



# Mary MacKillop School

## Narre Warren North

### 2022

## Annual Report to the School Community



# Table of Contents

Contact Details .....2

Minimum Standards Attestation .....2

Governing Authority Report .....3

Vision and Mission .....4

School Overview .....5

Principal’s Report .....7

Parish Priest’s Report .....8

School Advisory Council Report .....9

Catholic Identity and Mission .....10

Learning and Teaching .....14

Student Wellbeing .....19

Child Safe Standards .....23

Leadership .....25

Community Engagement .....28

Future Directions .....29

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## Minimum Standards Attestation

I, Elizabeth Jones, attest that Mary MacKillop 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.

08/03/2023

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

## Governing Authority Report

The 2022 year began with a renewed sense of hope as schools transitioned back to face-to-face learning after two years of navigating the challenges of pandemic lockdowns.

COVID-19 quarantine requirements, however, delivered a new set of challenges as schools grappled with significant student and staff absences, compounded by a national teacher shortage. Once again, school communities demonstrated outstanding resilience and inspiring dedication through this difficult period.

Diocese of Sale Catholic Education Limited continued to focus on providing support and governance to the 38 Catholic primary schools and 5 Catholic secondary schools in the Diocese throughout 2022.

Ongoing investment in school staff and our leadership teams to promote expert learning and teaching practices continued to be a priority. We work in collaboration with parish priests, principals, school leaders and staff in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

In August 2022, DOSCEL set a major achievement as the first Diocese in Victoria to successfully negotiate its own *Enterprise Agreement* with the Independent Education Union Victoria Tasmania (IEUVicTas) in consultation with principals. More than 80% of staff voted in favour of the *Agreement* which covers all school staff in the Diocese and DOSCEL Secretariat.

Significant investment in new learning facilities and school infrastructure through the *Catholic Capital Grants Program* resulted in the completion and commencement of many large building projects to enhance learning spaces and amenities for staff and students.

The introduction of new *Victorian Child Safety Standards* during 2022 was rolled out to all our schools. We were delighted with the participation of schools in our Diocesan-wide Child Safety Week Art Competition held to promote child safety awareness among students, teachers, parents and parish communities.

In a world of change, our mission to deliver quality education in a safe and faith-filled environment that nurtures the development of every student, remains the core of what we strive to do every day.

I am thankful for the contributions of everyone involved in Catholic Education within our Diocese and for their ongoing commitment to our vocation of *Inspiring Faith, Inspiring Learning*.

Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

## Vision and Mission

### Our Vision

In the spirit of St. Mary of the Cross MacKillop - we are a Catholic community ***Inspiring Hearts and Minds***

### Our Mission

Our school gives witness to our Christian story by living and celebrating our Catholic faith and through the animation of the Principles of Catholic Social Teaching.

### Our Values

At Mary MacKillop Primary School we value - ***respect, responsibility, courage, compassion*** and ***problem solving***.

### Our Strategic Intent

Within the next 4 years, our students will be confident and resilient learners supported by a community of caring and adaptive experts. Our school is safe, student centred and animated by our school values, our Christian story and the Principles of Catholic Social Teaching.

### Our Explicit Improvement Agenda

Student voice and agency

Planning for improved student learning

## School Overview

Our 2022 School year began with 307 students and 221 families. Our School community is representative of 40 nationalities. We rejoice and celebrate our rich diversity and are committed to being a welcoming Catholic school to all in community, Our Lady Help of Christians Parish and the wider Narre Warren North community.

In 2022, we continued to offer students flexible learning spaces, 1-1 Chromebooks and digital technologies to facilitate and encourage a love of learning and problem-solving. Specialist learning areas included The Arts - Visual Arts, LOTE - Japanese, Health and Physical Education, Digital Technologies / STEM in our Discovery Centre and Poetry Literacy Enrichment.

Students were organised in to 14 class groupings in the following levels:

- Foundation Level - 2 x Foundation Classes
- Junior Level - 2 x Year 1 Classes and 2 x Year 2 Classes
- Middle Level - 2 x Year 3 Classes and 2 x Year 4 Classes
- Senior Level - 2 x Year 5 Classes and 2 X Year 6 Classes

Our 2022 Annual Improvement Plan goals were to:

- Develop the preferred stance of post-critical belief and our collective understanding of re-contextualised and dialogical approaches
- Build a school wide expert teaching team to improve student learning outcome
- Create the conditions in which expert teacher practice is developed and sustained
- Embed a culture of Child Safety
- Be student centred in all our decision making and maintain VRQA compliance

Our Professional Learning Implementation Plan was aligned with the Australian Institute for Teaching and School Leadership (AITSL) Professional Teaching Standards, School Improvement Plan and Annual Implementation Plan. 2022 actions included the following:

- Design an approach for the development of consistent expert teacher practice in Religious Education, including progression of learning, effective assessment and appropriate evidence based pedagogy (inquiry approach)
- Develop a whole school approach to effective teaching practice, student agency and collaborative planning
- Leaders develop a staff professional learning plan that supports teachers and leaders to accelerate growth in student learning
- Build the capacity of the leadership team to provide clarity and consistency in expectations of professional practice
- Develop leader and staff knowledge and practice to ensure obligations to children in relation to all aspects of Child Safety
- Work in partnership with DOSCEL personnel - School Leadership Consultants, School Finance, Building and Facilities, Industrial Relations/Human Resources to ensure allcompliance benchmarks and legislative requirements are met

Success towards our annual goals were reviewed, measured and celebrated periodically throughout the 2022 school year.

