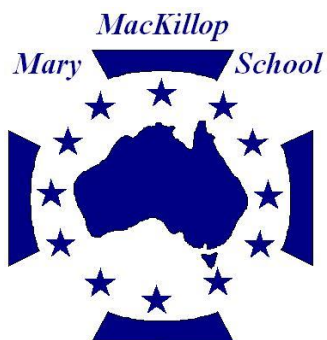


ANNUAL REPORT TO THE SCHOOL COMMUNITY

MARY MACKILLOP PRIMARY SCHOOL
NARRE WARREN NORTH

2019

REGISTERED SCHOOL NUMBER: 1944



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Contact Details

ADDRESS	2 Ernst Wanke Road Narre Warren North VIC 3804
PRINCIPAL	Elizabeth Jones
GOVERNING AUTHORITY	Diocese of Sale Catholic Education Ltd Ms Maria Kirkwood, Chief Executive Officer
SCHOOL ADVISORY COMMITTEE CHAIR	Margaret DeSantis and Maya Giampa
TELEPHONE	(03) 8794 5777
EMAIL	principal@[insert domain name].catholic.edu.au
WEBSITE	http://www.marymacnarre.catholic.edu.au
E NUMBER	E4038

Minimum Standards Attestation

I, Elizabeth Jones attest that Mary MacKillop Primary 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 2019 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.

4 May 2020

Governing Authority Report

2019 was a year of growth and consolidation for Catholic Education in the Diocese of Sale. A year where we truly embodied our commitment to solidarity and subsidiarity.

As the first Diocese in Victoria to adopt a contemporary governance model, we are both leading and learning.

In its second year of operation, Diocese of Sale Catholic Education Limited (DOSCEL), continued to provide outstanding service and direction to Catholic primary and secondary schools across the Diocese, from Cranbourne and Narre Warren in the west, to Cowes and Wonthaggi in the south, right through to Orbost in the east.

Together with our schools, we faced a number of challenges in 2019. Unprecedented levels of population growth continued to increase the demand for high quality Catholic education in parts of our Diocese. Bushfires near Bunyip and Churchill damaged properties, threatened lives and caused short-term school closures, while a fire at St Catherine's Primary School in Berwick seriously damaged 12 learning areas, displacing hundreds of students. Each of these challenges was met with integrity and solidarity.

Under DOSCEL's guidance, rigorous reporting and accountability structures have been implemented and maintained, to comply with our regulatory requirements. With pastoral support from our Parish Priests and expert advice from within the Catholic Education Office Sale, our highly-committed school leadership teams are able to maintain their focus on creating safe and welcoming learning environments where children can thrive.

We continue to prioritise the creation of educational opportunities for every student, to nurture them, and allow them to encounter God and to develop a knowledge of the Catholic faith and tradition. We invest in leadership and support for school communities, to promote expert learning and teaching practices. We collaborate with and involve each member of our school communities in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

We aspire to see our students thrive in the world; to be confident, competent and connected. I am thankful for the contributions of everyone involved in Catholic education in our Diocese in 2019. It has been an honour to work alongside you as we bring life to our vocation of Inspiring Faith, Inspiring Learning.



Maria Kirkwood

*Chief Executive Officer
Diocese of Sale Catholic Education Ltd*

Our School Vision

At Mary MacKillop Primary School our vision is that:

- The charism of Saint Mary of the Cross MacKillop is alive in our school
- People work collaboratively
- Relationships are trusting and supportive
- Our school community is inclusive of all
- We are empowered, engaged and confident learners who think, reflect make connections and take action.

Our School Mission

"Never see a need without doing something about it"

(Saint Mary of the Cross MacKillop, 1871)

At Mary MacKillop Primary School we are inspired by Jesus to love God. With Saint Mary of the Cross MacKillop as our model, we act with compassion and justice, show respect and forgiveness, reaching out to bring hope to others.

As a Catholic school we are a community that grows and develops by learning together. We embrace challenge, build resilience and celebrate success.



