



# St Mary's School Mount Evelyn

## 2022 Annual Report to the School Community



Registered School Number: 1804

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## Minimum Standards Attestation

I, Angela Glennie, 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.

02/03/2023

**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

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Vision and Mission

Love Above All.

In our faith, in our words, in our actions.

In our diversity, in our striving.

In our sharing, in our hoping.

This is our journey, this is our truth.

"Love never gives up, never loses faith is always hopeful and endures." 1 Corinthians 13:7-8



## School Overview

St. Mary's Primary School, which opened in 1980, is situated in the Yarra Valley and has an enrolment of approximately 290 students who come from culturally and socio-economically diverse backgrounds. Families come from the townships surrounding Mt Evelyn. Many of the children are bussed in from the outlying areas, free of charge, on the Invicta and Martyrs buses.

St. Mary's is situated on seventeen acres of bushland, incorporating extensive play areas that include an oval, courts, a fitness track, bush chapel, three separate areas of play equipment, including a separate playground for Prep students, a community garden and quiet play areas equipped with table tennis tables, games and sets of giant chess and draughts. All areas of our school have been refurbished, providing functional spaces to enhance learning. We have a well-stocked library and specialist teachers in Library, Performing Arts, Visual Arts, Wellbeing, Italian and PE. The property is partially landscaped, focusing widely on native trees and plants. The grounds provide an opportunity to be used by staff, children and families for both recreational and educational purposes. We have fifteen classes: three x preps, four x one-two classes, two x three classes, two x four classes and four x five-six classes. We try to ensure that students who are in a composite class remain with the same teacher over a two-year period. We believe that this promotes a consistent learning environment, minimises the loss of learning time (at the beginning of each year), and ensures the continuity of learning for our students so that they may achieve their potential.

The school is supported by the Parish, School Advisory Council, Parents and Friends Association and a very positive parent body. Parents are encouraged to participate in various curriculum and extracurricular activities, e.g. Literacy program, The Arts, Religious Education, weekly assembly, liturgies, toddler story time, gardening and craft clubs as well as excursions and sporting programs.

We have a staff of 40, comprising 23 teachers, 17 learning support officers and administration staff. With the assistance of our Learning Support Officers, we work hard to address the learning needs of all children. As well as endeavouring to extend students in the classroom; extension programs for Literacy and Mathematics are run several times a week to enable like-minded children to work together to further stimulate and challenge each other as well as achieve personal learning goals within the classroom. When children are experiencing difficulties, we believe it is important to intervene early and find that short, daily intervention programs and support have the greatest positive impact on student learning and growth. We work closely with parents and value their input through Program Support Group meetings, and we have trained staff onsite who are qualified to administer User B educational assessments. If student data indicates that our intervention is not having the desired impact, children are further assessed and referred to MACS Learning Diversity or consulting specialists. As well as the interventions that take place in the classrooms, with the assistance of the Learning Support Officers, we also run Mini Lit for Literacy, and have two Number Intervention staff who work across the school four days per week. These teachers also work closely with classroom teachers and Learning Support Officers, often facilitating planning and providing professional learning for staff.

Collaborative, data informed planning, teaching and decision-making procedures are well-developed. Teachers in each level, consult student assessment data, plan and work together regularly and provide opportunities for interaction amongst all students. We have a very successful prep/year six buddy system operating in the school and a highly active Student Action Team, who meet regularly with the principal discussing and planning student initiatives.

Student and family wellbeing are a priority at St Mary's with the firm belief that wellbeing underpins overall development and student success. Wellbeing is supported by the employment of a Student Well-being Leader, Pastoral Care Worker, and remote access to a School Psychologist.

The Parish Priest, Principal, Staff and families value St. Mary's as a welcoming and inclusive community of people who share a common commitment to our motto, "Love Above All". As members of a Catholic community, we strive to be models of the Gospel values of love, understanding, respect and service, reflecting upon the examples set by those within the gospels as well as those within the community.

