

# St Mary's School Mansfield

2020

Annual Report to the School Community



Registered School Number: 0060

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## Contact Details

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E NUMBER	E1009

## Minimum Standards Attestation

I, Trish Etccl, 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 2020 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 School.

26/04/2021

**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)

## Our School Vision

### TO LIVE, TO LOVE, TO GROW IN CHRIST

- That staff and children continually work and grow together to deepen their relationship with God and one another.
- We try to provide for one another, an atmosphere where we feel, we belong, are cared for, respected for our giftedness, and are challenged to work to our fullest potential.
- That parents are the first educators of their children, and we recognise our responsibility for the development of the child as a whole person.
- We must empower children to reach their full potential spiritually, physically, intellectually, emotionally and creatively.
- There is a need for open communication between parents and teachers in regard to programs and the welfare of the children.

As a result of the above, we hope that the children will become well-adjusted, secure and happy members of the Catholic Church and society.

## School Overview

Welcome to St Mary's Primary School community. On behalf of our staff, students and parents of the St Mary's community and the Mansfield Parish, I welcome you to St Mary's school.

The Parish of St. Francis Xavier's Mansfield was defined in 1864. The intention of the first Parish Priest Rev. Kavanagh was to establish a school within the Parish - St. Francis Xavier's School was opened in 1869, however it closed within a short time due to a shortage of funds and the lack of suitable trained teachers. The school reopened as St. Mary's in 1876. In 1891, the Sisters of Mercy came to Mansfield. On their arrival, they took over the administration of St. Mary's school. In that year, Sacred Heart College Mansfield was opened to cater for both day and boarding students. This college closed in 1972 leaving St. Mary's Primary School as the only Catholic Educational Institution within the Parish.

Our Year Six students choose between travelling to the Catholic Secondary College at Benalla (FCJ) or the local Government Secondary College (Mansfield Secondary College) to further their education.

St. Mary's School is situated in the rural Victorian town of Mansfield, which is two hundred kilometres northeast of Melbourne. The local economy is based on tourism and primary production. Our environment has Mount Buller and Lake Eildon as its main assets. Our community has traditionally been a mono cultural one with many of our families being attached to the local area for generations. Most families have cultural roots in Anglo Saxon traditions and are quite content with their general lifestyle as country people. However, in recent years we have had the privilege of welcoming some new cultural representations such as India, Thailand and the Philippines.

Our 2020 school learning environment consisted of 201 children and was arranged into 10 groupings, one Prep class, one year 1 and two year 2, three, year 3/4, and three year 5/6 classes. The groupings allowed the school to operate small classes and specifically support children with learning needs throughout the school. The school has provided our children with literacy and numeracy support through the ongoing funding of additional learning support officers, Learning Literacy Intervention Program, ERIK Program, Macqlit, Numeracy Intervention Program, Maths Olympiads, Literacy Leaders, Mathematics Leader, Learning Diversity Leader, Wellbeing Leader and a Reading Recovery teacher. These support groups work intensely with parents to support classes and children.

Our school has been very fortunate to offer the following specialist programs to support our children's learning needs: LOTE (French), Music, Physical Education, Art, Library, Numeracy Intervention Program (CEM), Prep to 4 Literacy program and Whole School (Literacy program).

However, the main curriculum shift, for our school in 2018 was the implementation of our 'Whole School Design', learning and teaching in a Catholic School, focusing on teachers as designers and implementing the design elements throughout the school. This process continues to maximise the inquiry learning model, through immersion and contemporary learning practices providing our children with a pathway to exploring the dimensions of our new Victorian Curriculum. This saw our children assessed and taught according to state standards, which were then reported to parents via the Federal Government Reporting System.

Throughout 2020, we were involved in the analysis of Data as part of our ongoing commitment to quality teaching and learning. We continue to use visible data techniques to drive change in pedagogy and improve student-learning outcomes. Teaching and learning techniques were reviewed and restructured to allow children to achieve major outcomes stated in the Victorian

Curriculum guidelines. Data involved in this process and that of both Literacy and Numeracy assessments e.g. NAPLAN and other standardised tests, formed a basis for teacher planning and teaching.

The long-term goals for the school have been defined because of our school external review, which took place in 2020. From this review process, the school has established its Annual Action Plan and 5 Year School Development/Improvement Plan. The 2020 school year saw our teachers continuing to focus intently on the development of our School Improvement Plan/Development Plan and evaluate the progress that had been achieved during the last 4 years.

In October 2019 our Flexible Learning Space was completed and the children commenced Term four in the new learning space. This has been an exciting time, enabling students to access the curriculum using a variety of contemporary learning practices. The modern facilities provide a very comfortable and supportive learning environment for our children. During 2021 we will be exploring options and funding available to refurbish rooms 10, 9, 8, 7, 12 and our library.

