



St Mary's School Inglewood

2021

Annual Report to the School Community



Registered School Number: 379

Table of Contents

- Contact Details2
- Minimum Standards Attestation2
- Governing Authority Report3
- Our School Identity and Vision Statements4
- School Overview5
- Principal’s Report6
- Parish Priest’s Report8
- School Advisory Council Report9
- Catholic Mission and Identity and Education in Faith10
- Learning & Teaching12
- Pastoral Wellbeing15
- Child Safe Standards18
- Leadership & Management19
- School Community22
- Future Directions23

Contact Details

ADDRESS	87 Southey Street Inglewood VIC 3517
PRINCIPAL	Kim Carter
GOVERNING AUTHORITY	Catholic Education Sandhurst Ltd
TELEPHONE	03 5438 3075
EMAIL	principal@sminglewood.catholic.edu.au
WEBSITE	www.sminglewood.catholic.edu.au
E NUMBER	E3010

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 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

08/03/2022

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

Governing Authority Report

Catholic Education Sandhurst Ltd identifies learning and teaching as two parts of the same action designed to ignite the 'spark of the divine' in every child. We seek to provide safe, supportive and secure environments that value diversity, promote care, respect and co-operation. In 2021 our schools went into overdrive once again to plan and prepare for a learning model that would respond to the continuing impact and uncertainty of Covid-19.

Bishop Shane established Catholic Education Sandhurst Ltd in 2021 to assume the ownership and operation of Catholic schools which previously operated as an unincorporated body. This change in our governance structure coincides with a time of increasing challenges that call us to imagine new and inspiring structures that will meet the needs of a changing Church.

Catholic Education Sandhurst Ltd governance requirements meant that schools would now develop School Advisory Councils to support the principal and school Leadership Teams to ensure the smooth running of our schools and continue the life-giving relationship between our schools and parish communities.

During extremely challenging times our schools were able to maintain their focus on each child, implementing the Victorian Curriculum and the Sandhurst Source of Life Religious Education Curriculum while providing outstanding pastoral support both on-site and through remote learning.

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.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2021 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, bringing the 'spark of the divine' into focus every day.

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

Our School Identity and Vision Statements

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.

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.

Principal's Report

As a new Principal in 2021, it quickly became apparent to me what a tight-knit and special community St Mary's is. This thought solidified itself throughout a year filled with successes and challenges.

In May, our school community was shocked and saddened by the sudden death of Lesley Morrison. From the moment I met Lesley, I gained an appreciation of her dedication and commitment to the St Mary's school community and her embodiment of community spirit. Throughout this sad time I, once again, appreciated the support and compassion that our community members show each other.

Within four weeks of Term 1, we had already entered our first period of remote learning due to the COVID-19 pandemic. The pattern continued for the remainder of the year and staff, students and parents are to be acknowledged and appreciated for the way they were able to pivot, sometimes with minimal notice, between remote and face to face learning environments. Always responsive to the needs of the children in our care and our families, staff were quick to respond to feedback regarding remote learning formats and were able to connect more regularly with the students and their families through Google Meets and phone calls. Despite lockdowns, the children of St Mary's were fortunate to participate in many activities including camps, big days out, Caritas K's, Leadership Days, Energy Breakthrough training events, Cross Country and Athletics just to name a few.

The uncertainty surrounding COVID restrictions and lockdowns certainly interrupted School Advisory Council and Parents and Friends activities. The P&F are to be thanked for their efforts and enthusiasm and were able to hold the Mothers and Father's Day stalls, the Footy Tipping competition and catering activities. At the beginning of the year, Andrew Smith hung up his boots as School Advisory Council Chair, passing the baton onto Suzi Birthisel. For the Advisory Council, much of the year was spent in formation and developing an understanding of what it means to be a school within Catholic Education Sandhurst, Ltd. The change in governance gave us the opportunity to deepen our knowledge of school governance, finances and included a thorough review of the bus service. Thank you to all school council members for your continued dedication and vision for St Mary's.