## Principal's Report

We warmly welcome you to our **Annual Report to the School Community** for the 2022 school year.

Our learning from the previous school years ensured our commitment to remain steadfast to our student centred focus and to continue adapting our practice to ensure improved learning outcomes for all our students. While the 2022 school year presented significant staffing challenges, our ability to problem-solve, remain resilient and committed to our students' learning was at the centre of all our decision-making. Central to our success was the team work and support offered to each other and the determined focus to ensure our students continued to receive quality teaching and learning experiences post Remote Schooling, staffing shortages and pandemic interruptions of the previous years.

Throughout 2022 we continued to review our journey of school improvement and to enact opportunities for growth, collaboration and building a team based, student centred culture. Our explicit improvement agenda - ***Student Voice and Agency & Planning for Improved Student Learning***, permeated throughout all aspects of school life and learning. This Annual Report to the School Community reflects the many and varied opportunities available to our students to ensure our explicit improvement agenda was alive, visible, dynamic and embedded within our school and owned by all members of our school community - students, staff, parents and parish.

Celebrations within the wider community in 2022 included well attended Mother's Day and Father's Day breakfast and assembly. Our hand-crafted knitted Poppy display, which was created in 2020 by members of our school community, not only continued to grow and develop, but is an annual tradition of transforming our Welcome Garden for Anzac Day and Remembrance Day services. Blue ribbons adorned our school fence in honour of National Police Remembrance Day and we were very pleased to celebrate Harmony Day with the support of Footsteps Dance Company. We concluded the school year with a vibrant, festive student Christmas concert - a great community event which was well attended. Class, Level and whole school Masses were also well attended by all in our school community.

Throughout 2022, we continued to strive to keep our community connected and to work in partnership with our parents to ensure the best possible learning outcomes for all our students.

It is with great pride that we present the 2022 Annual Report to you.



## Parish Priest's Report

Our Parish Priest - Fr. Brendan Hogan and Assistant Priest - Fr. Ajin Albarnas regularly visited our school to celebrate whole school Masses, class and level Masses, Reconciliation services, Feast Day celebrations and major liturgical events throughout the school year. Prayer rituals and the liturgical life of the school was enhanced through regular invitations from the school to clergy to participate and lead in school celebrations. Fr. Brendan was invited to record a welcome message to our school community via video at the beginning of the school year when our community was still under COVID-19 lockdown restrictions.

Throughout 2022 we continued to ensure strong links between the life of the school and the Parish through supporting the Parish based Sacramental program, staff attendance at Sacramental workshops and Mass celebrations. Our school continued to support Parish ministries such as St. Vincent de Paul and Earthquake donations to Samoa. We also liaised with Parish members of Shepherd's Table to provide out reach services to families in need in our school community.

The Religious Education Co-ordinators in the 3 Parish Schools met regularly with Parish Team members to discuss how we continue to work in partnership to enhance and foster Parish and School relations.

## School Advisory Council Report

The School Advisory Committee met in March, May, August and November throughout the 2022 school year and the Annual General Meeting was held in October.

Our aim was to continue to ensure continued communication and collaboration between the school and parents in our SAC Meetings. Of particular importance to our meeting agenda format was the inclusion of the following agenda items to be discussed and/or reviewed in every SAC meeting:

- Child Safety
- OH&S
- Wellbeing Report - Staff and Students

We were very pleased to have strong parent participation on our SAC and to welcome new parent representatives for the 2022-2023 school year.

## Catholic Identity and Mission

### Goals & Intended Outcomes

#### Catholic Identity and Mission Goals

- To develop the preferred stance of post-critical belief and our collective understanding of recontextualised and dialogical approaches.
- To deliver a high-quality Religious Education curriculum across Foundation to Year 6.

#### Intended Outcomes

- Post Critical Belief is promoted through recontextualising and dialogical communities.

### Achievements

As the easing of some restrictions began to take effect during the start of the new 2022 school year, DOSCEL Schools were encouraged to undertake school liturgies online and limit attendance at liturgical celebrations. Therefore, a number of our Term 1 staff and whole school celebrations were either live-streamed or limited in attendance in our School Chapel.

Fr Brendan Hogan, Parish Priest, welcomed staff from the three Parish Primary Schools via video communication. Inspired by the Plenary Council and the Synod processes, the staff from the three schools gathered in prayer at their school sites, taking part in a theme-based liturgy on Synodality with a focus on 'Walking Together.' Fr Brendan challenged staff by asking -

- What steps does the spirit invite us to take in order to grow in our "journeying together"?
- What does Jesus want us to be?

The Synod of Bishops demonstrated their emphasis on the Holy Spirit encouraging the participation of the faithful in the life of the Church and the need for dialogue between all the faithful. As a result, in the spirit of the liturgy, staff used the opportunity to share their experiences and ideas on how to be more like the Church that Jesus calls us to be.