In 2022, we continued the second year of improvement outlined in the School Improvement Plan, devised as a result of the highly successful formal School Review carried out in December 2020. Our commitment to school improvement is mobilised by all staff who hold a shared commitment in working together to increase engagement, resilience and learner confidence, with the aim to achieving continued improvement thus ensuring ongoing and better outcomes for all of our students.

## Principal's Report

2022 was a year of rebuilding community, of challenge, exploration, initiative, feedback and genuine collaboration and achievement. The St Mary's staff continued to action their whole school commitment to school wide improvement, further implementing improvements of practice and engagement that emerged from the 2020 School Review. Actions of School Wide Improvement included extensive work in Literacy including employment of two literacy leaders who partnered with Eastern Region Learning Consultants and participation of the Prep teaching team and Mathematics leader in ENA training; Early Number and Algebra.

As we emerged from remote learning conditions, we added to our suite of engagement practices. These included:

- Parent Teacher Learning Interviews offered both face to face and in the online meeting space.
- PSG meetings offered both face to face and in the online meeting space.
- Weekly School Assemblies with families able to attend either face to face or in the online meeting space.

St Mary's continued to partner with the Outer Eastern Principal's Network, and the School Improvement Learning Collaborative which continued to partner schools with Dr. Lyn Sharratt, in highly personalised and strategic cycles of inquiry.

2022 had many highlights including:

- Year 6 Camp, Bike Ed and 5/6 leadership week
- 'Around the Grounds' and 'Pathways to Leadership' weekly staff sessions.
- Whole Staff Two Day Live In which focused on whole school literacy improvement and Education in Faith
- Growth Coach International Coaching Course for leadership team members.
- Sacramental Information Nights (face to face)
- District Swimming Carnival (selected students)
- One provisional teacher completed VIT project
- Celebration of the sacraments of Reconciliation and Confirmation.
- ARMs (staff Annual Review Meetings with principal)
- Prep Transition program facilitated (face to face).
- Onsite Art Show and Christmas Picnic and Fair
- Italian Day onsite
- Grade Six Fun Day at Gumbuya World
- Whole school fun day onsite
- Graduation Candle ceremony on-site
- Graduation farewell concert on-site
- Graduation Luncheon
- Guard of Honour



- School Production and Junior Arts Showcase
- Colour Run

The installation of a new and state-of-the-art fire service, providing sufficient fire services support in the event of fire.

The above list is a credit to every member of the St Mary's School Community in their combined efforts to collaborate as St Mary's continued to be united through their Vision statement of 'Love Above All'.

## Catholic Identity and Mission

### Goals & Intended Outcomes

- The goals for Education in Faith for 2022 was:

To ensure effective whole school pedagogical knowledge and practice.

To empower our community to actively engage in the continual improvement of learning, wellbeing and faith.

The intended outcomes were:

That Pedagogy of Encounter is enacted and embedded across the school.

That the school community strengthens their understanding of the interconnection between faith, life and culture.

### Achievements

- To embed provocations across all levels during inquiRE.
- Increase the dialogical approach to facilitate the understanding of the Pedagogy of Encounter tool in planning and teaching.
- Facilitate a sacrament program which caught up from the Covid years.
- Staff meeting prayer time became an opportunity for staff to present a prayer reflection that draws from the POE

### VALUE ADDED

- Sacrament program which increased family engagement and dialogue with the parish priest.
- Sharing of planning and delivery of Sacrament Program between St Mary's and their brother school St Joseph's.
- Sacrament of First Communion became embedded within the regular weekend parish masses.
- Holy Week Reflection and Alleluia Day celebrations.
- Dedicated professional learning for staff around the sacramentality of Faith Education within the regular classroom
- Employment of a new Religious Education Leader.

## Learning and Teaching

### Goals & Intended Outcomes

To ensure effective whole school shared pedagogical knowledge and practice.

To empower our community to actively engage in the continual improvement of learning, wellbeing and faith.