A special thank you to Father Stephen for his support and spiritual leadership throughout the year. The development of a Shared Mission Statement has worked to ensure a continued connection between the school and parish.

At the beginning of the year we welcomed Louise Murray to staff, taking on the position of Specialist Teacher. Louise joined the dedicated staff and I thank all staff, Nathan, Cath, Franceen, Sandra and Micah for their efforts throughout the year and wish Nathan Starr all the best in his new teaching position in 2022.

As a school Principal, the quality of my staff and the potential we have for making a profound difference in the lives and the learning of the children in our care, has always been of paramount importance to me. Throughout the year, the staff undertook a range of professional learning activities including SMART Spelling, Berry Street Education Model, the Science of Learning, NCCD & Disability Discrimination Act, Mandatory Reporting, Religious Education and Indigenous Perspectives.

A sincere thank you to all St Mary's families for your ongoing support of children and staff throughout the year. Family life, as we all know, is busy and at times very demanding, however

we hope St Mary's school will continue to be a place where you can enjoy good support, quality relationships, and multiple opportunities that support your children to thrive and flourish.

Kim Carter
Principal

Parish Priest's Report

In the last year our parish life was severely limited due to restrictions, but we continued as best we could. By the end of the year we had mostly returned to normal. We continue to hope that our Sunday Mass will be a point of contact between school and parish.

The change in governance arrangement was a significant shift in the relationship between school and parish, but I was very pleased that the main changes meant less administrative tasks I had to approve or sign, and the spiritual and pastoral care connection continued as it was aside from the restrictions due to Covid. I was very satisfied with the Shared Mission Statement that was drawn up by myself and Kim after consultation with the School Advisory Council and parish community.

We did not go ahead with any Sacrament preparation within the school, partly because of restrictions but mostly because we recognised we would have a bigger cohort if we waited until the following year.

Having transferred the use of the convent over to the school in 2020, we were happy to follow up by making a significant contribution towards the cost of the works on the convent when it ran into a few difficulties halfway through 2021. As a parish we believe that St Mary's School is an important part of the work of the Catholic Parish to proclaim the Gospel and to serve the community, so not only is it important that we support the school in what way we can, we have great hope that the renovated convent, and especially the community space, will be very helpful in fostering a greater connection between school and Church.

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.

In 2021, following the formation of Catholic Education Sandhurst, the role of School Advisory Councils within the Sandhurst Diocese underwent a change.

We had excellent support from Catholic Education Sandhurst (CES) in understanding our new role as a School Advisory Council. Representatives from CES attended our meetings and provided informative updates on the new governance structure and the role the School Advisory Council plays as a sounding board for the Principal.

The 2021 school year once again saw our community in and out of lockdowns and remote learning. This presented it's fair share of challenges to the teaching team, students and parents. We were fortunate to have a committed group of educators, led by Kim, to guide us through.

The tragic loss of our dear friend and community member, Lesley, in May saw the school community rally and unite in support of Scott and their family. Our response was a source of great pride and one that truly highlighted the strength and character of those who make up our school community.

Our Parents & Friends team continued to keep the wheels turning, with a number of catering events in the early part of the year, followed by another successful footy tipping season and small fundraisers. Congratulations to this dedicated group, who maintained focus throughout another pandemic year.

As we look forward to 2022, 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 Mission and Identity and Education in Faith

Goals & Intended Outcomes

- To build and maintain partnerships with Parish, particularly during the transition of governance in schools.

Achievements

Early in Term 1, Father Stephen and Kim Carter met to create a School-Parish Shared Mission statement. Regardless of the change in governance, a continued importance was placed on the role of the Parish Priest, Father Stephen, and Parish in the faith and sacramental journey of the school community. The Shared Mission statement outlined how the school and parish will continue to work together following the change in governance to Catholic Education Sandhurst Ltd. The Shared Mission Statement covers Parish-School communication and planning, spiritual formation of children, young people and their families and opportunities for engagement in parish ministries, pastoral support arrangements, senior staff appointments and Parish-School facilities and planning.