## Principal's Report

It is my pleasure to present the Principal's report for 2020. This year has been like none other in recent years, where the influences of the world have had so dramatic an impact on the goals, priorities and actions of the school.

We have been so fortunate as a community that we have managed to work our way through most difficulties. As we continue to negotiate our way through the disruptions and restrictions associated with COVID-19, I take this opportunity to report on our achievements and reflect on the way in which the St Mary's Catholic Primary School community has responded to supporting not only our children, but each other during this time.

Underpinned by Christian values, our school has continued to thrive on our school's core values of 'Respect, Compassion, Responsibility and Excellence. As Catholic educators working together with parents, the school has continued to inspire in our young children a relationship with Jesus and that by making a positive contribution to society, we express our faith and give life to our community.

It is through these times, especially this year, where the St Mary's Catholic Primary School community has been at its strongest, rallying together to stay connected during a time of physical disconnection - a time of cancellations, postponement of events and restricted access to school. It has been through strong partnerships, networks and quality relationships with Catholic Education Melbourne, staff, families, parish and the wider community that we were supported during this time of uncertainty and some isolation.

### **Catholic Identity**

Collaboration with a dedicated team from the parish and school has helped the school overcome some hurdles presented this year in the terms of celebrating the Sacraments, students attending Masses and Liturgies, school visitation by our Parish Priest and the connections with the wider parish. I take this time to thank Fr George Feliciouz and Mary Dunstan our Religious Education Leader for their support throughout 2020. Together we continued to draw on the knowledge at hand and made consensual decisions in the best interest of all. Thank you to our families for your support, especially when last minute changes were needed!

Staff participated in the Staff Commissioning Mass at the beginning of the year and though many courses were cancelled staff have continued their study towards Accreditation by participating in Faith based Accreditation courses.

### **Education**

Implications of COVID-19 have seen us move rapidly into a new era. Each teacher and learning support officer has demonstrated true professionalism as they continue to face the enormous task of adapting to teaching and learning in a world where educational norms as we know them, keep changing. Together our staff transformed learning in a matter of days. They adapted to working and learning from home and then back to school again, developed increased technology skills, adhered to new levels of hygiene, social distancing and maintained strong relationships with students and families when physical distancing made things all the more difficult.

Ensuring meaningful learning experiences for our children is always at the forefront of our planning and systematic delivery of the curriculum. A real positive this year, has been the agility demonstrated by staff in developing their own capacity through incredible commitment and creativity. I wish to acknowledge the role of teachers in our school, and the remarkable impact they have on the lives of our students.

I take this opportunity of thanking families for supporting children and the school during the time when children were working from home. Rescheduling or tweaking your work/life balance may have presented some challenges, but hopefully those magic times with your children brought you much delight and created memories that will last forever.

## Board

The work of the School Advisory Board is a vital aspect of the school's operation. I sincerely thank all members for their time to meet voluntarily and all the work they do for our community. Thanks to the following board members this year, Chair, Michael Bretherton, Minute Secretary Sandra O'Brien, Fr George Feliciouz, Mary Dunstan, Athina Hope, Courtney Hall, Joanne O'Brien, Tony Riley, Laura Revelle and Trish Etcell.

## Review

In March of this year we participated in our Review Process facilitated by an external reviewer. As a result of this process we set our goals for the next four years as written into our School Improvement Plan are as follows;

- **Priority 1 - Vision and Catholic Identity**
- **Priority 2 - Pedagogical Practices**
- **Priority 3 - Expert Teaching Teams**
- **Priority 4 - Student Agency and Voice y**

At St Mary's School we will continue to commit to the following;

1. **Learning** is what we do-we are committed to learning at every level.
2. **Engagement is essential**-we are committed to Catholic Education's mission through relationships with all. **Accountability** is not optional-we have personal and collective responsibility for our systems success.
3. **Discipleship** is our calling-we are committed to deepening our relationship with Jesus.

In 2021, we are looking forward to implementing our school improvement initiatives identified during the review process. This year with the impact of COVID-19 our School Action Plan was modified due to the need to focus on home learning for a period of time and also the influence of the social distancing measures that we put in place.

Moving forward, it will be important that we continue to leverage technology to enhance our programs. Anytime, anywhere learning where students and parents can access the curriculum and teachers can monitor progress online in real time is just one positive outcome that will continue to develop in the future. One thing we can be certain about when considering the future, is that significant change will continue to occur, and that our children, staff and even parents, will need the skills to adapt and continually learn together. As teaching and learning continues to evolve, I encourage everyone to embrace change so that our children are well-equipped in moving forward safely with confidence, skill and support.

It is important to acknowledge that 2020 has been a very different year for all our students, staff and parents. Restrictions of adult access into the school has brought many changes to the daily drop off and pickup routine. Although we have missed daily family involvement in and around classrooms, children have coped exceptionally well, demonstrated resilience and adapted to the new norms swiftly. The level of independence in our Kindergarten and Pre-Primary students has been amazing. Each child has grown so quickly, and we are so proud of them, as they are of themselves.



