



# St Mary's School Inglewood

## 2022 Annual Report to the School Community



Registered School Number: 379

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## Minimum Standards Attestation

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

31/03/2023

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

## Governing Authority Report

The 2022 Catholic Education Week theme “Tell the Good News” expresses both the joys and challenges of offering Catholic education across the Sandhurst diocese.

We continue to be committed to providing contemporary and innovative learning environments that value diversity, promote care, respect and co-operation. In 2022 our schools diligently responded to the transition back to continued face to face learning against the disruptive backdrop of the previous two years. This transition was exacerbated by staff and student absences due to COVID 19 quarantine requirements. However, school communities demonstrated outstanding resilience to find creative and sustainable pathways to ensure continuity of learning was maintained and the Good News continued to be heralded.

Our changed 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. A future focus that offers direction and solidarity will find expression in the development of a diocesan-wide Strategic Plan, 2023-2027.

Partnerships between schools and parishes remain a priority as parish priests continue their vital leadership role in support of the spiritual and pastoral needs of the school community. The sacramental life of both school and parish expresses and invites participation in the evangelizing mission that brings Good News to all.

Significant investment in new learning facilities and school infrastructure through the Catholic Capital Grants Program and the hard work of our school communities have ensured the provision of high-quality learning and teaching facilities for both staff and students.

The nation-wide shortage of teachers has had an impact on 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.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2022 of personnel in our schools and in the Catholic Education Office. They continue to work tirelessly for the students and families, telling the Good News every day.

Yours sincerely,

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

## Vision and Mission

### Identity Statement:

St Mary's Catholic School, Inglewood, is a community of learners, inspiring all to be people of light, in the footsteps of the Presentation Sisters.

### Vision Statements:

- Model and teach the message of Jesus in our relationships with each other, our God and our world.
- Build and value collaborative partnerships with students, staff and parents, the Parish and wider community.
- Create a positive and stimulating environment in which each person can academically, spiritually, emotionally, physically and socially reach their full potential.
- To foster a love of learning in a safe and respectful environment.

### Graduate Outcomes:

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

- To embrace the love of God and His presence in their daily lives. To be respectful and accepting of all.
- To be kind and compassionate community members.
- To develop and sustain positive, loving relationships.
- To be leaders of action, promoting peace and justice in the world.
- To develop a positive work ethic to achieve their aspirations and dreams for the future.
- To display perseverance when faced with challenges in life.
- To be able to work both independently and collaboratively.
- To be an innovative, responsible and inquisitive learner, inspired by a love of learning.
- To have a sound knowledge of literacy and numeracy skills.

### Educational Philosophy:

St Mary's Primary School promotes students' personal, academic and spiritual development so that they can be lifelong learners who connect with the world.

We believe that students will flourish through positive, meaningful relationships between child, family, teachers and the community and build upon a collaborative, safe and supportive culture.

We understand the importance of students and parents in the learning relationship and strive to develop input, relationship and knowledge.

We understand that learning is enabled through a quality curriculum with clear learning expectations, effective pedagogy and assessment and reporting, which is based on data, relevant to student needs and reflective of our changing world.

We believe that students will be able to fulfil their potential when they take responsibility for their own learning, are supported by quality teachers and when learning occurs in a collaborative, flexible and adaptable environment.

## 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 the 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.

“Our students will always be at the heart of everything we do at St Mary's. It is a priority at St Mary's Catholic School that parents, teachers, students and the wider community work in partnership to provide a supportive and enriching learning environment. Our 2022 Interim Strategic Plan is a reflection of our consultation and engagement with our school community.”  
(Interim Strategic Plan – 2022)

## Principal's Report

### PRINCIPAL'S REPORT:

2022 was an action packed year for St Mary's Primary School. Following two years of learning impacted by periods of remote learning, it was refreshing to have a school year on site and focused on improving the academic and wellbeing outcomes for the St Mary's children.

Joining the team this year was Tayla Fenwick as our Foundation - Grade 2 classroom teacher and Adele George as an additional Learning Support Officer. I thank the whole staff, our Parish Priest Father Stephen, our School Council Chair Suzi Birthisel, the School Advisory Council and the Parents and Friends Committee for their ongoing support, commitment and dedication to the work that we do. Together we achieved great things throughout the year, including the creation of our new Educational Philosophy.