The Beginning of the Year Mass with the Parish included a shared morning tea following Mass, which was a great opportunity to reconnect as a community following the lock downs of 2020 and the snap lockdown early in Term 1. Due to ongoing COVID lockdowns, restrictions and periods of remote learning, the next time we could gather as a school community for a whole school Mass was the end of year Mass and Graduation in December, held outside underneath the covered open learning area.

The Catholic identity of the school continued to be a significant priority. Cath Williams was our Religious Education Leader and worked to promote the schools Catholic Identity. Within her role, Cath participated in Network Days, gaining a deeper insight into Religious Education Leadership within Sandhurst schools and accreditation requirements for teaching staff.

Professional learning for staff included a staff spirituality day in Echuca and staff meetings centering around Teaching Scripture in the Classroom and Catholic Social Teaching, facilitated by Maria Ford and Lee Pethybridge from Catholic Education Sandhurst. Principal, Kim Carter, undertook two Master of Theology units focusing on Biblical Studies and Sacraments and Sacramentality.

As part of our commitment to Catholic Social Justice, we supported the Caritas Project Compassion fundraising program and participated in a Day of Solidarity which included a Lunch of rice for the majority and a feast for a select few, as well as Caritas K's around the Inglewood football oval. In December, our school community generously donated food hamper items as part of the Marist Vinnie's Food Drive.

Due to student numbers and the uncertainty surrounding COVID lockdowns and guidelines, it was a joint decision between school and parish to postpone the sacramental program for 2021.

VALUE ADDED

- Staff formation surrounding Catholic education and what it means to be a teacher within a faith community

- Creation of a Shared Mission Statement between the school and Parish
- Caritas K's and Day of Solidarity
- FIRE Carrier training and induction

Learning & Teaching

Goals & Intended Outcomes

- To improve teacher practice in Spelling and build upon their current understandings about best teacher practice.
- To investigate and implement the Elements and Science of Learning, using ICT tools and apps.

Achievements

A significant portion of the year was spent remote learning due to several periods of lockdown due to the COVID 19 pandemic. Staff worked hard to ensure a continuation of learning for children and adapted their practise throughout the year to best ensure attendance and engagement in online learning materials. In adhering to operational guidelines, students "at risk" were encouraged to receive onsite supervision and support throughout remote learning periods. Overall, all students were supported through their learning through differentiated activities, online Google Meets and regular phone calls home.

A drive throughout the year was to increase teacher knowledge and support for students identified within the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The NCCD enables St Mary's to better understand the needs of students with disability and how they can be best supported at school through the implementation of adjustments, consultation with families and through setting, monitoring and reviewing student progress goals.

Principal, Kim Carter, completed the PAT Data Driven Decisions course which allowed for a deep examination of student outcomes in the Progress Assessment Tests in Reading and Maths. Teaching staff undertook professional learning relating to how to set and read PAT data and how this data could be utilised to positively impact student learning outcomes. In addition, staff were trained in SMART Spelling and Cath Williams also undertook the SMART Foundation Training.

With a continued focus on school improvement, staff undertook a day to develop their understanding of the Science of Learning and associated PEN Principles. From this day, teachers were able to use research proven educational, psychological and neuroscience strategies within their lessons to best enhance opportunities for learning.

Louise Murray took on the role of Health and PE specialist teacher which enabled children to focus on their health and wellbeing. We continued to provide access in sport through; Swimming, Gymnastics, Cross Country, T-ball, football and netball carnivals and athletics. Although the official Energy Breakthrough program was cancelled due to COVID, Grade 6 children were able to participate in unofficial training events over a two-week period.

STUDENT LEARNING OUTCOMES

Following the cancellation of NAPLAN in 2020, students in Grade 3 and Grade 5 once again participated in NAPLAN in May. Although Grade 5 children saw their greatest growth in Writing and Numeracy when comparing their Grade 3 results from 2019 to their Grade 5 results in 2021, overall results for Grade 3 and Grade 5 fall within the bottom 50th percentile when

compared to Victorian state results for Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.