Trish Etccl

Principal

## Parish Priest's Report



14<sup>th</sup> May 2021

Dear Students, Parents and Staff of St Mary's

The year 2020 could be a year to remember or a year to forget for most of us. We started 2020 like any other year, but then we were struck by COVID which is still rampant in many parts of our world. Let us pray for all those who have been and are still affected by this pandemic.

Meeting the parents on the sacrament evenings, class visits, when possible, and meeting with the teachers of the sacramental grades and the rest of the staff helps me to engage with the parish/school community.

The grade 3 children of the parish shared in the Sacrament of Reconciliation for the first time on the 10<sup>th</sup> of March 2020. The First Communion could not be celebrated on the Feast of Corpus Christi (Body and Blood of Christ) on 14<sup>th</sup> June 2020 due to the COVID lockdown. The children were finally able to celebrate their First Communion on the Sundays of 22<sup>nd</sup> and 29<sup>th</sup> November at the outdoor Masses. The Sacrament of Confirmation was postponed in 2020 and will be celebrated on the 5<sup>th</sup> of November 2021.

On the 12<sup>th</sup> of November 2020 I signed the necessary agreements with Melbourne Archdiocese Catholic Schools (MACS) by which they become employer of all staff, and took over the administration, of St Mary's School from the 1<sup>st</sup> of January 2021.

I would like to acknowledge the selfless service of the staff of St Mary's under the able leadership of Mrs Trish Etccl, School Principal.

God bless you all

Fr George Feliciouz

Parish Priest

## Education in Faith

### Goals & Intended Outcomes

**To strengthen the school's Catholic Identity.**

- That students are engaged in purposeful and authentic learning in Religious Education that supports them to connect faith and life.

### Achievements

- Integration of the new Religious Education Curriculum.
- Staff PLT's targeting and identifying Social Justice issues and activities the school could undertake.
- The Rural COP and CEM have combined to implement the Catholic Identity Project to improve Catholic Identity throughout the five schools.
- The implementation of a Parish Based Sacramental Program.
- Professional development conducted by education consultant in RE
- Morning prayer in classes and online.
- Designated time provided for our REL to prepare PD, support teachers and co-ordinate the RE curriculum.
- Evaluation of resources to budget for future requisites.
- Staff Prayer and prayer roster for all staff meetings including online meetings.
- Social justice focus through supporting OXFAM, Project Compassion, Catholic mission work and supporting the needs of our local community e.g. CWL, Hospital and St. Vincent De Paul.
- Staff and students taking active roles in RE e.g. Masses, Paraliturg and newsletter presentations.
- A collective community established of local Catholic schools to share knowledge and ideas.
- Staff Professional Development in Catholic Identity, Staff Formation and Curriculum.
- The children received the Sacraments of Reconciliation and Communion. Confirmation was postponed until 2021.

### VALUE ADDED

- Dedicated Leader of Religious Education.
- Purchase of Iconography and Re resources.
- 4 staff enrolled to complete their RE Accreditation.
- Regular meetings with the Parish Priest, Principal and REL.

- RE Planners and the implementation of the RE Guidelines.

## Learning & Teaching

### Goals & Intended Outcomes

**To embed contemporary learning pedagogies with a focus on developing a challenging and stimulating learning environment.**

- That Literacy standards be improved.
- That numeracy standards be improved.
- That the use of contemporary pedagogy will improve student engagement in their learning.

### Achievements

- Professional Learning Teams analysed data and planned teaching and learning in line with information gathered.
- Completed Intervention Framework modules as a whole staff to look at current practices and develop a shared focus for optimising student learning.
- Three staff members trained to further assess the learning needs of low or slow progress learners.
- Teaching strategies adopted to address needs as highlighted in data e.g. Inquiry Learning approach.
- Professional development for staff with CEO in analysing data and interpretation of data.
- Use of CEM personnel to develop diagnostic testing and analysis of numeracy and literacy data.
- Review assessment policies, procedures and requirements with staff.
- Small focus teaching groups for all classes.
- Implementation of the Macqlit Program, ERIK Program, LLI and Numeracy Intervention.
- Literacy and Numeracy Leaders appointed for two years.
- Additional LSO support provided for children at risk as identified in data.
- Involvement of teachers in extensive Professional Development in the teaching of spelling and writing.
- Preparing of and Implementation of assessment and reporting related to Victorian Curriculum in literacy and numeracy.
- Full compliance with assessment and data formation related to Catholic Education guidelines for children in Prep to Year 6.
- Planning - two year, 'Inquiry Learning Units' of work.
- Ongoing Professional learning for staff using technologies to support our teaching and learning.
- Staff professional development in the Victorian Curriculum.
- Incorporating the use of Google Docs in planning.