Following a spiral of inquiry process in 2021, this year we implemented our three Wildly Important Goals - "Every Child, Every Day", "Every Child Reading" and "Every Family Connected". These goals helped in our promotion of attendance, developing students' literacy outcomes and ensuring our families are connected to the school and their children's learning. As a part of our Wildly Important Goals, we implemented the morning Community Reading Sessions which allowed for a calm and connected beginning of each day.

To get into the spirit of production, the St Mary's children enjoyed an excursion to the Werribee Zoo, thanks to the Victorian Government's Positive Start program. Term Three certainly centred around our school production of Disney's Jungle Book Kids. The buzz and excitement leading up to the big day was palpable and the children received rave reviews following their September performance. A show like this doesn't come together without a tremendous team effort behind the scenes. Thank you to everyone who was involved in our production, particularly Performing Arts Teacher and Director Louise Murray, who worked tirelessly to ensure the production was a success.

After four false starts with our National School Improvement Tool (NSIT) review throughout the year, I am hopeful that the review will go ahead in 2023. This review is sure to highlight the increased use of student data and goal setting within our teaching and learning processes. Throughout the year, teaching staff participated in a range of professional learning opportunities that focused on Religious Education, student spelling, behaviour and learner diversity.

A challenge that faced the school throughout the year were the delays associated with the restoration of our Specialist Learning Centre. Delays centred around COVID-related staffing issues and material shortages, rising damp and mould concerns and disability access to the building. The St Mary's Parish and School community are to be commended for their patience throughout the year, particularly the staff and their flexibility on having a year where specialist subjects had no base location.

Our school grounds continued to see improvements and additions throughout the year. This included the replacement of the shade cloth over the eating area, installation of security cameras, the transition to LED lights under the COLA, the addition of the patio off the side of the Specialist Learning Centre thanks to the Government's School Shade Sail Program, ongoing garden works and playground improvements including the addition of a ball catcher and replacement flying fox. Within the classrooms, significant technological improvements were undertaken including the



replacement of the Wireless Access Points throughout the school and a significant upgrade was made to our internet connection, including the installation of a Fortinet box and the transition to a new ICT lease.

After two COVID-interrupted years, there was a sense of optimism that COVID would not impact the school year as drastically as it had in the years prior. Thankfully, in following COVID guidelines and COVID-Safe practices, we were able to maintain normal operations throughout the year and did not require any periods of remote learning. Unfortunately, the same could not be said for my own health which resulted in my absence for Term Two. I would like to sincerely thank Acting-Principal, Paul Wilkinson, Catholic Education Sandhurst Ltd. and the St Mary's staff and community for their support during my illness. It was during this time and after much thought and personal reflection surrounding my health, family priorities and career, that I made the hard decision to conclude my Principalship at St Mary's at the end of the 2022 school year.

From my very first day, I was impressed by the warmth and openness of this community. It has been a privilege to work here with such wonderful children, dedicated staff and caring parents. Saying goodbye is never easy; however, I have full confidence in the shared mission and vision we have established here at St Mary's. Wishing you all the best for the future.

Kim Carter

Principal (2021-2022)

## Parish Priest's Report

In 2022 we continued the strong relationship between the St Mary's Parish and School Community. We increased the number of School Masses for special occasions (start of year, end of year, special feasts). We also had either the seniors and juniors attend a number of our regular Wednesday 9:15 parish Masses.

In Term 1, we had prepared for the Sacrament of Reconciliation with three students from St Mary's preparing for this sacrament. The preparation took place after school in a classroom, and it was led by myself with support from the teaching staff of St Mary's. It was great that there were a number of members from the school and parish community who attended the liturgy for the reception of reconciliation for the first time. The on-going sacrament schedule is that we alternate between Reconciliation one year and Confirmation and First Holy Communion the next.

On November 23rd, we celebrated the School's Patron Day (based on the Feast of the Presentation of Mary on November 21 st ). This was celebrated in a way that recognised the school's Catholic heritage and connection to the parish. In particular we were able to begin the day with a prayer at the parish Marian Shrine and the unveiling of the statue of our Lady that had been recently restored. This was a great sign of connection between the school and parish community.

Throughout the year, as parish priest, I was able to drop into St Mary's school regularly on a Wednesday to catch up with staff and students during their break time. I very much appreciate the school community's welcome and inclusion of myself in the school life.