NAPLAN results were analysed by staff, with a focus on trends across the school and how individual results could be utilised to support teaching and learning for students and the entire cohort. A spiral of inquiry approach was used to analyse student academic, attendance and social data, the results of which were the creation of the 2022 Wildly Important Goals which have a heavy focus on improvement in student reading, spelling and attendance outcomes.

Students at risk were targeted through additional intervention support, focusing on speech, spelling and reading.

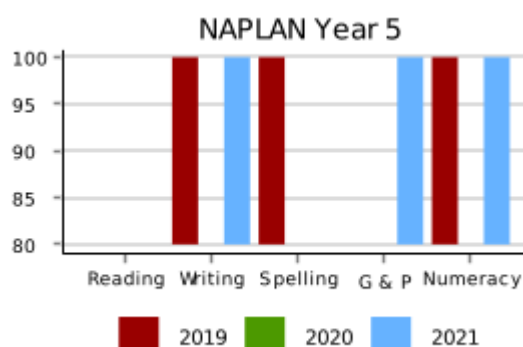
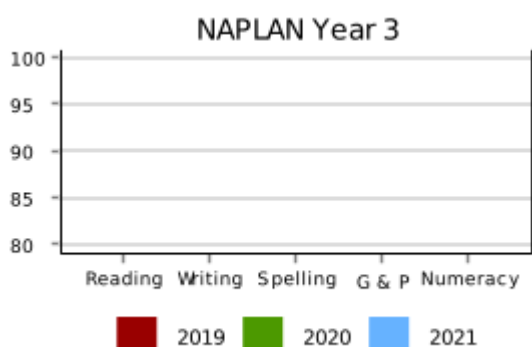
Towards the end of 2021, St Mary's Assessment and Reporting processes and schedules were analysed and redeveloped. Students are assessed annually in October via the ACER PAT testing which is then utilised by staff when determining student successes, growth and needs. Staff continue to use this data to triangulate this with classroom tasks, such as formative assessments through Maths Pathways, Essential Assessment and other Foundation-Grade 2 assessments.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	**	-	-	**	-
YR 03 Numeracy	80.0	-	-	**	-
YR 03 Reading	**	-	-	**	-
YR 03 Spelling	**	-	-	**	-
YR 03 Writing	**	-	-	**	-
YR 05 Grammar & Punctuation	60.0	-	-	100.0	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	80.0	-	-	80.0	-
YR 05 Spelling	100.0	-	-	80.0	-
YR 05 Writing	100.0	-	-	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.



Pastoral Wellbeing

Goals & Intended Outcomes

- To re-create our sense of community with parents, members of the school community, parish members and local community groups.
- To improve staff knowledge in trauma-informed best practices in relation to supporting students and behaviour management.

Achievements

Frequent lockdowns, restrictions and periods of remote learning impacted our ability to recreate our sense of community following 2020's lockdowns. In a joint initiative between St Mary's and Inglewood Primary School, resources were combined to obtain a Loddon Shire Community Activation Grant. Through the work of Farmer Darryl's Mobile Animal Farm and the Lion's Community Market, community members were able to reconnect and support the local community.

In an effort to support children with their mental health and wellbeing and to further support students who have experienced trauma, Berry Street Education Model training was completed by Kim Carter, Cath Williams and Louise Murray. Nathan Starr and Franceen Innes began their training which will conclude in 2021. The Berry Street Education Model provides strategies for teaching and learning that enables teachers to increase engagement of students with complex, unmet learning needs and to successfully improve all students' self-regulation, relationships, wellbeing, growth and academic achievement.

The Resilience, Rights and Respectful Relationships program was reviewed and reintroduced with a new scope and sequence.

A Spiral of Inquiry Day was held with staff reviewing student academic, attendance and wellbeing data. A process was followed including focusing on specific areas, developing hunches and planning for action through the development of our 2022 Wildly Important Goals, which focus on reading, attendance and community connections.