- Grade 3-6-Establish consensus around the key elements of unit planners, including enabling / extending prompts, Learning Intentions, Success Criteria and Adjustments.
- Grade 3-6-Focus on the key elements of persuasive writing and the VCOP and the Seven Steps for Writing Success resource.
- Continued implementation of 'Visible Data Walls' and research into Lyn Sharratt's 14 Parameters.
- St Mary's has participated in the TLC Cohort one with Lyn Sharratt across the Eastern Region.
- Continued Implementation of 'Agile Sprints' across the school to improve student growth and learning outcomes.
- Rural Community of Practice to assist with the building the capacity of middle leaders in the school to drive change in teaching pedagogy.
- Continue implementation of intervention programs in Numeracy and Literacy across the school P-6 and coaching for staff.
- Home Learning program implemented during COVID-19 lockdown.
- Case Management meetings.

## STUDENT LEARNING OUTCOMES

St Mary's school recorded student achievement in Nforma in December 2019. The results are as follows;

- Reading and Viewing 94.6% of students at standard or above.
- Writing 93.6% of students at standard or above.
- Speaking and Listening 97.5% of students at standard or above.
- Measurement and Geography 96.1% of students at standard or above.
- Number and Algebra 91.1% of students at standard or above.
- Statistics and Probability 97.1% of students at standard or above.

St Mary's school recorded student achievement in Nforma in December 2020. The results are as follows;

- Reading and Viewing 92.4% of students at standard or above.
- Writing 89.29% of students at standard or above.
- Speaking and Listening 96.43% of students at standard or above.
- Measurement and Geography 95% of students at standard or above.
- Number and Algebra 91.9% of students at standard or above.
- Statistics and Probability 94% of students at standard or above.

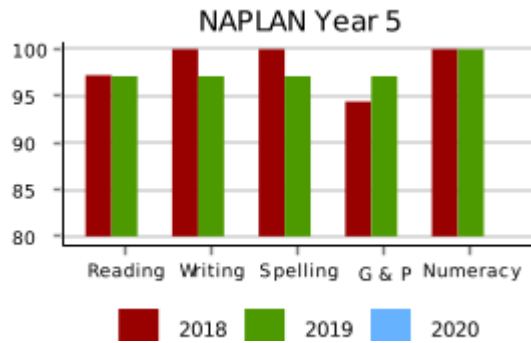
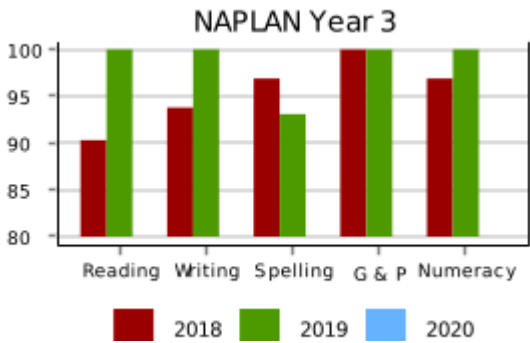
From this data we could assume that 'Learning from home' has had a negative impact on student learning outcomes especially in Reading, Writing, Number and Algebra and Measurement and Geography.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	100.0	0.0		
YR 03 Numeracy	96.9	100.0	3.1		
YR 03 Reading	90.3	100.0	9.7		
YR 03 Spelling	96.9	93.1	-3.8		
YR 03 Writing	93.8	100.0	6.2		
YR 05 Grammar & Punctuation	94.4	97.1	2.7		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	97.2	97.1	-0.1		
YR 05 Spelling	100.0	97.1	-2.9		
YR 05 Writing	100.0	97.1	-2.9		

\* 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 further develop and embed social and emotional learning across the curriculum.**

- That students' Personal Learning be strengthened.
- That students' relationships with peers and teachers be strengthened.
- That students will develop the skills of self-management and resilience demonstrating positive relationships in their interactions with others.

### Achievements

During lock down and online learning we continued to achieve the following;

- Professional development of staff related to discipline, bullying and National Safe Schools Framework.
- Implementation of strategies focused on Values Education and Respectful Relationships.
- Weekly meeting scheduled for principal and student wellbeing co-ordinator
- Continual review of referral procedures and documentation of learning needs e.g. Individual Learning Plans, Parent Support Groups and recording support Implementation of target programs.
- School funded counselling support for children, parents and staff via appointed school counsellor support one day per week.
- Contracted Speech Pathology by the Shire of Mansfield, Occupational Therapy and educational support through SCOPE in Benalla.
- Review of anti-bullying strategies and re development of staff handbook and Behaviour Modification Procedures.
- Continued development of a student voice through our Student Representative Council and year 6 leadership who discuss school issues, safety and plan community building activities.
- Resources provided for staff to support Student Wellbeing Programs.
- Scheduled meetings for parents, teachers and support officers to ensure support for individual or groups of children.
- Development of self-reflection strategies to allow students and staff to give and receive feedback related to student learning.
- Use of technology to promote student's personal learning.
- School focus Social and Emotional Learning.
- NCCD data collection and funding support via NCCD.
- Professional Development of staff in NCCD.
- Professional Development of staff in the 'Respectful Relationships Program'.
- Implementation of the 'Respectful Relationships Program' across all year levels.