All class groups received their class travelling prayer kits for families to utilise and enhance prayer in their homes, also class prayer cloths, a classroom candle, and other religious items were provided for classes to add to their classroom prayer table. As a School, we begin each day with prayer. Students and families on site are invited to join in prayer. We provide opportunities for our students and their families to celebrate their faith, reflect on life, grow in relationship/discipleship with Christ, and become more aware of God's loving presence.

The Family Centred, Parish Based, School, and Catechist supported Sacramental Program continued to be offered to students and their families. Teaching staff and non-teaching staff support the Parish Sacrament program by attending celebrations during the year by making themselves available to attend Sacramental celebrations and/or facilitating a Sacramental workshop.

Due to the last few years of restrictions, we joyfully, as staff welcomed a long-awaited visit, to the Mary MacKillop Heritage Centre and the Mary Glowrey Museum. The staff was invited to attend a school closure day to learn about and be touched by the life and spirit of Mary MacKillop. We explored how to keep Mary MacKillop's charism alive in our School in the context of the school's mission and vision statement and foster our Catholic Identity. We also had the

opportunity to reflect on the inspiring life of Dr. Sr Mary Glowrey, as we engaged in a presentation at the Mary Glowrey Museum.

The Diocese of Sale Catholic Education Limited (DOSCEL) Catholic Identity and Religious Education (CIRE) team offered one-hour professional learning sessions each term during 2022 for teachers and leaders who are seeking to gain/maintain Level 1 Accreditation to Teach in a Catholic School and maintain Level 2 Accreditation to Teach Religious Education or Lead in a Catholic School. The sessions offered teachers both professional learning and formation opportunities covering the areas of:

- The aims and objectives of the Catholic school
- Catholic curriculum, Religious Education, and faith development
- Catholic identity, culture, tradition, and theology (including prayer, liturgy, scripture, and Catholic social teaching)

Attending these professional learning and formation sessions accrue hours towards gaining/maintaining Level 1 Accreditation to Teach in a Catholic School and maintaining Level 2 Accreditation to Teach Religious Education or Lead in a Catholic School. The sessions offered were well attended by staff.

Catholic Theological College lecturers also offered a number of online zoom sessions to explore faith through a variety of topics. A number of Staff members took the option to participate in these out-of-hours sessions. Once again, these sessions were eligible for maintaining accreditation for teaching in Catholic schools and accrued time in the Teacher Accreditation Platform as an external in-service attended. We can report that all leaders and teachers at Mary MacKillop Primary School are appropriately accredited to lead, teach Religious Education, or teach in a Catholic school and are provided with opportunities to maintain professional learning hours as per CECV policy.

It was very pleasing to inform parents that face-to-face liturgies were permitted with COVID Safe measures in place from the commencement of Term 2. Masses and liturgies were permitted to take place on-site according to strict COVID safe plans. The school gathered to celebrate Catholic Education Week. The morning's celebration was an opportunity to mark the ethos of our Catholic school and highlight the inspiring life of Catholic schools today. We thank Fr Brendan from Our Lady Help of Christians Parish for his ministry as we celebrated mass together and valued the attendance of parents and friends who were able to join us. A number of photos from each of the three Parish schools in the Narre Warren Parish were on display in the Church foyer during Catholic Education Week/weekend along with a special PowerPoint presentation shared at all Masses.

Our school family mass celebration at Our Lady Help of Christians was held on Saturday 6th August, at 6.00 pm Parish Mass. All school families were invited to attend Mass and join together in celebrating the Feast of St Mary of the Cross MacKillop. Members of the school community were invited to actively take part in special ministries during the mass. A number of school-based activities were scheduled to celebrate the special Feast day. Students participated in a day of fun Kaboom sports and raised funds to support the Mary MacKillop Today Foundation. The students engaged in activities celebrating the life, work, and spirituality of Mary MacKillop. We continue her legacy today and find ways of living her charism.

October welcomed back our special friends, grandparents, and families as they supported Catholic Missions through the Socktober event which kicked off on Grandparents Day. The students made their own special Sockball to be used during the Socktober Shootout held during

the following week. The day began with mass, followed by the popular morning tea for those who came and visited the classrooms.

Teachers understand the need for a collegial approach to planning for Religious Education and sexuality education, using To Live in Christ Jesus and the Sexuality Education in the Catholic School resource, mandated for Catholic Schools in the Diocese of Sale. We continue to ensure teachers of Religious Education have a deep understanding of the progression of learning in To Live in Christ Jesus and use appropriate formative and summative assessment in Religious Education ensuring that teachers are able to teach to student needs and to which students can relate.

As a School we engage with DOSCEL Staff to grow in understanding of ECSI and Insight SRC Catholic Culture data, utilising this to drive school Catholic identity improvement. With direction from DOSCEL CIRE staff, we dedicated staff meeting time to break open ECSI data with staff, helping them to understand what the data is saying about the school's Catholic identity and how it can be strengthened.

Recontextualising and dialogical approaches are being practiced in many aspects of the school's prayer, ritual, and liturgical life, as well as in approaches to Religious Education. Consistent effort is being made to create links between school practice and Catholic Social Teaching, as witnessed through student voice and agency.

The year ended in thanks and celebration for the return to a more normal way of life after two years of uncertainty and insecurity. From the beginning of the year, we were challenged to be beacons of hope to others, to shine our light to guide and strengthen others. We are ever so grateful for the gifts that this year has brought us.