School Overview

Mary MacKillop Primary School opened in 1995, the same year of the beatification of Mary MacKillop. Our school is one of three schools in Our Lady Help of Christians Parish and services families in the Narre Warren North area. The 2019 school year began with 365.4 students and 274 families. 16 class groupings were organised into the following levels in 2019:

- Foundation Level – 2 x Foundation Classes
- Junior Level – 4 x 1/2 Composite Classes
- Middle Level – 5 x 3/4 Composite Classes
- Senior Level – 5 x 5/6 Composite Classes

Our Design Principles encompass the following statement which reflects our priority to focus on student learning and wellbeing in a faith filled community.

As a Catholic faith community we are accountable and committed to student safety and to the academic, social and spiritual learning of 100% of students 100% of the time.

Our Catholic school values describe the ways in which Mary of the Cross MacKillop lived her life faithful to the Gospels and Teaching of Jesus. The values underpin our actions and interactions as a school community and include the following:

Be Respectful	<i>"Let us really love one another" (Mary MacKillop, 1890).</i>
Be Responsible	<i>"Do your best and God will bless your efforts" (Mary MacKillop, 1889).</i>
Be Compassionate	<i>"More than ever we should be humble and patient, charitable and forgiving" (Mary MacKillop, 1884)</i>
Be Courageous	<i>"Have courage, do not be afraid" (Mary MacKillop, 1873).</i>
Be Problem Solvers	<i>"Keep your mind in peace" (Mary MacKillop, 1890)</i>

Our Catholic school community is representative of 45 nationalities. We celebrate our rich diversity, are committed to being a welcoming Catholic school and to strengthening our Catholic Identity as a community of faith in today's society.

Mary MacKillop Primary School offers students the space to move between numerous play areas including a grassed oval, all weather multi-surfaced playing oval/running track, basketball court, gymnasium, hall and playground equipment. Our modern, flexible learning spaces utilise current digital technologies and encourage a love of learning and problem solving. Specialist learning areas include The Arts – Visual Arts, LOTE – Japanese, Health and Physical Education and Digital Technologies / STEM in our Discovery Centre.

Our 2019 Annual Improvement Plan focused on:

- Promoting Catholic Identity through a dialogical, re-contextualised approach.
- Ensuring the learning needs of all students were met through targeted teaching and differentiated learning tasks.
- Effectively utilising Learning Intentions and Success Criteria to implement the intended curriculum.
- Effectively utilising student data to drive teaching and learning and to measure our impact.
- Implementing a consistent approach to managing student behaviour.
- Continuing to inform parents and students of Child Safety Standards.
- Continuing to build parent, school and community partnerships.

Principal's Report

Welcome to our Annual Report for 2019.

The 2019 Annual Report to the School Community provides a succinct overview of the many and varied learning opportunities and community events which supported the spiritual, academic, social and emotional wellbeing of our students throughout the 2019 school year.

As a Catholic school community, we value our Catholic Identity, traditions and culture. We provide opportunities for our students and their families to celebrate our Catholic heritage and Parish connections with Our Lady Help of Christians Parish. Such connections include the Parish based Sacramental program and opportunities for students and their families to participate in whole school, class and Parish Masses and Reconciliation services.

2019 had a particular focus on improved student learning outcomes, strengthening our Catholic Identity and community engagement. Our students' Term 3 Inquiry Learning through The Arts - **Peter Pan Jnr** culminated in a student lead performance at Bunji Place Theatre. The evening was a successful celebration of our students' collaboration and teamwork, highlighting the development of effective and independent learning behaviours and achievement in all facets of their inquiry learning. Our students' ability to work together, both within class groupings and across levels within the school, to produce a successful performance for our school families and the wider community, is to be commended.

Mother's Day and Father's Day Breakfast celebrations were popular events as was our Grandparents Day celebration. These events were a demonstration of our teamwork, generosity, community spirit and connections as all three events were highly attended and celebrated.

Throughout 2019 we continued to provide opportunities for our students to achieve their personal best and to be active, social and engaged learners who understand the importance of their contribution to our community and the world. Our world is a better place because of their social justice efforts, demonstrating through their words and actions, the following quote by Saint Mary of the Cross MacKillop "*never see a need without doing something about it.*" Our students continued to excel in the sporting arena covering a range of sports including hoop time, swimming, athletics, rugby, tennis, soccer, cross country, lightning premiership and summer and winter sport competitions.