- All staff qualified in First Aid including the completion of Anaphylaxis and Asthma training.
- All staff completed the 'Mandatory Reporting Module and Disability Standards'.

### VALUE ADDED

- Activities that promote student connections and engagement.
- Social Skills Program: Circle Time Activities during school hours to build social skills, School Leadership Programs e.g. SRC, School Buddy program and Year 6 Leadership Program.
- Parish based Sacramental Program supported by the school.
- Professional Learning Programs: Positive School Wide Behaviors Program for Teachers.
- Learning Diversity Leader, Wellbeing Leader and membership to Wellbeing Cluster.
- Actively Supported by 'Be You Consultant', to promote and protect positive mental health in children, young people and teaching staff.
- Program Support Group meetings which include student voice.
- Case Management meetings.
- School dog - Maggie May.
- School focus Social and Emotional Learning.

### STUDENT SATISFACTION

- 89% of students were extremely happy with the online learning provided at St Mary's during the lock-down period.
- 75% of students found it difficult not attending school during lock-down.
- 97% of students were happy to return to school after lock-down.
- 91% of students missed their friends while they were in lock-down.
- 66% of students stated they enjoyed online learning.
- 92% of students indicated they preferred to learn at school.

### STUDENT ATTENDANCE

- The Class Attendance Register is a legal document. Student attendance is monitored through the use of an electronic roll system. Our students have an attendance rate of above 90%. Parents are required to notify the school of student absence and this is monitored by the school's administration.

- It must be completed twice daily, once in the morning by 9.30am and by 2pm in the afternoon. A text message or email is sent to parents after 9.30am daily, advising them if their child is absent from school without a prior notification from the parent.
- Parents/Guardians can contact the school via phone and email to inform the school their child will not be at school.
- If a student leaves early for any reason, they are to be marked absent for the afternoon.
- The roll must be entered electronically and as a hard copy, which is placed in the class roll folder.
- Late arrivals and early departures need to report to the office and the roll to be edited accordingly.
- All absences must be labelled with the correct code.
- The number of days absent is included in the school report that is sent home twice a year.
- Any child with continuous absences is to be monitored and reported to the principal.
- Child Safety meetings frequently review attendance/engagement and plans for improving this are put into place.
- All attendance data is uploaded to the CEVN site.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	94.5%
Y02	94.3%
Y03	91.1%
Y04	93.3%
Y05	92.0%
Y06	93.6%
Overall average attendance	93.1%

## Child Safe Standards

### Goals & Intended Outcomes

#### Goals and Intended Outcomes

- The purpose of this policy is to demonstrate the strong commitment of St Mary's School to the care, safety and wellbeing of all students at our school. It provides an outline of the policies, procedures and strategies developed to keep students safe from harm, including all forms of abuse in our school environment, on campus, online and in other locations provided by the school.
- All students enrolled at St. Mary's School have the right to feel safe and be safe. The wellbeing of children in our care will always be our first priority and we do not and will not tolerate child abuse. We aim to create a child-safe and child-friendly environment where children are free to enjoy life to the full without any concern for their safety. There is particular attention paid to the most vulnerable children, including Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, and children with a disability.
- Everyone employed or volunteering at St. Mary's School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all students is at the forefront of all they do and every decision they make. ([CECV Commitment Statement to Child Safety](#))
- The principal, the school governing authority and school leaders at St. Mary's School recognise their particular responsibility to ensure the development of preventative and proactive strategies that promote a culture of openness, awareness of and shared responsibility for child safety.
- Catholic schools have a moral, legal and mission-driven responsibility to create nurturing school environments where children and young people are respected, their voices are heard and they are safe and feel safe ([CECV Commitment Statement to Child Safety](#)).

### Achievements

#### The development of policies and commitments

1. We commit to providing children and young people with positive and nurturing experiences.
2. We commit to listening to children and young people and empowering them by taking their views seriously, and addressing any concerns that they raise with us.
3. We commit to taking action to ensure that children and young people are protected from abuse or harm.
4. We commit to teaching children and young people the necessary skills and knowledge to understand and maintain their personal safety and wellbeing.
5. We commit to seeking input and feedback from students regarding the creation of a safe school environment. Our Code also protects school staff through clarification of acceptable and unacceptable behaviour.
6. A child friendly version of the child safety policy that has been written by our SRC and discussed with all children in the school and sent home to parents via the school app and school web page.