Father Stephen Bolling  
Parish Priest

## School Advisory Council Report

Involvement by the parent and broader school community has always played an important role at St Mary's. During the 2022 school year, it was pleasing to return to face-to-face learning for four full terms. Parents and community members were welcomed back into the school, post pandemic, for a series of informal 'cuppa and chat' get-togethers on Friday afternoons. These events always provided a relaxing end to the school week, with many laughs shared by those who gathered.

Our Parents & Friends team led the catering efforts for a very successful community event in Bridgewater in May. The Run for Resilience, and particularly Fitty's 5 in honour of Lesley Morrison, was extremely well attended. Our school community's volunteerism was at the fore, with a strong presence of existing and past school community members participating in the catering efforts, and also completing the 5km track.

Our footy tipping competition was also very successful, as were several other small fundraisers. Our catering efforts continued in the latter part of the year, with the school community providing a delicious supper for The Lion King performance, and also catering for a three day corporate event held locally.

As we look forward to 2023, it's with optimism and hope for a year when we can once again come together as a school community and play a valuable role in our children's education.

Suzi Birthisel

School Advisory Council Chair

## Catholic Identity and Mission

### Goals & Intended Outcomes

To further develop school rituals, celebrations and customs that recognise cultural diversity, our charism and connection with families and the parish.

### Achievements

The beginning of the year saw several opportunities for the school and parish to come together in prayer. With COVID-restrictions easing, our Beginning of the Year and Ash Wednesday masses were just the start of many times throughout the year that we celebrated Mass together. Our School-Parish partnership was reaffirmed as Kim Carter and Father Stephen reviewed and recommitted ourselves to our Shared Mission Agreement.

Led by Father Stephen and Religious Education Leader, Kim Carter, the sacramental program was reviewed and three children participated in the preparation program and liturgy for their First Reconciliation.

St Mary's continued to support Caritas Australia and Project Compassion throughout Lent. It was during the last week of Term 1 that the school came together to acknowledge their fundraising efforts through a coin line and reflected upon the Stations of the Cross through prayer and reenactment. Our commitment to growing our awareness of social justice issues continued in Term 3, when students participated in a Footy Colours and Colourful Sock Day, raising awareness of the Catholic Mission Socktober campaign and raising funds to support children facing malnutrition and food insecurity in Ethiopia. In Term 4, families supported our Christmas Appeal hamper drive as well as raised funds for the Opening the Doors Foundation through the weekly sales of Zooper Doopers.

Our Grade 5 and 6 students participated in Ablaze. The Ablaze Youth Day is an initiative of Catholic Education Sandhurst to reach out to young people, providing a forum that combines live music, engaging speakers and an opportunity for students to celebrate and learn about their faith.

Staff participated in an Aboriginal Spirituality and Indigenous Perspectives professional learning day. The day included a message stick/yarning circle, Wayapa, smoking ceremony, a presentation on Aboriginal Spirituality and the Child Safe Standards, the development of our FIRE Carrier Covenant and concluded with staff immersing themselves in Aboriginal Art.

Additional Religious Education professional learning activities were undertaken throughout the year, supported by CES Education Officer Colleen Hampson, and focused on Religious Education planning, Godly Play, Scripture and Prayer. Staff participated in an Ablaze teacher session facilitated by Father Rob Galea and, in Term 4, completed an Australian's Together Building Confidence Course aimed at learning ways to approach Aboriginal and Torres Strait Islander perspectives in the classroom and enhanced our understanding and knowledge of Aboriginal and Torres Strait Islander identity and culture.

**VALUE ADDED**

- Reconciliation Sacrament Program
- Whole School and Parish Masses and Liturgies
- Stations of the Cross
- Caritas Project Compassion Coin Line
- Development of a calendar of Masses and Important Parish/School Events
- Aboriginal Spirituality and Indigenous Perspectives Professional Learning Day
- Growing awareness of Social Justice issues
- FIRE Carrier training and ceremony
- Grade 5/6 participation in Ablaze
- Staff Religious Education Professional Learning
- Life Relationships Parent/Child Evening
- Advent Paraliturgies
- Australians Together - Building Confidence Course

## Learning and Teaching

### Goals & Intended Outcomes

To cater for a variety of individual learning styles to ensure all students can grow and be engaged in their learning.