That consistent effective practice in Literacy is evident across the school.

That effective Mathematical practices are embedded across the school.

### Achievements

Once more our Vision for Learning and Teaching, professional responsibility and high expectations for all underpin the work we do at St Mary's.

The Shared Vision for Learning and Teaching is:

At St Mary's we believe that quality learning and teaching demands high expectations of teachers and students within the context of contemporary best practice. We believe that quality learning and teaching inspires, motivates and challenges students and teachers; it encourages and supports an inner drive for learning across all areas: social, emotional, academic and professional.

Quality learning and teaching is explicit, scaffolded, reflective and personalised in nature. It is maximised: when environments are welcoming, engaging and safe, when teachers know, listen to and respect their students, and when decisions are made collaboratively.

Quality learning and teaching must be accessible to all members of our community in order that we enact our mission of "Love Above All."

Achievements of note include:

- Employment of two Literacy Leaders P-2 and 3-6
- Clarity and agreement of St Mary's Pedagogical Framework, articulated as the "St Mary's BLUE print" from the non-negotiables document. This was achieved through socialising the blue print with staff and implementing it across the school
- Whole school learning routines for phonics and spelling with progression and expectations clearly articulated and understood.
- Implementation of HITS across the school.
- Implementation of the new data plan across levels ensuring effective data usage strategies to inform differentiated teaching and learning.
- Writing rubrics to include grammar and punctuation.
- Visible Learning Intentions and Success Criteria for Literacy, Maths & RE all Learning Intentions evident in all work programs and central to all teaching spaces.
- Consistent use of Learning Arrow and Bump it up walls across the school as a feedback strategy for student learning.
- Continued use of Data Walls to inform Literacy progress, trends and instruction.

The use of data to inform differentiation in learning and teaching was a focus, with particular attention to achieving growth as a measure of success. Data Walls were used to inform writing progress, identify trends, drive instruction and identify areas for improvement.

Essential Assessment in Mathematics enhanced data collection and data informed conversations for student learning.

The implementation of the SPA platform across the school provided a uniform online space for data storage which facilitated data conversations to design student learning.

Learning Walks continued to be utilised by the leadership and staff teams with school wide patterns identified and utilized for further enhancement of student outcomes. The school continued working with MACS Literacy consultant to implement the Pedagogical Framework grounded in research to which we agree and are held accountable. This enhanced the use of High Impact Teaching Strategies and the implementation of the Science of Reading across the school. The Maths Leader and three ESO staff implemented the GRIN program which supports students in the lower middle band; preparing their conceptual knowledge and language prior to the Maths lesson. The Maths leader strengthened the understandings and practices of teaching staff with a focus on Counting Collections and Number Talks.

Improvements in the area of Learning Diversity also occurred:

- The Learning Diversity Team devoted time and energy into refining and embedding processes.
- The Learning Diversity Team led the staff through the NCCD requirements, designed to accurately identify and cater for students requiring learning adjustments.
- The Learning Diversity Team continued to monitor and adjust the network- based record keeping system for all students on the NCCD
- Staff mentoring around Personalised Learning Plans, SMART goals and the referral process continued
- Over 160 PSG meetings took place to support student needs in partnership with families.
- Continuation of a team approach to Program Support Group Meetings.
- Refinement of the use of Educational Support staff in the delivery and record keeping of interventions.

## STUDENT LEARNING OUTCOMES

- Reading had a slight dip in 2021 for Year 3 students but has shown a marked increase in results. Year 5 results remained consistent over the last two years.
- Numeracy has shown a slight drop in achievement levels overall but our high achieving students have increased their level of attainment.

For both Year 3 and Year 5 the girls achieved higher than the boys in Literacy, but for Numeracy they were very similar.

100% of Year 3 students achieved at or above the National Minimum standard for reading, with 93% of Year 5 students reaching this goal.