Our school continued to be committed to developing a safe and supportive learning environment where staff were focused on engaging students in meaningful, relevant and challenging learning experiences. We continued to strive to work in partnership with our parents to ensure the best possible learning outcomes for all students.

As a Catholic faith community we are accountable and committed to student safety and to the academic, social and spiritual learning of 100% of students 100% of the time.

Catholic Identity and Religious Education

Goals & Intended Outcomes

To promote a post critical belief through a recontextualisation of the Catholic tradition in dialogue with the pluralising cultural context.

To deliver a high quality Religious Education curriculum across Foundation to Year 6.

Achievements

The three Narre Warren Parish Primary Schools gathered to celebrate the beginning of our ministry during a Mass held at Our Lady Help of Christians Church. As staff made their way into the Church, each member contributed *seeds* to a prayer space highlighting the focus of the Mass “*Seeds of Hope*.” All teaching and non-teaching staff were welcomed in the warmth of God’s Spirit and new staff members were acknowledged with a blessing. Parish Priest Fr Brendan Hogan presented each school with a commemorative plant reminding staff of the potential for growth and new life over the course of the year as staff began a new journey together in this 2019 new school year.

A very successful education program called Seasons for Growth commenced in the earlier part of the year for those students experiencing loss or grief. Our work is motivated by Mary MacKillop’s principle, “Never see a need without doing something about it.”

A Just Leadership Day was hosted here for student leaders from Mary MacKillop, Trinity and Don Bosco schools. Justice Educator for Caritas Australia facilitated the day engaging students with social justice issues, and encouraging students to be just leaders.

The teaching staff engaged in two sessions with Megan Bourke, Justice Educator from Caritas Australia to deepen understanding of Catholic Social Teaching principles and further *the why* and *the how* to embed global social justice issues across the curriculum.

Members of the Executive and Level Leadership staff attended the Leadership Dinner and Mass held in Traralgon. This significant event launched Catholic Education Week which offers schools in the Diocese of Sale the opportunity to celebrate our Catholic identity and its unique mission.

Mary MacKillop School community and Staff contributed to a fund-raising campaign to help cover the cost of redeveloping the Mary MacKillop Museum, Adelaide. The construction of an outdoor pathway honours the place of pilgrimage, hospitality, spirituality and education. The purchase of a square paver engraved with our School name will be included in this commemorative Pathway of Catholic Education. This is a unique opportunity for our school to be part of history as, together we honour Mary MacKillop’s amazing and enduring contribution to the establishment of Catholic Education across our vast country.

The Family Life Education Program offered to many schools over many years in the Sale Diocese, took place at Mary MacKillop School. A series of evening sessions were offered to families and students at Grades 1/2, 3/4 and 5/6. The facilitator and the presented resources encouraged communication between parents about their child’s personal development including their spiritual, physical, moral, psychological, social and cultural dimensions. 2019 is the last year that the Family Life Program will be offered across the Diocese.

OLHC Parish Youth Ministers visited our School speaking with the senior students and attending our Assembly. Both Youth Ministers shared their role within the Parish and how they are working together to assist our parish community in engaging young people in the life and mission of the Church. An invitation was extended to our older students to participate in various Parish events targeted to bringing together the youth of the Parish.

A contemporary style holy water font is a recent purchase for display in the entrance of our Chapel. Those entering or leaving the Chapel now have the opportunity of blessing themselves with holy water. This Churchware is a reminder of the important traditions and rituals in the Catholic Church.

The introduction of a singing bowl during our Assemblies and gatherings is used as a signal to begin and end periods of meditation or silence. The frequent use of the singing bowl will become a familiar tool to call and bring those gathered to silence - students, parents and staff. The harmonic overtones and continuous 'singing' sound brings an added dimension to our times of prayer.

Families and students are supported in their preparation to receive the Sacrament of First Reconciliation, First Eucharist and the Sacrament of Confirmation through the Parish Based School Supported and Family Centred Sacramental program. The teaching staff and support staff facilitate Workshops and attend celebrations throughout the year.

Whole school, Buddy Class and Level Masses along with Reconciliation Celebrations for Years 3-6 are scheduled throughout Terms 1 to Term 4. The sacramental celebrations do not replace the teaching of Religious Education but rather compliments it and develops an awareness of the school community involvement in the liturgical life of the Church.