### Achievements

2022 saw the introduction of St Mary's Curriculum, Assessment and Reporting Guidelines. This comprehensive document outlined St Mary's approach to curriculum, assessment and reporting, including the scope and sequences for curriculum areas, assessment schedules and St Mary's reporting process which included the introduction of termly Learning Conversations, Learning Portfolios with assessed items of work and summative end of semester reports.

The introduction of student and whole school data walls and individual student goals being set, monitored and discussed during Learning Conversations ensured that learning opportunities were able to be differentiated based on student need. Access to online resources, such as Essential Assessment, also worked to provide student-specific, differentiated learning opportunities. Utilising results from organisational health surveys and throughout community consultation, St Mary's Educational Philosophy was reviewed and updated.

Our commitment to our "Every Child Reading" wildly important goal saw the introduction of our morning community reading time and additional classroom support during literacy sessions. This intervention support also extended to Maths and other curriculum areas each day.

Student outcomes are largely impacted by the quality of teaching they receive. The teachers commitment to professional development and ongoing professional improvement was evident throughout the year. Staff participated in a professional development session run by Tessa Daffern regarding the Components of Spelling, a six-week Science of Learning - Reading & Writing masterclass and ongoing professional learning relating to supporting and providing adjustments for students identified within the Nationally Consistent Collection of Data on school students with disability (NCCD). Four hundred SPELD SA Phonic Books were purchased to support the teaching of reading in the Foundation to Grade 2 classroom by using a structured synthetic phonics approach. These phonics books are designed to build on the pre-reading skills of oral language and phonological awareness needed for reading success.

An integrated curriculum approach was taken in the preparation and lead up to our whole school Production of Disney's Jungle Book Kids and students were excited as they experienced a whole day excursion to the Werribee Zoo.

Students performance skills were developed in the lead up to the production through their participation in Sandhurst's Arts on Show. During this time, students participated in workshops facilitated by the Australian School of Performing Arts (ASPA) and culminated in a performance day with St Liborius Primary School and Marist College.

Within Physical Education, St Mary's was fortunate to receive several sporting school and government grants throughout the year which allowed students to participate in clinics for sports such as AFL, Swimming, Gymnastics, Basketball, Hockey and Lawnbowls.

## STUDENT LEARNING OUTCOMES

Additional intervention support was provided for students through the provision of 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.

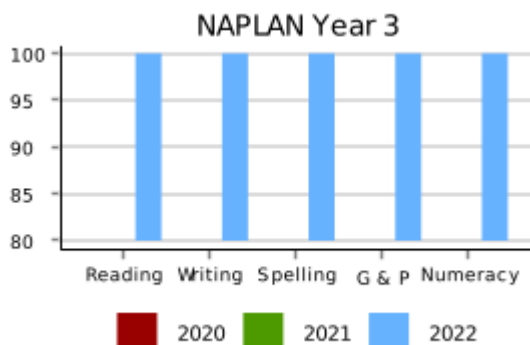
The Learner Diversity program was enhanced with the recording of goals, adjustments and interventions expanded on student Personalised Learning Plans and the commencement of setting, monitoring and reviewing learning goals for all St Mary's students throughout the newly introduced termly Learning Conversations.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	**	-	100.0	**
YR 03 Numeracy	-	**	-	100.0	**
YR 03 Reading	-	**	-	100.0	**
YR 03 Spelling	-	**	-	100.0	**
YR 03 Writing	-	**	-	100.0	**
YR 05 Grammar & Punctuation	-	100.0	-	**	**
YR 05 Numeracy	-	100.0	-	**	**
YR 05 Reading	-	80.0	-	**	**
YR 05 Spelling	-	80.0	-	**	**
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.





## Student Wellbeing

### Goals & Intended Outcomes

To create a consistent approach in providing a safe, supportive and successful environment for all.

### Achievements

This year, Cath Williams moved into the Pastoral Wellbeing leadership position. During Term 1, students were introduced to and led through a variety of activities based on our school values. Led by Cath Williams, students explored what each value meant and how they can be lived out in the classroom, playground and on excursions. Our School Values are:

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

In an effort to encourage positive behaviour, responding to behaviours of concern, and to support children as they return from two years of COVID interrupted schooling, teaching staff participated in three Behaviour Support modules, led by behaviour analyst, Dan Petro.

Throughout the first Semester, staff worked to enhance their knowledge of and ensured school-wide compliance with the new Child Safe Standards.