#### VALUE ADDED

- Through prayer, fasting, and almsgiving, supporting Project Compassion. Each classroom engaged in the Annual Lenten Project Compassion journey.
- Celebrating Harmony & Diversity through the FOOTSTEPS Dance program through movement and a taste of different cultural dances
- Stations of the Cross Liturgy. Each class was allocated a Station of the Cross and shared a portrayal of a station via a Google Meet presented in the classrooms remembering the story of Jesus' last few days.
- Easter Prayer celebrated via Google Meet across Foundation to Year 6
- ANZAC Remembrance Service
- Mother's Day celebrations to begin Family Week
- Raising much-needed funds for CatholicCare Victoria, the Bishop's Family Foundation Fund Appeal -Trinity Families, Mary MacKillop Today Foundation, Catholic Missions, Caritas
- During Catholic Education Week each Parish school in the Narre Warren Parish displayed photos in the Parish Church foyer along with a special PowerPoint presentation shared at all Masses held at Our Lady Help of Christians Church.

- As a special treat, all students received a commissioned cookie from Phil's Bakery, Berwick, to commemorate Catholic Education Week which is held each year in the Diocese of Sale.
- A Winter Appeal organised by the MacKillop Kids Group (2 representatives from each class in Years 3-6). The group facilitated this year's Winter Appeal – and focussed on winter woollies in particular collecting SOCKS of all colours, size,s and make. Donations forwarded to the Narre Warren St Vincent de Paul conference group
- Annual Whole School Mass celebration and giving thanks for Grandparents and elderly friends
- Whole School celebrations begin one week prior to the commencement of the Advent Season to allow for 4 weeks of Advent celebrated during School Assembly.
- Christmas Appeal organised by the MacKillop Kids Group. New toy donations collected from the school community supporting the Narre Warren St Vincent de Paul conference group
- End of Year Whole School Mass in thanksgiving for the 2022 School Year.

## Learning and Teaching

### Goals & Intended Outcomes

#### Learning and Teaching Goals

*Expert Teacher Practice and Improved Student Outcomes*

- To build a school wide expert teaching team to improve student learning outcomes.

#### Intended Outcomes

- Expert leader and teacher capacity is developed.
- Opportunities for student voice and agency are increased.

### Achievements

The 2022 school year began with our Inquiry focus of **Learning to Learn**.

The aim of this inquiry is to foster student voice and agency through developing and consolidating essential skills and capabilities of being an effective learner and collaborator. The knowledge and skills developed in the Victorian Curriculum capabilities form a solid base for student learning throughout all curriculum learning areas. The capabilities were explicitly taught in conjunction with our Mary MacKillop school values of **respect, responsibility, courage, compassion** and **problem solving**.

**Learning to Learn** ensured our students were able to practice and consolidate the skills to:

- Select strategies and thinking tools that will assist their learning.
- Develop persistence, rigour and challenge when working and problem-solving.
- Identify ways of working collaboratively and respectfully with others.
- Set, monitor and evaluate their learning goals.
- Establish inclusive learning communities and classrooms that encourage and celebrate creative thinking, learning from mistakes and promote student voice and agency.
- Be confident and courageous in their learning.

Our Layer 1 - BY SCHOOL whole school plan for student learning entitlement was aligned with the Victorian Curriculum. Each term our Inquiry focus built upon students' knowledge, understanding, concepts and skills to ensure comprehensive coverage of Victorian Curriculum learning areas and achievement standards:

TERM	CHILD SAFETY	CORE	INQUIRY	SPECIALIST
Term 1	Safer Internet Day Student friendly version of Child Safety Policy	Religious Education English Mathematics	Learning to Learn Personal, Social and Community Health Civics and Citizenship (Year 3 to 6)	Physical Education LOTE - Japanese The Arts - Visual Art Technologies - Digital Technologies - Discovery

Term 2	Student friendly version of Child Safety Policy	Religious Education English Mathematics	Technologies - Design & Technology Science	Physical Education LOTE - Japanese The Arts - Visual Art Technologies - Digital Technologies - Discovery
Term 3	Child Safety Week competition events and activities Daniel Morcombe Foundation - Australia's Biggest Safety Lesson Student friendly version of Child Safety Policy	Religious Education English Mathematics	The Humanities - History The Humanities - Geography	Physical Education LOTE - Japanese The Arts - Music Technologies - Digital Technologies - Discovery
Term 4	Daniel Morcombe Foundation - Day for Daniel Student friendly version of Child Safety Policy	Religious Education English Mathematics	The Arts - Dance & Drama The Humanities - Economics & Business (Years 5 & 6) Water Safety Certificate	Physical Education LOTE - Japanese The Arts - Music Technologies - Digital Technologies - Discovery

Throughout the 2022 school year, school staff were continually adapting, reflecting and revising their delivery to ensure all students had access to quality learning and opportunities to apply and embed the capabilities in all learning areas. Curriculum learning areas of Religious Education, English, Mathematics, Inquiry and Specialist Learning areas - Japanese, Physical Education, Visual Arts/Music and Discovery were offered to students (see table above) reflecting a progression of learning and student learning entitlement of all curriculum learning areas.