7. The school has a Code of Conduct and Child Safety Policy.

#### **Training and awareness raising strategies.**

- All new and existing staff are required to sign the Student Code of Conduct and the St Mary's Child Safety policy.
- Child Safety policies and procedures are part of the induction procedure for staff.
- At **St. Mary's School** community, we expect school employees, volunteers, contractors and clergy to proactively ensure the safety of students at all times and to take appropriate action if there are concerns about the safety of any child at the school. All school staff must remain familiar with the relevant laws, the code of conduct, and policies and procedures in relation to child protection and to comply with all requirements. We have developed a Child Safety Code of Conduct, which recognises the critical role that school staff play in protecting the students in our care and establishes clear expectations of school employees, volunteers, contractors and clergy for appropriate behaviour with children in order to safeguard them against abuse and or neglect.
- Copies of the Code of Conduct and the Child Safety policy have been sent home via the app and on our web page for the community to read.
- All parents/guardians/friends/contractors and visitors must have a WWC and have read and signed our Code of Conduct and Child Safe policy before assisting or working at the school.
- A child safety statement is including in our newsletter on a regular basis.
- Risk assessments are performed on all school events including school camps, excursions, incursions and specialist programs and events.
- All Child Safety procedures and policies are reviewed on annual basis during December. **New Human Resources practices and procedures**
- The employment of an extra staff member in the office one day a week to manage child safety procedures and processes. Child safety statements are including in all employment contracts and advertisements for new staff.
- Child Safety committee that regularly meets to discuss and manage child safety issues.
- All 'Child Safety' committee members have attended 'Protect' Professional Development sessions throughout 2018/19.
- Protect strategies are implemented at St Mary's School.

#### **Child Safety Team**

- Protecting the safety and wellbeing of children enrolled at St Mary's Primary is our highest priority. Families put their trust in the Leadership, staff, volunteers and external providers to keep their children safe as they learn. We know children learn best when they are in a safe and supportive environment.
- The Child Safety Team consisted of Trish Etccl (Principal), Mary Dunstan (DP and REL), Sharna Byrne (Child Safety Officer) and Jane Pimlott (Learning Diversity Leader).

The Catholic Education Commission of Victoria Ltd (CECV) and St Mary's P.S holds the care, safety and wellbeing of children and young people as a central and fundamental responsibility of Catholic education. This commitment is drawn from the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the Gospel. (CECV 2016)

## Leadership & Management

### Goals & Intended Outcomes

- **To develop a vibrant, empowering, professional learning community which reflects a strong Performance and Development Culture.**
- That School Organisational Climate particularly in relation to the four pillars (Empathy, Clarity, Engagement and Learning) will improve.
- Collective leadership for expert teaching to build a sustainable culture of dynamic student learning.

### Achievements

- Processes for effective communication established for staff, parents and the School Board.
- Online meetings with the school staff and school board during COVID-19 lockdown.
- Use of Gmail and google drive as a means of communication within the school for staff.
- Restructure of School Leadership Team to ensure cross-school level representation and strong leadership.
- Timetabled Leadership Team meetings
- Formation of the Rural Cop and implementation of strategies.
- Professional Development to build the capacity of middle leaders to drive change.
- Weekly memo to allow more teacher learning time at meetings.
- Establishment of Professional Learning Teams who meet weekly.
- Formalising of set times for Literacy and Numeracy support meetings.
- Formal meeting time weekly between REC and Principal.
- Budgeting and timetabling release for staff coaching.
- LSO's are trained to implement intervention strategies.
- Formation of a Child Safety Team who meet fortnightly.
- Fortnightly meetings of School Leadership Team.
- Continued meetings with the school Leadership Team and CEM Team.
- Engagement of co-ordinators in regional networks and clusters.
- Allocated time for Student Wellbeing and Learning Diversity Leader.
- Appointment of an OHS officer and procedures.
- Budget for OHS and building maintenance issues re-evaluated and new budget formulated.

- Constant reference to School Vision, SIP and AAP when implementing actions to drive change.
- Completion of refurbishment of rooms 1 to 6 and the creation of a flexible learning space.
- Learning Diversity Hub resourced for use by staff and students needs.
- Continued participation in the Rural Cop and TLC with Lyn Sharrat.
- Developing staff understanding of 1,6,7 and 14 of the 14 parameters.
- Developing staff understanding of the 'Waterfall Chart' designed by Lyn Sharrat.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2020

- Staff attended Professional Learning Network Meetings for Numeracy, Literacy, Teaching and Learning, Technology (ICT), Deputy Principals, Library, Reading Recovery, Wellbeing, REL's and Principals.
- During COVID-19 lockdown all network meetings were online.
- School attendance at Learning and Teaching briefings.
- Principal briefings.
- Professional development Closure Days for RE, Spelling, Assessment and Numeracy. Cluster Education in Faith & Scripture.
- Planning and Assessment.
- Agile Sprints.
- Principal Learning - Catholic Identity -Rural COP.
- Lyn Sharratt - TLC Eastern Region Cohort 1.
- Rural Cop
- Eastern Region Team - Inquiry Learning.
- Intervention Program
- Parent Engagement and marketing.
- Professional Learning Team meetings focusing on Literacy, Numeracy, ICT, Student Wellbeing and RE.
- Professional Development in writing with Karen Crenan.
- Training of leaders to implement the Respectful Relationships Program.
- First Aid & Anaphylaxis.
- Numeracy Coaching & Literacy Coaching.
- Online Learning Modules - Mandatory Reporting/Disability Standards.