In her role as Seasons for Growth Companion and Pastoral & Wellbeing Support Person, Franceen Innes facilitated our Seasons for Growth program to support several of our students. Seasons for Growth is an education program for children, young people or adults who have experienced significant change or loss. Franceen Innes also completed her training in the Berry Street Education Model, joining Kim Carter, Cath Williams and Louise Murray as staff trained in BSEM. The Berry Street Education Model provides strategies for teaching and learning that enables teachers to increase the engagement of students with complex, unmet learning needs and to successfully improve all students' self-regulation, relationships, wellbeing, growth and academic achievement.

### VALUE ADDED

- Wellbeing Days for Students
- Community Reading Sessions
- Wildly Important Goals
- Seasons for Growth
- Werribee Zoo whole school excursion
- Swimming & Gymnastics program
- AFL, Basketball and Hockey clinics
- Friday Community Catchups

- MacKillop Art Exhibition
- Mother's & Father's Day Afternoons
- Grade 3 & 4 Camp to Camp Weekaway
- Grade 5 & 6 Camp to Doxa Melbourne Camp
- Sandhurst Arts on Show
- Attendance Promotion
- Grade 5 & 6 Leadership Day in Echuca
- Grade 5 & 6 Inglewood Kindergarten Reading Sessions
- Termly Learning Conversations
- Run for Resilience

### STUDENT SATISFACTION

Students completed the Social Emotional Survey: Primary 2nd Ed and reported being happy at school and working well with their teachers. An ongoing focus could be on how students perceive themselves when they make mistakes.

### 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. 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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	89.9%
Y02	78.4%
Y03	84.4%
Y04	95.9%
Y05	86.3%
Y06	93.3%
Overall average attendance	88.0%

## Child Safe Standards

### Goals & Intended Outcomes

To create a consistent approach in providing a safe, supportive and successful environment for all.

### Achievements

- The school community worked to ensure ongoing compliance and understanding relating to the new Child Safe Standards
- Led by Pastoral Wellbeing Leader, Cath Williams, staff and students reviewed and recreated the school values
- Staff worked with members of Catholic Education Sandhurst to review and development our new FIRE Carrier Covenant
- Camps and Excursions planning documentation and risk assessment processes were enhanced
- Professional learning was undertaken by staff in relation to PROTECT, Behaviour Support, Attendance Monitoring, Berry Street Education Model and Restraint and Seclusion
- All staff attained their Level 2 First Aid certificate - including CPR, Anaphylaxis and Asthma management
- The school uses the guidelines as set out by CECV for employing, supervising and undertaking performance reviews of staff
- Student participation and empowerment strategies, including student wellbeing surveys and school values
- Continued enhancement of the learner diversity program, including addressing the principle of inclusion.
- The Principal and Pastoral Wellbeing Leader participated in Child Safety Officer training

## Leadership

### Goals & Intended Outcomes

- To continue to build upon student leadership opportunities.
- To use our unique physical environment to enhance our learning.

### Achievements

- Continuation of the Specialist Learning Centre refurbishment, including the management of a mould and rising damp insurance claim.
- Completion of the Specialist Learning Centre patio area as a part of the Schools Shade Sail Program.
- 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.
- Ensuring the school community remained vigilant in relation to COVID guidelines and response, including physical distancing and good hygiene practices.
- Ensuring clear communication and a safe onsite learning environment during the flood emergency
- Supported staff with resources and professional learning in order to deliver a high quality curriculum
- Major drainage works completed throughout the school.
- Planning for the NSIT Review - to be completed in Term 1 2023
- Restructured Leadership Team
- Participation in Grade 6 - Kindergarten reading sessions
- Grade 5/6 participation in the Student Leadership Conference in Echuca
- Grade 6 students were inducted as Peer Mediators
- Upgrade of internet and wifi services
- Installation of security cameras throughout the school grounds
- Improvement in the school grounds through the addition of the ball catcher and replacement of the flying fox.
- 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.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

All staff members are involved in ongoing professional learning. Some activities undertaken throughout 2022 include:

- OH&S Training
- Tessa Daffern’s Components of Spelling
- Dan Petro Behaviour Support Modules
- Aboriginal Spirituality & Indigenous Perspectives
- Out of Home Care Training
- Critical Incident Training
- Camps and Excursions planning and risk assessments
- Science of Learning - Reading & Writing Masterclass
- Mandatory Reporting
- Disability Standards Act and NCCD Professional Learning
- Attendance Monitoring
- Regular Religious Education Professional Learning - Planning, Scripture, Godly Play and Prayer
- First Aid Level 2 Certificate
- Berry Street Education Model
- LaTrobe University - Introduction to the Science of Language and Reading Short Course
- Dynamiq Emergency Warden Training
- Restraint and Seclusion Training

Number of teachers who participated in PL in 2022	7
Average expenditure per teacher for PL	\$0

**TEACHER SATISFACTION**

Staff were given the opportunity to participate in a School Organisational Climate survey. 83% of the staff completed the survey online.