To ensure positive improvements in student performance at every percentile, student data - NAPLAN, PAT, BAS, MAI, were analysed both as a whole staff in levels and in the Leadership Team. An assessment plan, incorporating universal, targeted and intensive measures supported teachers to target their teaching, ascertain their impact and continue to plan for improved student learning outcomes.

Our Collective work focused on developing and consolidating teacher knowledge of common misconceptions in student learning, progression of learning as well as a whole school approach to effective and consistent teaching practices.



## STUDENT LEARNING OUTCOMES

### NAPLAN 2021-2022 Trend Data

#### *Reading Data*

2022 NAPLAN Data in Reading for Year 3 students showed significant growth in our student cohort at the 10th, 25th, 50th, 75th and 90th percentiles where students performed at, and significantly above, State levels. A similar trend was recorded for our Year 5 students with significant growth at the 10th, 25th and 50th percentiles.

2022 NAPLAN Data in Writing for both Year 3 and Year 5 cohorts showed our students continued on their upward trajectory across all percentiles, performing above state levels in all areas.

2022 NAPLAN Data in Numeracy for Year 3 students showed significant growth in our student cohort at the 10th, 25th, 50th, 75th and 90th percentiles where students performed at, and above, State levels. Our Year 5 student cohort recorded growth at the 10th, 25th, 50th and 75th percentiles.

2022 NAPLAN Data in Grammar and Punctuation showed significant growth in Year 3 data at 10th, 25th, 50th, 75th and 90th percentiles where students performed at, and significantly above, State levels. Year 5 student data showed a similar trend with students performing above State levels at 10th, 25th and 50th percentiles.

2022 NAPLAN Data in Spelling for Year 3 students showed significant growth in our student cohort at the 10th, 25th, 50th, 75th and 90th percentile where students performed significantly above State levels. Year 5 students showed continued growth in our student cohorts at 10th and 25th percentiles.

### Programs and strategies to improve student learning outcomes

#### *DOSCEL Collective*

Our Collective Learning Leaders in the Junior, Middle and Senior levels of the school met with DOSCEL Collective schools to continue to unpack student PAT data and utilise the PAT Resource Centre to support Teacher planning for improved student learning outcomes. DOSCEL School Advisers - Learning and Teaching, attended level planning sessions and whole staff meetings to support teachers to analyse student data, identify student misconceptions in their learning, target their teaching, utilise evidence based practices and plan for improved student learning.

#### *Literacy Resources - Evidence Based Practice*

Little Learners Love Literacy - Synthetic Phonics Program continued in the Junior level with Junior teachers attending online training sessions over the course of the 2022 school year. Student assessment was tracked and monitored to ensure student learning progression, identify targeted teaching groups, student growth and intervention where required.

#### *Professional Learning Plan*

Our Staff Professional Learning Plan ensured teacher meetings and planning sessions were purposeful and targeted to address teacher planning and improved student learning outcomes. Level inquiries were established to guide the process of staff growth, collaboration and a team based culture. The Junior level Inquiry focused on building their knowledge, skills

and understandings in the area of Synthetic Phonics, the Middle Team focused their Inquiry on Writing and the Senior Team focused their Inquiry on Reading and Mathematics. As part of their professional learning plan and to support staff in their levels, the Collective Learning Leaders attended all DOSCEL Learning and Teaching Network meetings and DOSCEL Collective meetings each term along with a Growth Coaching webinar.

### ***Curriculum and Assessment Plan***

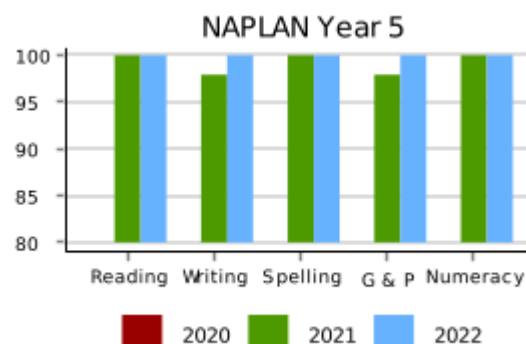
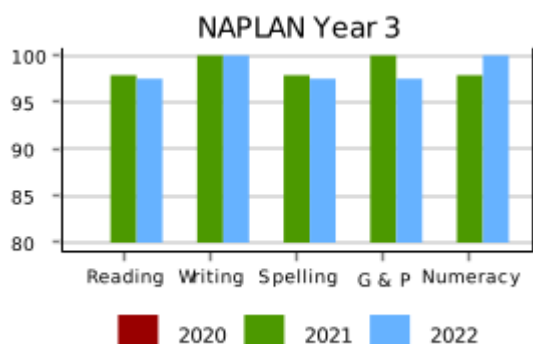
Our whole school curriculum and assessment plan continued to be embedded in our teaching practices. Our whole school plan for student learning entitlement was produced in visual form for students to connect to and to build their student voice and agency. The visual plan was also shared with our parent community. The school based Assessment folders continued to ensure consistency in assessment practices in and across year levels. These folders included expected assessment expectations along with Response to Intervention DOSCEL Flowcharts ensuring learning adjustments, intervention schedules, resources and data supported teachers. All student and school data was used in our whole school planning for the 2023 school year.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	97.5	-2.5
YR 03 Numeracy	-	97.9	-	100.0	2.1
YR 03 Reading	-	97.9	-	97.5	-0.4
YR 03 Spelling	-	97.9	-	97.5	-0.4
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	97.9	-	100.0	2.1
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	100.0	-	100.0	0.0
YR 05 Writing	-	97.9	-	100.0	2.1