Our teaching staff continue to value opportunities to improve practice through professional learning. This year the CIRE team provided professional development for teachers to build and strengthen teacher capacity (understanding and practice) in Religious Education. Dr Margaret Carswell presented a day to assist teachers to enhance knowledge of Scripture with a particular focus on the teaching of Scripture in the classroom.

PLT meetings provided opportunities for teachers to work with the Religious Education Leader, to break open ways to encounter scripture (AWES approach). To further enrich planning Religious Education, the REL and class teachers developed a Scripture Scope and Sequence framework. This structure provided a clear indication of the importance to explore a range of scriptural texts across Foundation to Year 6 levels.

Teachers who teach Religious Education are becoming more familiar with the resource Liturgy Help which provides Sunday scripture reading commentaries and reflections. Class teachers have found Liturgy Help a resourceful website assisting with background reading and information in order to unpack a scriptural text.

All Staff participated in the Listening and Dialogue phase of the journey to the Plenary Council in 2020. As a staff we gathered to reflect and discuss the five Assembly themes discerning how God is calling us to be people who are living in the joy of the Gospel.

Throughout the year staff, students and families are encouraged to give of one's time, treasure and talent in thanksgiving for the gifts God has given to each one of us. The school year presents many opportunities for all stakeholders to support social justice efforts and initiatives. Many of these initiatives are school-wide events and others are led by individual students.

VALUE ADDED**Social Justice**

A number of fundraiser efforts support Catholic and non-Catholic organisations. This allows students to put into action the See-Judge-Act process of following Catholic Social Teaching principles. Calendar events such as donations, Winter appeal, Christmas Appeal support Catholic organisations such as Project Compassion, Trinity Families, Catholic Care, St. Vincent de Paul society, Catholic Mission and other organisations including the Cancer Council, Save the Children, Taralye and Red Cross.

Prayer and Liturgy

Eucharistic celebrations and liturgies include significant events in the Church calendar such as Lent, Holy Week, Easter, The Assumption and Advent. Various whole school and Diocesan events such as the beginning of the year school Mass, Our Lady of Perpetual Help Pilgrimage, School Feast Day, Harmony Week, Family Week, Pilgrimage Mass and the end of the year Mass are opportunities to come together to pray and give thanks with clergy, staff, students, parents and families.

Each class produces a class prayer cloth where the students contribute to a design displaying a Mary MacKillop quote. Each class during Terms 2 – 4 share their work at Assembly explaining the symbolism and design features. This prayer item along with a personalised class candle, a crucifix, a bible and a set of coloured cloths decorate the class prayer table and enhance class prayer.

Sacred Space

Our MMPS Chapel, a place for prayer and worship is opened during regular times in the week for individual students and classes to visit. The outside paved garden area provides a quiet, meditative space for private or group prayer. These spaces are utilised for class masses, liturgies and reflection. The installation of the Mary MacKillop Statue, purchased last year was completed in the outdoor sacred space. Hullabaloo Works, artist Christine Sage created the beautiful bronze statue of Mary MacKillop, which is now installed on the plinth as a prominent centrepiece of the garden area.

Learning & Teaching

Goals & Intended Outcomes

To develop a professional, accountable and sustainable culture that ensures the development of all teachers' capacity as expert teachers.

Achievements

In 2019, three Mary MacKillop staff participated in the Collective of schools within the Sale Diocese.

Our Collective comprised of the following five schools:

- Mary MacKillop, Narre Warren North
- Trinity, Narre Warren South.
- St. John's, Koo Wee Rup.
- St. Joseph's, Korumburra,
- St. Joseph's, Wonthaggi

The Collective focus question for 2018-2019 was:

How do middle leaders promote expert teacher practice in the use of learning intentions and success criteria to target teaching to address student variability, ensuring an accelerated rate of progress for every student in English and Mathematics?

The Collectives met twice per term at St. John's, Koo Wee Rup to build and improve teacher practice around targeted teaching and expert teacher practice in English and Mathematics. In between Collective meets, staff continued to explore and develop expert teaching practice in the areas of English and Mathematics and to deepen their understanding and application of the VCAA Learning Progressions in Literacy and Numeracy.