100% of students in Year 3 and Year 5 achieved at or above the National Minimum standard for Numeracy, Writing and Spelling

The results will be further analysed by curriculum leaders and staff when all data is released.

To improve student outcomes, we have several programs and strategies in place including: MiniLit, Heggerty Phonemic Awareness Program, Daily Spelling clinics, Writing Rubrics, Literature Circles and the use of Mentor Texts for Literacy. In the area of Numeracy, we include Number Intervention, Counting Collections and Essential Assessment. Dedicated Literacy and Numeracy blocks are factored into the school timetable. To enhance curriculum and teaching practices, Professional Learning for all staff is ongoing, relevant and needs-based. The use of Learning Support Staff across the school enables all students to access the curriculum at their level.

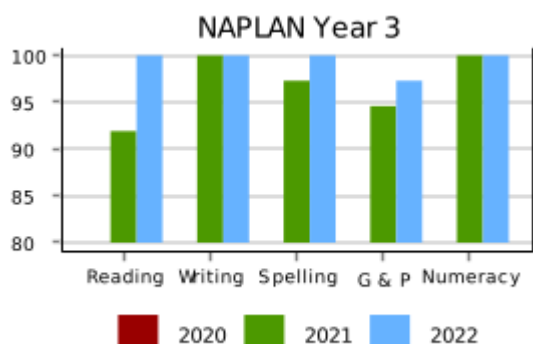
Targets to improve student outcomes are resultant of data collection, analysis and discussion, Learning Walks and consultation with Learning Consultants. Level sprints coordinated by the curriculum leaders is one way to drive strategic and narrow focused improvement for cohorts of students. School wide attention to practices and programs which are data informed and research supported is strategically driven, supported and monitored by the leadership team.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	94.6	-	97.3	2.7
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	91.9	-	100.0	8.1
YR 03 Spelling	-	97.3	-	100.0	2.7
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	97.4	-	100.0	2.6
YR 05 Numeracy	-	97.3	-	100.0	2.7
YR 05 Reading	-	100.0	-	92.9	-7.1
YR 05 Spelling	-	86.8	-	100.0	13.2
YR 05 Writing	-	94.3	-	100.0	5.7

\* 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

Goal:

To empower our community to actively engage in the continual improvement of learning, well-being and faith.

Intended outcomes:

That a sequential Wellbeing approach is consistent across the school.

### Achievements

The Positive Education Enhanced Curriculum which comes out of Monash University was implemented across the school. Well-being learning intentions and success criteria were audited to gain a school wide picture of the manner in which well-being was being taught in the school. The PATW survey was initiated for years 3-6. The well-being leader completed Tuning into Kids facilitator training and teamed up with the pastoral care worker, ran the six-week parent education program which was offered both on-site and remotely.

#### VALUE ADDED

Whole School Meditation

Tuning into Kids

Open Door human development program for parents and students which was held remotely.

Weekly emails from class teachers including well-being focus and self-care strategies

#### STUDENT SATISFACTION

Overall school positive endorsement from the students as reflected in the satisfaction surveys was high at 78%; this was an increase of 13% from the previous year and places wellbeing indicators significantly higher than average MACS schools.

Overall school positive endorsement from the staff view point was above other MACS schools with an average of 79%.

Overall school positive endorsement from the family perspective was also high at 75%; this is well above the previous years and above MACS average.

These results are reflective of the foci strategies which the school committed to in ensuring safety, inclusion and engagement for all community members following the Covid impacted years.

**STUDENT ATTENDANCE**

Student non-attendance is included in reports and followed up personally with parents or guardians. Unexplained absences (of more than one day), are noted with contact being made from school to home via telephone or face to face. The importance of regular attendance is also stressed at Information Sessions, in the school newsletter, on our website and via displays within the school. When non-attendance becomes a pattern of behaviour, a meeting is called with parents, guardian, teacher and principal. Barriers to attendance are discussed with agreed attendance goals and actions minuted and monitored. During Remote Learning which was delivered via Google Classroom, all teachers marked the daily roll. The telephone absentee line was active and checked daily. Follow up from teachers occurred when unexplained absences were experienced, with teachers consulting with leadership when patterns appeared to be developing. Support from leadership to families was extended personally when required.

**AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL**

Y01	86.9%
Y02	88.6%
Y03	88.1%
Y04	89.2%
Y05	86.5%
Y06	89.8%
Overall average attendance	88.2%

## Child Safe Standards

### Goals & Intended Outcomes

Child safety is central to our school motto of 'Love Above All'. Our goal is to create, maintain and promote a community committed to the following rationale:

At St Mary's Primary School, Mt Evelyn we hold the care, safety and well-being of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel. (St Mary's Child Safety Policy May 2017).

Child Safety is highlighted further in our Vision Statement when we specify 'Love Above All' in our words, actions, striving, diversity and journey.

Child safety is included in every area of our School Improvement Plan, specified in the Well-being Goal:

To provide a safe and consistent learning environment that maximises the well-being of each student within our Catholic context

As a wider school community, we aim to educate all members of the community around the responsibility that each person has to ensure the safety of every child.

We have a strong commitment to the ongoing monitoring of child safety resources and practices within our school and parish community. We have dedicated staff members who remain informed of changes within the Child Safety Legislative requirements and whom work together to implement the changes and advertise these changes to the community as they occur. Child Safety is regularly discussed across all areas of the school and parish community, it remains at the forefront of conversations.

### Achievements

Child Safety remains an active priority across all areas of the school community; the following are specific examples of this work during 2022:

- Review of Child Safety Policy and Code of Conduct ensuring compliance with current legislative requirements.
- Refinement and application of the email system to parents reporting same day unexplained non-attendance.
- Annual staff training around Child Safety standards, including whole staff online training specific to Child Safety, Reportable Conduct Scheme and Mandatory Reporting.
- Inclusion of Child Safety on all weekly staff meeting agendas.
- Attendance of key staff at MACS briefings and professional learning sessions around Child Safety.
- Staff training and discussion around Reportable Conduct Scheme.
- Implementation of protocol for principal and parish priest around Reportable Conduct Scheme.
- Child Safety compliance systems (including dedicated staff), which ensure maintenance of records regarding staff, volunteers and contractors and which highlight potential breaches of requirements.

- Inclusion of Child Safety questions at interviews for new staff.
- Inclusion of Child Safety questions in referee checks for new staff and volunteers.
- Development of risk assessment template and procedures by the Well-being Team, with follow-up briefings to all staff around planning obligations and protocols.
- Continued entry into Student Activity Locator via MACS portal.
- Email contact made with parent for unexplained absences (by 11am on the day of absence)
- Regular communication from the principal to the parent community highlighting Child Safety concerns, responsibilities and opportunities for discussion relevant to local context.
- Discussion and training at School Advisory Council
- Weekly Student Action Team meetings with principal, deputy and well-being leader as a forum for students to share concerns, questions and develop initiatives to raise the awareness and empowerment of all students around child safety.

# Leadership

## Goals & Intended Outcomes

Goal:

To ensure leadership that mobilises and drives school wide improvement.

Intended outcomes:

That a coaching culture around feedback is evident.

That collaboration in teams improves.

That staff are accountable to agreed policies and practices.

## Achievements

Provision of PL and support for leadership regarding coaching abilities. Growth Coaching International Training for leadership.

Strengthened PL and feedback for staff using the growth coaching model.

Coaching partnership between teaching staff and leadership emerged as part of the professional learning cycle.

Co-construction of and agreement around whole school literacy pedagogy and practices.