\* 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

#### Student Wellbeing and School Community Learning Goals:

- To embed a Culture of Child Safety

#### Intended Outcomes

- Improve and sustain an inclusive child safety culture in the school

### Achievements

To help celebrate getting back to the 2022 school year, various resourceful material had been utilised by staff and shared with parents and families to help create safe learning environments both on line and in the classroom setting. Safer Internet Day 2022 supported by the eSafety Commissioner website provided e-Safety Toolkits for school use to engage ways to work online safety into the curriculum and family life. Easy access to webinars for parents and carers gave them the knowledge, skills and tools to support children to have safe online experiences.

Families were introduced to the City of Casey's release of their first Safe Around Schools education animation which focussed on School Crossings. This animation supported schools in the City of Casey and also the School Crossing Supervisors around our precinct. We hoped to see improved behaviour around the school crossings from pedestrians and drivers.

Families could view the video and know the expectations around schools and keeping children and families safe.

Walk Safely to School Day asked that we all consider our transport habits and try to incorporate more walking as part of a healthy, active way to get around. Although walking all the way to school isn't realistic for many of our students, a good proportion of students figured out a way to incorporate walking to school as part of their family's daily routine.

The School supported the 2022 National Day of Action against Bullying and Violence (NDA). The theme for 2022 was Kindness Culture. The theme offered an opportunity for students to learn deeper about kindness, and demonstrate kind behaviour.

Part of our work with WSAPBS our Behaviour Recording Procedures for entering incidents in the SIMON platform had been updated as a result of extensive review with the whole staff. The team reviewed the staff expectations when recording an Incident in SIMON.

The majority of teaching staff have now participated in Choice Theory Basic Intensive Training including the four additional members during 2022 attending the 4-day program.

'Seasons for Growth' is a program for students who have experienced changes in their lives because of a death, separation or divorce, or another significant loss. Seasons for Growth was offered to students once again this year where students learnt how to cope when difficult things like grief of its many forms happen. Three trained staff known as companions facilitated groups for students in Years 1-6.

During the month of November, we remembered all of the people we have loved who have died and gave thanks for the special place they have in our hearts. To remember those who we have loved and who are no longer with us, some families wrote the names of their loves ones on a card attached to the special knitted poppies displayed in the front Welcome Garden during the second week of November leading up to Remembrance Day.

DOSCEL had launched a valuable resource called SchoolTV during 2022. SchoolTV is a new ongoing resource that is now available to all Mary MacKillop School parents. Each online edition addresses major topics with expert interviews, fact sheets, parent quizzes, recommended apps, books and more. SchoolTV combines information from a host of reliable resources, including Beyond Blue and ReachOut. It provides a single stream of independent factual information that will save our parents time and the confusion of searching across multiple online sites for information.

Children's Week National Theme for 2022 was based on the UNCRC Article 27, communicating that all Children have the right to a standard of living that supports their wellbeing and healthy development. As a school we recognised the talents, skills, achievements and rights of children. During this week each class participated in raising funds through Socktober to support those in Ethiopia. Flyers for events held in Victoria were published for families to take the opportunity to enjoy fun, engaging and educational experiences.

#### VALUE ADDED

- E-Safety Commissioner Website resources and webinar access
- City of Casey Safe Around Schools Resource
- Choice Theory Basic Intensive Training program
- Seasons for Growth program
- Harmony Day and National Day of Action against Bullying and Violence (NDA)
- National Child Protection Week and Children's Week activities
- Many resources are made available to parents through the School's Parenting Ideas membership and School TV. Articles for parental use are linked to the school newsletter
- DOSCEL 2022 Child Safety Week poster competition
- DOSCEL 2022 Child Safety Week Resources & Mary MacKillop Primary School students Competition Winners
- 2022 - DOSCEL Christmas Card Design Competition
- Participation in the eSafety Commissioner free Virtual Classroom for National Child Protection Week, Be an eSafe Kid: Be Safe, Be Supportive.
- Daniel Morcombe Foundation: Australia's Biggest Child Safety Lesson
- RUOK Day whole school participation
- Supporting the Narre Warren Conference of St. Vincent de Paul Christmas Appeal
- Shepherd's Table a ministry of Our Lady Help of Christians Parish offered some support to families by providing five Christmas Hampers to help cope with the demands of needs that some families find challenging over the Christmas season
- CyberEcho Brave Hearts' education resource for Years 4 to 6 focussed on staying safe online. The classroom teacher had access to the course over a 6-month window

to engage their class and share over a large screen in the classroom for all students to see and participate. Students received a certificate of completion.

- Student Friendly Version of MMPS Child Safety Policy

## STUDENT SATISFACTION

Students from the Middle and Senior levels completed the Insight SRC Survey in Term 2, 2022. The data provided valuable evidence to the school leadership team in understanding the current culture of our school and assisted in the development of strategies that support and sustain expert teacher practice. The Student Wellbeing aggregate indicator assessed student emotional wellbeing, the quality of teacher-student relationships and student engagement in learning. The Student Wellbeing Aggregate indicator for 2022 was 78 which showed an improvement from our 2021 data 77.2. Factors measured in this indicator included student morale, student distress, teacher empathy, purposeful teaching, stimulating learning, learning confidence, student motivation and connectedness to peers.

