed approach to feedback, our students were given opportunities to share their thoughts and evaluate their learning environment. The school conducted two surveys to strategically look at how the students valued the learning and the second was based on overall wellbeing in the school.

The first survey students rated how their teacher performs in the classroom against the AITSL professional standards tools for teachers. This was designed to provide specific feedback on how students perceive their teacher's lessons. It was reported that students felt safe in classrooms and believed their teachers were very knowledgeable. Some areas we looked at were providing students with timely feedback and granting greater autonomy over their learning.

The second survey, which was undertaken in Term 4, was a School Satisfaction Survey. These results are accumulated then measured against the average results against the 58 Sandhurst schools. St Mary's received excellent feedback as students scored their schooling experience higher than average, in all areas, compared against other Sandhurst schools.

Student Attendance

Attendance records are kept for all students, with attendance being checked and marked twice daily. Parents/Guardians are asked to notify the school of any non-attendance. Unexplained absences or repeated absences are followed up via direct contact from the school with the respective parent(s) or guardian(s), via a SMS and/or phone call. If unanswered, further communication occurs in our Wellbeing Team. An indication of each child's attendance at school is noted on their bi-annual reports each year and discussed

during termly Learning Conversations. Attendance is promoted in our fortnightly school newsletters and on posters displayed throughout the school.

In 2023 we are looking at the 'pull to school' and the 'push from home' to encourage students to attend school regularly. Admin and staff continued to engage students in their learning, providing opportunities for them to explore areas of interest and set and achieve personal learning goals. We will continue to work with parents to promote regular attendance and celebrate their success.

Average Student Attendance Rate by Year Level	
Y01	*
Y02	84.7%
Y03	80.3%
Y04	79.1%
Y05	93.1%
Y06	92.3%
Overall average attendance	85.9%

Leadership

Goals & Intended Outcomes

Developing clear scope and sequencing documentation that enables flexibility to meet individual student needs.

Achievements

At the start of this year, we welcomed Carly Bannan to the staff. Carly is an experienced educator who will run the Arts Specialist classes and programs. Cath Williams continued the leadership role of Pastoral Well-Being. She worked closely with Franceen Innes, our Pastoral Well-being support person (Chaplain), and myself to ensure we provided the best support for children and their families while remaining compliant with VRQA requirements and Child-Safe Standards.

In March 2023, the school was part of an extensive National School Improvement Tool review providing both affirmations and three recommendations. Through the process, the schools have strategically focused on using data to improve student outcomes through many initiatives, including the improvement of teacher and whole school practices and procedures. This collaborative process has been successful in the short term and is laying the foundations for future progress. In conjunction with this review, the school liaises with CES and St Mary's stakeholders to create an evidence-based strategic plan for the next three years.

In Term 4, the school underwent a Catholic Identity Review run by Catholic Education Sandhurst. The feedback was a great affirmation for our staff and students as we achieved outstanding results across the selected criteria. The report found authentic honesty and openness to the development of Catholic Identity beyond the school gates. It was noted that passion and dedication were expressed by each stakeholder with whom the panel found was also to nurture and empower each individual. Our Parish Priest, Fr Stephen, along with parents and staff, spoke of the wonderful atmosphere and sense of connection within the school community. Opportunities were provided for all students regardless of age or ability, promoting inclusivity and acceptance. As we continue to improve, we look forward to engaging students in community-based social justice initiatives along with strengthening our bond with the Parish.

- Continuation of the Specialist Learning Centre refurbishment, including the management of a mould and rising damp insurance and contract workers.
- Successful application of additional funding for major drainage works damp course.

- Successful in application of Chaplaincy over the next four years.
- Strengthen ties with community partnerships such as Landcare, IDHS, local eateries, Bowls Club, Football and Netball Club, Inglewood Town Hall.
- Reinstated Energy Breakthrough Program at St Mary's
- Provision of clear communication with community members in relation to Victorian Government, CECV and CES directions and the impact these would have on the school.
- Supported staff with resources and professional learning in order to deliver a high-quality curriculum
- Revised Literacy pedagogies using Science of Reading approach
- Upskill of staff to moderate the school's NCCD processes
- Created an ICT role for the school
- Enhanced school engagement with IPS and Bridgewater and was host for Technology Curriculum Day.
- Engaged LSO staff to be part of the pilot program for Australian Teacher Aides to set goals and improve practice.
- Created a data plan for the school
- Used an Instructional Coaching model (Jim Knight's Impact Cycle) to provide feedback to staff, self-reflecting on their practice via video.
- Provided clear goal originated feedback on staff planning
- Set high expectations for preparing Lessons using 5e's
- Worked with staff to create assessment rubrics for learning
- Major drainage works completed throughout the school.
- Guiding the NSIT Review
- Using NSIT findings, in conjunction with CES and St Mary's stakeholders we were able to create a three-year School Improvement Plan
- Developing an Annual Action Plan for 2023
- Enhanced parent interaction with the school
- Enhanced community engagement opportunity for students through kindergarten, Hostel, Land Care and excursions.