Principal and Deputy modelled and facilitate accountability discussions with staff, with commitment to facilitate team feedback discussion reviewing accountability connected to whole school agreements.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2022

- Pedagogy of Encounter tool in planning and teaching whole staff PL
- Two day school closure co facilitated with MACS staff. The first day with a focus on Faith Education and the second day focusing on school wide excellence in Literacy teaching.
- Leadership participation in School Improvement Learning Collaborative (partnered with Dr. Lyn Sharratt) culminating in the Eastern Region Learning Fair at which members of the literacy team presented.
- Literacy leader Collaborative Inquiry via network
- HITS in literacy school wide collaborative inquiry
- Leadership formation course for one senior teaching member.
- Completion of facilitator training for 'Tuning into Teens' for Well-being leader and Pastoral Care personnel.
- Berry Street Training for one staff member as part of their personal professional learning.

2 x Leadership Team members complete training: The Impact Cycle. Growth Coaching International

Number of teachers who participated in PL in 2022	23
Average expenditure per teacher for PL	\$650

**TEACHER SATISFACTION**

Overall school positive endorsement from the staff view point as gathered through MACSIS was above other MACS schools with an average of 79%. Of particular note were considerably high responses to :

- Support for individuals and teams
- Collaboration
- Professional learning
- Relationships

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	87.1%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	87.5%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	9.5%
Graduate	23.8%
Graduate Certificate	4.8%
Bachelor Degree	76.2%
Advanced Diploma	33.3%
No Qualifications Listed	9.5%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	32.0
Teaching Staff (FTE)	25.7
Non-Teaching Staff (Headcount)	15.0
Non-Teaching Staff (FTE)	10.2
Indigenous Teaching Staff (Headcount)	1.0

## Community Engagement

### Goals & Intended Outcomes

Goal:

To empower our community to actively engage in the continual improvement of learning, well-being and faith.

Intended outcomes:

That the school community strengthens their understanding of the interconnection between faith, life and culture.

That parents show improved engagement through digital platforms.

That effective community partnership opportunities are evident.

### Achievements

Improve regular communication around student learning between classroom and parent through weekly classroom emails to parents which cover all areas of school life relevant to the week/s.

Implementation of Seesaw across the school.

Investigated and implemented recess engagement opportunities with the SAT team. This resulted in regular recess Dance Parties, Golf Range, Lego Club, student lead Craft Club.

Student Progress Reports online through nForma portal.

Athletic Carnival included coffee van and Their care involvement.

Colour Run.

School Production and Junior Showcase.

Christmas Art Show, picnic and carols.

Weekly assemblies offered face to face and online.

Re establishment of school lunch orders run by volunteers as coordinated by the P & F.

Parent Teacher Interviews offered both onsite and online.

Ed Board and P&F adjustments to timing and delivery. Alternating afternoon onsite with evening google meets.

### PARENT SATISFACTION

Overall school positive endorsement from the family perspective was also high at 75%; this is well above the previous years and above MACS average.

Of particular note are the high responses to:

- Student safety
- School climate

- School fit
- Engagement both family and child
- Communication between school and home
- Catholic Identity

## Future Directions

The future directions listed here continue to move the school from being a year two school to a year three school within the School Improvement cycle. This is best summarised in the school's strategic intent:

At St. Mary's we are committed to developing a school wide culture of improvement through strengthened leadership, deepened community engagement and effective whole school practices.

We aim to ensure effective whole school shared pedagogical knowledge and practice particularly in Education in Faith, Literacy, Numeracy, Well-being and Community Engagement with a commitment to ensuring:

- That Pedagogy of Encounter is strengthened and embedded across the school.
- That consistent effective practice in Literacy is evident across the school.
- That effective Mathematical practices are embedded across the school.
- That a sequential Well-being approach is consistent across the school.

We aim to empower our community to actively engage in the continual improvement of learning, well-being and faith by a commitment to ensuring:

- That the school community strengthens their understanding of the interconnection between faith, life and culture.
- That parents show improved engagement through digital platforms.
- That effective community partnership opportunities are evident.
- Leadership that mobilises and drives school wide improvement through the establishment and strengthening of a school wide coaching culture, improved collaboration in teams and staff accountability on agreed policies and practices.