VALUE ADDED

- Grade 3/4 Camp to Sovereign Hill, Ballarat
- Grade 5/6 Camp to Billabong Ranch, Echuca
- Community Activation - Farmer Darryl's Animal Farm
- Mackillop Art Exhibition
- Grade 5/6 Northern Plains Student Conference
- Foundation - Grade 2 Big Day Out
- Grade 6 Big Day Out

- Energy Breakthrough Training Events
- School Prayer and Meditation
- Wellbeing Journals and Friday afternoon wellbeing time
- Grade 5/6 Dreamseeds session
- Gym & Swimming program
- T-Ball Program

STUDENT SATISFACTION

Social-emotional and wellbeing check ins played a pivotal role throughout periods of remote learning. Although students were largely engaged in remote learning materials, they felt disconnected from their peers. The increased number of Google Meets throughout the year helped maintain connection between students, their peers and the school.

Students completed the ACER Social Emotional Survey and reported being happy at school, though an ongoing focus could be on student behaviour.

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 administration officer 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. The Chaplain/Wellbeing support person also monitors and follows up ongoing student absence.

During periods of remote learning, attendance was taken via the morning Google Meet and through the completion of the daily check in comment in the class Google Classroom.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	85.3%
Y02	84.3%
Y03	91.6%
Y04	96.3%
Y05	98.4%
Y06	89.7%
Overall average attendance	91.0%

Child Safe Standards

Goals & Intended Outcomes

- To improve staff knowledge in trauma-informed best practices in relation to supporting students and behaviour management.

Achievements

In the first Semester, staff became aware of requirements associated with the Child Information Sharing Scheme (CISS) and the Family Violence Information Sharing Scheme (FVISS). Contained within the Multi-Agency Risk Assessment and Management (MARAM) Framework, schools are required to respond to child safety-related information sharing requests and can make requests and proactively share information. Staff completed their annual Mandatory Reporting eModule training in Term 1 and then again in July once the MARAM information was added to the course.

Coinciding with the change in governance to Catholic Education Sandhurst, all St Mary's child safe and duty of care frameworks, policies and procedures were updated. A Child Safety Risk Register was updated for the school.

Staff participated in professional learning regarding Indigenous Perspectives, facilitated by Troy Firebrace from Catholic Education Sandhurst. In addition, Child Safety and behaviour support were standing items in staff meetings, all staff updated their CPR and anaphylaxis training and Kim Carter completed training in Mental Health Emergency First Aid.

Leadership & Management

Goals & Intended Outcomes

- Development of the 2022 - 2025 Strategic Plan.
- Be responsive to and respond accordingly to possible changes to Sandhurst Governance structures.
- Provide opportunities for School Advisory Council formation and development, encouraging parents to become leaders within our school, in a variety of ways.
- To work with a variety of stakeholders in the preparation, planning and implementation of the refurbishment of the convent building.

Achievements

The school Leadership Team consisted of Kim Carter as Principal, Nathan Starr as Senior Leader and ICT Coordinator and Cath Williams as Religious Education Leader. After 14 years as Board Chair, Andrew Smith passed the baton to Suzi Birthisel at our beginning of the year Special Meeting. St Mary's formally thanks Andrew for his contribution to the school community, 19 years as Board Member, 14 of which as Board Chair is a massive achievement.

A significant achievement regarding the leadership and management of St Mary's Primary School was the change in governance to Catholic Education Sandhurst Ltd. Principal, Kim Carter participated in fortnightly governance briefings at the start of the year which outlined key changes and requirements. The School Advisory Council welcomed Joan Coldwell and Ben Higgins from CES Ltd. to discuss school governance and finances, and were kept well-informed of actions aligned with the governance change.

Father Stephen Bolling remains a pivotal member of the school council and holds an important role in the faith formation of the community. The Shared Mission Statement works to ensure a continued connection between the School and Parish. This link was enhanced throughout the preparation and tendering process for the Specialist Learning Centre, with the Parish making a monetary contribution to the shared community room and kitchen. St Mary's School wishes to thank the Parish for their contribution to the project. Y2 Architecture remained the architects for this project and Searle Bros were awarded the contract for the Victorian Government Capital Funding Program project, expected to be completed in early 2022.