Mathematics

Through the work of the Collective, teachers developed their understanding of the VCAA Learning Progressions in Numeracy and applied this knowledge in their Mathematics teaching throughout 2019. Our student data indicated explicit teaching was required in Place Value and problem solving to improve and extend students' understanding and application of these concepts and skills.

140 middle and senior students were offered extension opportunities through their participation in the Australian Mathematics Competition and Matific and Essential Assessment were utilised to continue to support Mathematics learning in the classroom and through Home Study tasks each week.

Intervention Support:

Selected students were provided with the opportunity to participate in the Extending Mathematical Understanding (EMU) Program where their weekly data was recorded and shared with Year One Classroom teachers to ensure targeted and differentiated teaching was consistent between the EMU lessons and classroom lessons.

English

Through the work of the Collective, teachers developed their understanding of the VCAA Learning Progressions in Literacy and applied this knowledge to their Literacy teaching throughout 2019. The SMART Spelling approach continued to support a consistent approach to spelling strategies and concepts across all levels within the school. Students were given the opportunity to participate in the 'Write a book in a day' competition and the Premiers Reading Challenge. Reading was a particular focus with the promotion of reading for pleasure throughout all levels, including Home Study. Teaching staff explored utilising High Impact Teaching Strategies in English lessons and the Clinical Teaching Cycle to target teaching and differentiate student learning in reading and writing.

Intervention Support:

Selected students were provided with the opportunity to participate in the Benchmark Assessment System (BASLLI) Program where they worked with Education Support Officers in a small group setting to target their particular learning needs in reading, developing fluency, accuracy and comprehension reading skills. Selected students also participated in Toe by Toe targeted reading decoding program and Lego Club Social Skills program.

Staff completed their First Aid Training, Professional Learning Modules on the Disability Discrimination Act and The Standards through the University of Canberra and internally provided professional learning in NCCD (Nationally Consistent Collection of Data) through the Diocese of Sale Catholic Education Office. Learning Adjustments under NCCD Categories and Levels of Adjustment were reviewed each term and in the Program Support Group Meetings (PSG) students shared their learning achievements and PLP goals.

Student Learning Portfolios continued to be developed to promote ownership of student learning and to document the learning journey, growth and achievements. Throughout 2019, students were offered a range of extra-curricular opportunities that included such events as:

- Camps
 - Foundation – camp experience afternoon activities and shared dinner.
 - Juniors Year 1 – camp experience afternoon activities, shared dinner.
 - Juniors Year 2 – camp experience afternoon activities, shared dinner and disco.
 - Middles Year 3 – offsite camp experience Mt Evelyn Oasis Adventure Camp (1 night/2 days)
 - Middles Year 4 – offsite camp experience Waratah Bay (2 nights/3 days)
 - Seniors Year 5 – offsite camp experience Camp Toolangi (3 nights/4 days)
 - Seniors Year 6 – offsite camp experience Canberra Camp (4 nights/5 days)
- Whole School Production – ***Peter Pan Jnr.***
- Harmony Day and Book Week celebrations.
- Sporting Activities – hoop time, swimming, athletics, rugby, tennis, soccer, cross country, lightning premiership and summer and winter sport competitions.
- Student First Aid.
- Family Life – Junior, Middle and Senior Levels.
- F-6 Swimming Program in line with The Victorian Curriculum Water Safety Certificate.

The 2019 school year concluded with the 2020 Staff Planning Day.

STUDENT LEARNING OUTCOMES

Provide an explanation about the changes in NAPLAN data over the three years 2017, 2018 and 2019. You may wish to comment on any programs and strategies in place that have had an impact on student learning outcomes.

AIP goals to Improve Student Learning Outcomes

To differentiate student learning to ensure an accelerated rate of growth for all children at every percentile.

To communicate and develop parental understanding of school strategic intent and learning targets.

The graph below summarises the percentage of students meeting national minimum standards in English and Mathematics as assessed in the National Assessment Program (NAPLAN).