Data from the Insight SRC Survey of our Year 5 and 6 students also showed increases in the following areas:

- Student Morale
- Connectedness to school
- Encouraging learning
- Learning confidence
- Focus on literacy
- Collaboration

## STUDENT ATTENDANCE

The classroom teacher takes the attendance roll each morning at 8:45am and notes absences. The attendance roll is taken again by the classroom teacher and/or specialist teacher at 1.40 pm and absences are noted in SIMON (Student Management Learning System). Attendance and absences are entered via the SIMON platform and coded using the codes in SIMON. If a leave of absence without reason has not been completed, by parents/carers, a notification via the PAM (Parent Access Module in SIMON) is issued. Administration passes are issued for arriving late to school, early leaving and sick class pass.

The attendance roll is a legal document and is maintained to the highest standard. Laminated attendance rolls are kept in the MMPS roll bag and travel with the class when away from the classroom.

The 2022 student attendance rate fell to 87.3% from 94.2% in 2021. On a National level data revealed an overall drop in 2022 student attendance across the country due to the COVID-19 Omicron variant's effects and a particularly active flu season.

Classroom teachers share the responsibility of contacting the parents/carers seeking clarification of the unexplained or prolonged student absence without reason. It was evident through communication with families that some students were absent due to COVID-19, flu, gastro and other medical reasons. Some parents reported mental health concerns. Family responsibilities and NDIS appointments for students with disability were common reasons for student absences. Families also took the opportunity to travel interstate and overseas as COVID-19 travel restrictions eased throughout 2022.

Improving student attendance and engagement is a key priority at Mary MacKillop School, especially in the wake of COVID-19 lockdowns. These complicated circumstances emphasise the value of multi-layered and adaptable approaches to raising school attendance.

The SRC 2022 Insight data provides information about how students experience school. The Student Wellbeing aggregate indicator (78.0) shows the relative strengths and opportunities for improvement in our school indicating a high-level picture of our school's effectiveness in improving student attendance. Students at Mary MacKillop School are much more likely to be engaged in learning when they feel like they are a part of the school community, have positive relationships with their teachers and peers, and know that they matter to everyone here.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	85.4%
Y02	88.1%
Y03	87.4%
Y04	86.6%
Y05	88.5%
Y06	87.5%
Overall average attendance	87.3%

## Child Safe Standards

### Goals & Intended Outcomes

#### Child Safe Standards Learning Goals

- To embed a Culture of Child Safety

#### Intended Outcomes

- Improve and sustain an inclusive child safety culture in the school

### Achievements

#### Child Safe Standards

Brave Hearts a leading education and training organisation in child protection. The organisation facilitated a 2 hour online zoom workshop for teaching staff. This annual professional learning activity ensures our staff are well informed of child safety and protection in accordance with our Child Protection and Safety Policy. A range of educational resources were utilised during the year for the teaching of personal safety to our students.

The Victorian Government had announced the new Standards which commenced on 1 July 2022. The eleven new Standards will replace Victoria's seven standards and principles.

Key changes included new requirements:

- to involve families and communities in organisations' efforts to keep children and young people safe
- for a greater focus on safety for Aboriginal children and young people
- to manage the risk of child abuse in online environments
- for greater clarity on the governance, systems and processes to keep children and young people safe.

Changes have been made to support greater national consistency, reflecting the National Principles for a Child Safe Organisation developed following the Royal Commission into Institutional Responses to Child Sexual Abuse.

In line with providing opportunities for student voice and agency our 2022 student leadership group made many relevant and insightful suggestions while reviewing our student friendly version of our Child Safety Policy. It was very clear and evident of the work students and staff are fostering throughout the year to embed and promote a culture of Child Safety. Highlighting child safety as a core component of what we do, think and say at MMPS is vital in enhancing the many rich and varied learning opportunities in this area and the student-centred classrooms where our students feel safe. Student Leaders visited classrooms to share the document with grades students. Their presentation to the younger students was very well received and a hard copy can be found in each learning area.

Each Monday as we begin the week together as a school, parents and visitors are reminded that their mobile phones are either switched off, on silent and put away during prayer, liturgical celebrations or Assembly gatherings.

The Daniel Morcombe Foundation developed two new lessons for early years and upper primary aged children all about boundaries and body parts. Australia's Biggest Child Safety



Lesson went live on Tuesday 6 September, during National Child Protection Week. Parents were invited to the session to sit alongside their child during the livestream. This brought students together to learn important safety messages in National Child Protection Week.

The Diocese of Sale Sexuality Education in the Catholic School Core Document and Teacher Resource assisted teachers in building awareness of Catholic Church teachings to inform teacher practice.

Brave Hearts Day was held on Friday 9th September where all Staff and students were invited to wear the colour purple in support of raising awareness about child protection. As an activity to mark the day, a class set of wooden craft hearts were supplied and students decorated the wooden hearts for a class display or used as an individual reminder to strengthen the message to help keep children and young people safe.