In addition to the commencement of building works for the Specialist Learning Centre, additional facility improvement projects were undertaken throughout the year. This included the replacement of shade cloth over the eating area, painting of landscape garden beds, removal of defunct air conditioning units, renovation of the chicken enclosure and installation of a table tennis table.

In an effort to ensure role clarity for all staff, position descriptions for all school positions were reviewed and comprehensive position descriptions written.

In 2021, the Leadership Team led the school community during the COVID-19 pandemic. By successfully maintaining clear, concise and regular communication with the parents and carers, the school successfully maintained an inclusive and informed school community, especially during periods of lock-down and remote learning.

St Mary's was scheduled to participated in a school review using the National School Improvement Tool. Unfortunately, due to COVID, this review was postponed until 2022. In its place, staff and the school advisory council developed an interim strategic plan for 2022, as well as participated in a spiral of inquiry process to develop our 2022 Wildly Important Goals.

PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

- SMART Spelling & SMART Foundation Spelling
- Staff Spirituality Day
- Mandatory Reporting eModule
- COVID Infection Prevention & Control eModule
- Berry Street Education Model
- Religious Education Leader Network Days
- Science of Learning & PEN Principles
- Mental Health Emergency First Aid
- PAT Data Driven Decisions
- Deputy Principal / Senior Leader Network Days
- CPR and Anaphylaxis First Aid
- Catholic Identity Professional Learning
- Indigenous Perspectives
- NCCD Introduction & ongoing Professional Learning
- Dynamiq Emergency Management

TEACHER SATISFACTION

Introductory, Goal Setting and Annual Review meetings held throughout the year indicates that there is a good level of teacher satisfaction at St Mary's School.

Staff are regularly faced with the challenges associated with working in a small school including the fast-paced nature of the work and planning in isolation. A high level of satisfaction was reported in regard to the response to and approach taken during periods of remote learning. Teaching staff highlight teamwork and a sense of community and belonging as positive aspects of St Mary's Primary School.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	93.6%
--------------------------------	-------

ALL STAFF RETENTION RATE

Staff Retention Rate	50.0%
----------------------	-------

TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	25.0%
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)	2.0
Teaching Staff (Headcount)	4.0
Teaching Staff (FTE)	2.8
Non-Teaching Staff (Headcount)	5.0
Non-Teaching Staff (FTE)	2.6
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

- To re-create our sense of community with parents, members of the school community, parish members and local community groups.

Achievements

Unfortunately due to the COVID Pandemic we were unable to engage in many face to face opportunities. However, by successfully maintaining clear, concise and regular communication with the parents and carers, the school successfully maintained an inclusive and informed school community, especially during periods of lock-down and remote learning.

Our Mother's Day Pamper afternoon was a lovely event with many Mums, Grandmas and special ladies in attendance. St Mary's joined with the Inglewood Community Neighbourhood House (the Hub) to hold an Australia's Biggest Morning Tea fundraiser.

St Mary's joined with Inglewood Primary School in obtaining a Community Activation Grant. Together, the schools hired Farmer Darryl's Mobile Animal Farm who was present at a well attended Inglewood Lions Community Market and offered an opportunity for our school community to reconnect.

PARENT SATISFACTION

Parent satisfaction was measured by regular formal and informal feedback from the school community during the COVID Pandemic. After the first Remote Learning period we conducted a Parent survey and determined what would be the best way forward if faced with remote learning again. This data was used to form our approach to subsequent remote learning periods throughout the year, including greater access to online material, online class Google Meets and regular wellbeing check in phone calls home.

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. 2022, will offer a range of opportunities for the school to enhance learning through the use of the renovated Specialist Learning Centre. 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.

Through a spiral of inquiry process, three Wildly Important Goals have been identified for 2022:

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

As we enact our action plan, we will address the following overarching goals with specific and targeted actions from our 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.