Results indicate that Staff have a high level of morale and are able to work effectively as part of a team. Staff are confident in their ability to motivate and educate St Mary’s children, improve student learning outcomes and to support student behaviour.

The St Mary’s staff are keen to increase parental involvement relating to the educational focus of the school and to enhance student feedback.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	90.3%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	71.4%
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**TEACHER QUALIFICATIONS**

Doctorate	0.0%
Masters	0.0%
Graduate	0.0%
Graduate Certificate	0.0%
Bachelor Degree	75.0%
Advanced Diploma	25.0%
No Qualifications Listed	25.0%

**STAFF COMPOSITION**

Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	4.0
Teaching Staff (FTE)	3.4
Non-Teaching Staff (Headcount)	4.0
Non-Teaching Staff (FTE)	3.3
Indigenous Teaching Staff (Headcount)	0.0

## Community Engagement

### Goals & Intended Outcomes

To further develop school rituals, celebrations and customs that recognise cultural diversity, our charism and connection with families and the parish.

### Achievements

On behalf of all of us at St Mary's, and particularly the school staff, I would like to formally thank and publicly acknowledge the tremendous support we have received from the Parents and Friends Group in 2022. A strategic decision was made early on in the year to reduce P&F activities for the year to allow time to rebuild the P&F following the death of key member, Lesley Morrison in 2021, and refocus efforts following COVID restrictions.

Our school community came together in Term 2 to support the Active Farmer's Run for Resilience, in particular, Fitty's 5, named after Lesley Morrison. A special thank you to the P&F, staff and community members who helped us as we manned the BBQ at the event. In addition to Fitty's 5, the P&F are also thanked for their fundraising efforts through their catering endeavours and the ever popular St Mary's Footy Tipping Competition.

With the easing of COVID restrictions throughout the year, we were excited to be able to welcome the community to a range of community-building events including our 'Jungle Book' Production, Mother's and Father's Day afternoon activities, Community Reading Sessions and our Friday Afternoon Catch Ups.

### PARENT SATISFACTION

Throughout 2022, parents and community members had both formal and informal opportunities to provide feedback. This includes participation in the Parent & Caregiver School Organisational Climate Survey.

Parents were positive in their response to our Wildly Important Goal, 'Every Child Reading', and could see a clear link in improved student reading outcomes. School Reports and Learning Conversations were also identified as a way to receive clear feedback about student progress.

Parents identified the staff as being approachable and respectful when discussing the education of their children or when raising concerns or grievances.



## Future Directions

As we continue to reflect upon how we maintain a cycle of continuous improvement, we are committed to continuing our focus on raising standards of the students attending St Mary's through our Strategic Plan and Annual Action Plan.

Despite four attempts, including one flood-impacted cancellation the day before the scheduled review, our National School Improvement Tool and Catholic Identity Reviews have been postponed to 2023 and will be led by incumbent Principal, Mr Stephen O'Shannessy. Through participation in the National School Improvement Tool review, we will develop the opportunity and intent to analyse and act upon data that will provide greater scope for student and school improvement.

As such, our Interim Strategic Plan will be rolled into 2023, as will our Wildly Important Goals which were positively received from the St Mary's school community. We also look forward to the completion of the Specialist Learning Centre refurbishment.

The three Wildly Important Goals for 2023:

- Every Child, Every Day
- Every Child Reading
- Every Family Connected

2023 Interim Strategic Plan:

Catholic Identity:

To further develop school rituals, celebrations and customs that recognise cultural diversity, our charism and connection with families and the parish.

Leadership:

To continue to build upon student leadership opportunities.

Learning and Teaching:

To cater for a variety of individual learning styles to ensure all students can grow and be engaged in their learning.

Pastoral Wellbeing:

To create a consistent approach in providing a safe, supportive and successful environment for all.

Stewardship of Resources:

To use our unique physical environment to enhance our learning.