To highlight National Child Protection Week (4-10 September 2022), we drew attention to the DOSCEL 2022 Child Safety Week Competition. A great response was received from the students. Congratulations is extended to two students in Year 6 awarded a Winning Design poster, two Foundation students awarded the Winning Design Child Safety video and two students from Year 2 awarded an Honourable Mention. We are very proud of our students who were awarded winning designs for the DOSCEL 2022 Child Safety Competition. Entries were posted on the DOSCEL website and our School website. A great resource to share with all children.

## Leadership

### Goals & Intended Outcomes

#### Leadership Goals

##### *Leadership for Learning*

- To create the conditions in which expert teacher practice is developed and sustained.

#### Leadership Intended Outcomes

##### *Leadership for Learning*

- Effective structures and practices are in place that ensure the growth and performance of evidence based expert teacher practice.

### Achievements

The Leadership Team structure in 2022 had a direct line to learning and teaching in the classroom with the following positions in place:

- Principal and Deputy Principal
- 3 x Collective Learning Leaders (Senior Level, Middle Level and Junior Level - 4 days classroom / 1 day Leadership)
- 1 x Specialist Learning Leader

The Leadership Team was committed to providing support to teachers to ensure improved teacher learning through the 2022 Professional Learning Implementation Plan, Professional Learning Team Meetings and Staff Meetings. Underpinning our work was a deep commitment to Child Safety practices and high expectations for all students.

As part of their leadership journey, the Collective Learning Leaders attended DOSCEL Collective meetings and worked with DOSCEL Education Advisors in analysing our school's PAT English and PAT Mathematics student data. Our DOSCEL Education Advisor attended teacher planning meetings and worked with levels through the Learning and Teaching cycle to ensure targeted teaching, evidence based practices and improved student learning outcomes.

Throughout 2022, the Learning Adjustment Team continued to follow processes to identify, moderate and document learning adjustments made for students with diagnosed and/or imputed disabilities. Staff were supported in reviewing PLP (Personalised Learning Plan) and SAEP (Student Adjustment Evaluation Plan) documents to target student.

Staff were encouraged and supported to pursue further education through Growth Coaching for our Collective Learning Leaders, Little Learners Love Literacy for all Junior Level Teachers, Choice Theory for selected staff. Other professional learning included staff being offered DOSCEL Learning Adjustments online learning webinars and Child Safety Professional Learning with Bravehearts. All staff completed the Mandatory Reporting and other Obligations eLearning Modules as well as training in First Aid, Anaphylaxis, Asthma, Diabetes and Emergency Management.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

Description of Professional Learning undertaken in 2022

Professional Learning opportunities for staff in 2022 included the following:

- Staff Spirituality Day at Mary MacKillop Centre
- Maintaining Religious Education Accreditation to Teach in a Catholic School
- Little Learners Love Literacy (Junior Level Teachers)
- Choice Theory
- Bravehearts - Child Safety Webinar
- DOSCEL Collective Meetings (including staff meetings and subject matter expertise at the planning table)
- Learning and Teaching Network
- OH&S Staff Training
- First Aid Training - Anaphylaxis, Asthma, Diabetes, CPR
- Mandatory Reporting eLearning Module
- 2023 Staff Planning Day

Number of teachers who participated in PL in 2022	17
Average expenditure per teacher for PL	\$1516

**TEACHER SATISFACTION**

2022 Insight SRC Data showed growth in the following areas:

- Role Clarity
- Appraisal and recognition
- Pastoral Care
- Curriculum Processes
- School Improvement focus
- Adaptive behaviours
- Collectives

In respect to Staff Wellbeing individual morale, school morale, individual distress and school distress showed a decline from our 2021 data. The decline in scores was indicative of significant staff shortages and sickness (COVID-19, flu and gastro outbreaks throughout the year).

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	84.6%
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### ALL STAFF RETENTION RATE

Staff Retention Rate	80.0%
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### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	31.8%
Graduate	22.7%
Graduate Certificate	4.5%
Bachelor Degree	95.5%
Advanced Diploma	13.6%
No Qualifications Listed	0.0%

### STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	26.0
Teaching Staff (FTE)	21.4
Non-Teaching Staff (Headcount)	13.0
Non-Teaching Staff (FTE)	8.6
Indigenous Teaching Staff (Headcount)	0.0

## Community Engagement

### Goals & Intended Outcomes

#### Community Engagement Goal

- To be student centred in all our decision making and maintain VRQA compliance

#### Community Engagement Intended Outcomes

- Student outcomes drive the allocation of school resources.

### Achievements

- City of Casey Safe Around School Resource
- Harmony Day and National Day of Action against Bullying and Violence (NDA)
- National Child Protection Week
- RUOk day
- St. Vincent de Paul Christmas Outreach
- Shepherd's Table Parish Ministry
- CyberEcho BraveHearts
- Mother's Day and Father' Day Breakfasts
- Grandparent's Day Liturgy and morning tea
- ANZAC Day service
- Remembrance Day service
- Harmony Day
- Christmas Concert

### PARENT SATISFACTION

2022 Insight SRC Data showed growth in the following areas:

- Parent input
- Extra-curricular
- Transitions
- Student Safety
- Classroom behaviour

Data that remained the same as in 2021 included:

- Connectedness to school and connectedness to peers

## Future Directions

### Our Explicit Improvement Agenda for 2023

- Student Voice and Agency
- Planning for Improved Student Learning