- Participation in - Kindergarten visits
- Grade 5/6 participation in the Student Leadership Conference in Echuca
- Grade 6 students were inducted as Peer Mediators
- Conducted Migration from Google Drive to Microsoft Platform
- The School Advisory Council continued to provide leadership to maintain school improvement. Members met either on site or via video conferencing throughout the year.
- Staff were invited to participate in Goal Setting as well as Annual Review Meetings with the Principal using the AITSL standards of practice.
- Worked closely with parish to provide greater opportunities for student voice in Mass and liturgies.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<p>All staff members are involved in ongoing professional learning. Some activities undertaken throughout 2023 include:</p> <ul style="list-style-type: none"> · OH&S Training · ACER -Using PAT Assessment Data to improve practice · Selena Fisk - Analysing Data and Developing Whole School Data Plan · Music & Arts Pedagogy · Book study - The Art and Science of Teaching Primary Reading · Jim Knight's Impact Cycle - Reflective Practitioners · Tessa Daffern's Components of Spelling · Out of Home Care Training · Critical Incident Training · Camps and Excursions planning and risk assessments · Science of Reading - 8 Modules · Mandatory Reporting · Disability Standards Act and NCCD Professional Learning · Attendance Monitoring · Regular Religious Education Professional Learning - Planning, Scripture, Assessment, Best Practice · First Aid Level 2 Update - CRP, Anaphylaxis and Asthma · Restraint and Seclusion Training · Positive Behaviours - Play Plan 	
Number of teachers who participated in PL in 2023	3
Average expenditure per teacher for PL	\$2000.00

Teacher Satisfaction

Staff were given the opportunity to participate in a School Engagement Survey. 100% of the staff completed the survey online.

Results are compared to other Sandhurst schools and were higher than average in all areas. This indicates that staff have a high level of morale and are able to work effectively in the classroom. Staff are confident in their ability to motivate and educate St Mary's children, improve student learning outcomes, and support student behaviour.

The St Mary's educators are keen to increase staff collaboration and team planning relating to the educational focus of the school and to enhance student outcomes.

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

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	4
Teaching Staff (FTE)	2.6
Non-Teaching Staff (Headcount)	3
Non-Teaching Staff (FTE)	2.7
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Cultivating communities that build trusting and respectful relationships to enhance the well-being and safety of our school community

Achievements

It was a rewarding year for our community engagement. Held termly, social functions brought parents and friends of the school together along with staff and students. The return of the Energy Breakthrough Program saw the community get behind the school with their generous sponsorships. Thank you to everyone who was involved. The school participated in and supported major Inglewood/Bridgewater events such as Run for Resilience and Inglewood Alive and provided catering for the Inglewood Town Hall Production events.

Our biggest celebration included St Mary's first community playgroup, which provided a space for parents and their children to come together in a supportive setting and build social skills. The Lion's Club has been a huge supporter of our school and provided valuable resources for our Playgroup space along with their annual Christmas BBQ and present drop-off.

Regarding communication, parents are kept updated with events via a variety of platforms. SIMON is our database for parent engagement around attendance and permission forms. We have two Facebook pages, one for the parents of the school and another for the public. Parents are invited to attend the school each day and join in all our celebrations. They are provided with a fortnightly newsletter along with bulk emails for any pressing matters. We encourage our parents and families to be a part of their child's schooling journey and know they will attend events when they are able to.

For all the parents, care providers, volunteers and local business owners who supported St Mary's, we would like to formally thank and publicly acknowledge the tremendous support we have received from the community of Inglewood/Bridgewater.

Parent Satisfaction

Throughout 2023, parents and community members had both formal and informal opportunities to provide feedback. This included participation in the School Satisfaction Survey, Advisory Council Meetings and parents' engagement incentives.

One area of feedback included parents being surveyed on how they received students' academic results and insights. The majority of parents were happy with how we shared students' learning progression and merged portfolios and reports as part of the student evaluation process. An area to work towards was to strengthen the alignment of the Learning Conversations against report results and academic assessments.

The feedback around the school's commitment to improve student outcomes were celebrated. Parents acknowledged the school's push towards community engagement and were fully supportive of this. Our caregivers of the students identified the staff as being approachable and respectful when discussing the educational needs of their children or when raising concerns or grievances. Going forward, the school will continue to encourage parents and friends to take part in school celebrations and distribute the workload of volunteers.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.ssinglewood.catholic.edu.au