- RE Accreditation.
- Learning Support Officers - Certificate
- MacqLit PD for some staff and LSO's.
- ICON - training for all admin, deputy principal and principal.
- Finance Cluster Meetings and online meetings with ICON staff for training.
- Numeracy Intervention.
- Ooperoo PD for admin staff.
- Emergency Management Training all staff by Dynamic.
- NCCD.
- Protect PD for all Child Safety Team members.

Number of teachers who participated in PL in 2020	32
Average expenditure per teacher for PL	\$750

**TEACHER SATISFACTION**

COVID during 2020 was a very challenging year for both families, staff and students. I have been inspired by the commitment and energy shown by parents and teachers in educating our students, and this is reflected in the innovative and creative ways we have come together to ensure continuity of education.

Most of the parents were both supportive and impressed by our 'online learning program'. Staff provided online learning opportunities from P to 6 and sent home an electronic device for every student.

1. 88% of parents were extremely happy with the online learning provided at St Mary's during the lock down period.
2. 79% of staff indicated that they were feeling stressed during lock down.
3. 90% of staff were satisfied with the learning opportunities that they provided for their students.
4. 63% of staff found it difficult to work from home.
5. 87% of staff were satisfied with the support offered to staff during COVID 19.
6. 100% Learning Support Staff struggled with supervision of the children during lock down.
7. 100% of staff were happy with the modifications made to our online learning program throughout lock down.
8. 90% of staff believed they were listened to during lock down.
9. 100% of staff believe their implementation of the online program improved throughout lock down.
10. 95% of staff feel confident that if they had to deliver an online learning program again that they could successfully implement a program.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	91.7%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	96.8%
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**TEACHER QUALIFICATIONS**

Doctorate	0.0%
Masters	0.0%
Graduate	17.6%
Graduate Certificate	11.8%
Bachelor Degree	64.7%
Advanced Diploma	23.5%
No Qualifications Listed	17.6%

**STAFF COMPOSITION**

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	21.0
Teaching Staff (FTE)	16.7
Non-Teaching Staff (Headcount)	11.0
Non-Teaching Staff (FTE)	11.9
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

- **To create a sense of community and partnership that enables families, students and others to identify with the purpose, values and vision of the school.**

### Achievements

- Active involvement of parents within the curriculum during online learning.
- Constant updates of student learning and activities via Facebook, School APP and Seesaw.
- Links with local Shire and local service groups via online forums.
- Whole School Masses when permitted.
- Online assemblies.
- School assemblies out doors during term 4.
- Online and face to face SRC Meetings.
- Naidoc week.
- Colour Run.
- Year 6 parent/child Netball and Football match.
- Fathers Day and Mother's Day stalls.

### PARENT SATISFACTION

Parents now have a greater understanding of how their children learn. The school and parents have worked together to educate their children more closely than ever before. 2020 is a time that parents and their children will remember forever. We are proud of your children and you. It has not been easy, but we did it! We all became more resilient and learnt to deal with adversity and change on a daily basis.

The importance of being loved, safe and healthy has become more important than ever before. We can survive on the basics and we don't need all the bells and whistles that are out there.

It has been a time of discovery, frustration, reflection and evaluation. What will the future look like after this experience? What practices will we discard and what learnings will we carry forward into the future. How will I or my children make a real difference in this world? How do we make Mansfield, Victoria, Australia and the world a better place for all of us?

Parents now have the opportunity to continue working with our children, giving them some responsibilities for the day-to-day operation of the household and their education, listening to their proposed solutions to problems, talking through those solutions, developing them with your child, and implementing them, provide powerful opportunities for the younger members of our families to continue to develop resilience and coping strategies which they can not only

take pride in because of and during the COVID crisis, but can empower them to better handle adversity throughout their lives.

- 88% of parents were extremely happy with the online learning provided at St Mary's during the lock-down period.
- 55% of parents found it difficult to assist their children with online learning and learning at home.
- 92% of parents found the staff at St Mary's supportive and helpful during lock down.
- 95% of parents now believe they have a better understanding of what their child learns at school.
- 100% of families were happy with the devices sent home for their children to use during home learning.
- 75% of families were not happy with the amount of screen time for their children during home learning.
- 64% of families believe they supported their children enough during home learning.
- 89% of families found it difficult to juggle home life and home-schooling.

## Future Directions

### Education in Faith

- Improvement in student engagement
- High expectations for all students
- Improved teaching and learning practice
- Engagement of students in Social Justice issues
- Linking Education in Faith with life and focus on faith in action
- Use contemporary learning tools from Horizons of Hope and the renewed Curriculum Framework documents.
- Support staff, students and families to deepen their understanding of and to be able to articulate the Catholic Identity of the St Mary's community.
- Develop deeper understanding of the importance of Religion and prayer in the lives of students.
- Continue to integrate the RE curriculum across the curriculum.

### Learning and Teaching

- Build teacher capacity to embed contemporary teaching and learning strategies into challenging and engaging classroom practice to improve student outcomes.
- Clarity and shared understanding by all staff about goals for student learning.
- High expectations for all students in all areas.
- Rigorous use of data to plan and assess learning to improve student-learning outcomes across the school with a particular focus on Literacy and Numeracy.
- Continued use of visible data walls to motivate and drive change in teaching practices and improved student learning outcomes.
- Continue to use current research and practices underpinning curriculum change.
- Focus on further developing classroom practices and provide personalised learning across the school for all students.
- Continue building the capacity of staff and implement peer coaching and case management across the school.
- To focus on student engagement and the delivery of rich learning opportunities.
- Building of the school's capacity to maximise the use of ICT and technologies in learning.
- To further develop and use technology to communicate student achievements to families.
- Working towards the implementation of our Integrated Catholic Online Network(ICON)
- Improve pedagogical understanding and implementation of VCOP and other current writing strategies.
- Continue to implement Agile Sprints and targeted intervention programs and tools across the school.

- Improve upon practices for identifying and responding to low progress/disengaged students.
- Continue to implement learning walks across the school to drive change and improve student learning outcomes.
- Utilise assessments resources for better understand student learning and wellbeing needs.

### **Student Wellbeing**

- Implementation of a social/emotional learning program Prep to Gr 6, Respectful Relationships.
- Active involvement/guidance from 'Be You', providing knowledge, resources and strategies for helping children and young people achieve their best possible mental health.
- Implement plans to build positive relationships e.g. Day for Daniel, Respectful Relationships.
- Consistent implementation of discipline policies and continue to implement Positive School Wide Behaviours.
- Building a supportive environment for instructional leaders.
- To improve feedback and goal setting for students and staff.
- Continue to develop assessment strategies for students.
- To engage the staff in professional learning related to personalised learning leading to the development of personalised learning programs for all staff.
- Continue to collect and analyse data to implement effective adjustments for all students.
- Creation of a whole school Excel Sheet to record student data across social, emotional, behavioural, academic, intervention programs and adjustments made.
- Staff to continue to complete Mandatory Reporting Modules and Disability Standards Modules online.
- Continue to implement 'Child Safety' practices at St Mary's school.
- Focus on connectedness for students.
- Continue to employ a 'Learning Diversity Leader' and Wellbeing Leader.

### **Leadership and Management**

- Clarity and shared understanding of school goals and action plans.
- Improved professional learning opportunities and the continued development of Staff Professional Learning Plans.
- Development of leadership skills and building capacity in others especially the school's middle leaders.
- Continue to develop a strong Leadership Team and remain abreast of current teaching pedagogy and practices.
- Form a Rural Cop Collective between St Joseph's Yarra Junction, Sacred Heart Yea, St Bridges Healesville and St Mary's Mansfield.
- Participate in collaborative work, reflective dialogue as a collective to build the confidence and capacity of principals and middle leaders to strategically lead change within the school and across the collective.

- Development of competence in using data and continue to use visible data to improve student learning outcomes.
- Continue to develop 'Case Management' practices throughout the school.
- Continue to research and implement Lyn Sharratt and John Hattie recommended practices at St Mary's School. (14 Parameters)
- Continue and further development Learning Walks throughout the school.
- Clarity around school improvement and development of school performance.
- Strategies to develop team work, professional learning teams and shared leadership.
- Prepared a new master plan with refurbishment ideas for rooms 7-10, Music room, Library, roof over outdoor basketball courts and a running/bike track around the oval.

### **SCHOOL COMMUNITY**

- Clarity regarding school learning goals and community links.
- Focus on developing a concept of a learning community and building capacity in all school community.
- Continue to build teacher capacity to drive school improvement.
- Continue to ensure the school promotes a "Partnership" with parents, families and the wider community.
- Continue to further develop and improve communications between families and the school.
- Marketing of the school in the public domain via social media.
- Continue to share produce from our community garden with the wider community.
- Continue with the breakfast club two mornings per week.
- Seek and build partnerships with outside agencies to support student learning.