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS IN ENGLISH AND MATHEMATICS (Year 3 and Year 5)						
NAPLAN TESTS	2017 %	2016-2017 Changes %	2018 %	2017-2018 Changes %	2019 %	2018-2019 Changes %
YR 03 Grammar and Punctuation	89.7	-10.3	96.9	7.2	100.0	3.1
YR 03 Numeracy	100.0	3.0	100.0	0.0	100.0	0.0
YR 03 Reading	96.6	-2.0	96.9	0.3	100.0	3.1
YR 03 Spelling	98.3	-0.3	95.4	-2.9	95.7	0.3
YR 03 Writing	100.0	0.0	95.2	-4.8	100.0	4.8
YR 05 Grammar and Punctuation	93.3	-2.4	95.5	2.2	97.9	2.5
YR 05 Numeracy	95.0	-0.7	100.0	5.0	100.0	0.0
YR 05 Reading	96.7	-1.9	97.0	0.3	100.0	3.0
YR 05 Spelling	95.0	-0.7	98.5	3.5	97.9	-0.6
YR 05 Writing	93.2	-3.9	97.0	3.8	97.9	0.9

NAPLAN data from 2018-2019 showed steady improvement results in student performance in the all areas of NAPLAN tested in Year 3. Student growth was recorded in Grammar and Punctuation, Reading and Writing. 100% of students maintained the minimum standard in Numeracy and 95.7 % of students in Spelling.

Students in Year 5 showed improvement in Grammar and Punctuation, Reading and Writing. 100% of students maintained the minimum standard in Numeracy and 97.9 % of students in Spelling.

Our school will continue to target our teaching to address our student learning needs. We will continue to record, monitor and track student learning data in English and Mathematics, making appropriate learning adjustments and to allocate ESO time accordingly, based on student data and NCCD (Nationally Consistent Collection Data) information. Intervention programs such as BASLLI, EMU, Toe by Toe and Lego Club will continue to be offered to support students who require further consolidation of reading, comprehension, numeracy skills and social emotional skills. Extension opportunities, such as the Australian Mathematics Competition, Write a Book in a Day Competition, will continue to be offered to extend and challenge students.

School Community & Student Wellbeing

Goals & Intended Outcomes

To refine, develop and maintain our collaborative and contemporary learning environments and facilities.

To ensure sustainable and supported access to improved teacher learning and leadership capacity building.

To provide an inclusive, supportive and safe school environment.

Achievements

During the first half of the year, a number of requests were received from students who were keen to organise fundraisers to support various charities. A day was set aside in May during Catholic Education Week providing the opportunity for individual or team groups to manage their own specific fundraiser where school families and friends can support their efforts. All monies raised at each stall were directed to the student's nominated charity. These initiatives are great opportunities to strengthen partnership between school and family, as well as providing financial support to various Catholic and non- Catholic charities.

The School's annual subscription to Parenting Ideas, founded by Michael Grose, one of Australia's leading parenting educators offers updated resources to assist staff and parents on various topics on child development. Webinars, parenting guides, along with presentations, articles and resources are available to share in our communication practises with staff and parents.

This year Mary MacKillop School registered to participate in Walk to School (VIC Health) during the month of October. Staff, students and families were encouraged to walk, ride or scoot to and from school. It was great for the entire school community to engage in healthy habits and achieve the recommended daily physical activity.

All staff have current First Aid training and are aware of their obligations in relation to Child Safe Standards, Reportable Conduct Scheme and Mandatory Reporting. Teaching staff act in accordance with AITSL Standards. The year began with a staff Professional Learning day which focussed on:

- Child Safe Standards Modules 1-9,
- Mandatory Reporting and other obligations eLearning Module
- First Aid - CPR, Anaphylaxis, Asthma, Epilepsy, Diabetes awareness.
- A Staff Professional Learning Day combined with Don Bosco and Trinity School staff focused on workshops in the following areas:
 - Speech
 - Psychology
 - Occupational Therapy
 - Auditory Processing
 - Understanding Behaviours
 - Understanding ASD

National Child Protection Week provided an opportunity for our staff and parent community to continue recognising the importance of continuing discussions about keeping children safe at all times.

Mary MacKillop Whole School Approach to Positive Behaviour Support framework centres on effective and respectful processes and procedures for students to fully participate, engage in the process of schooling and become successful learners.

A representative staff group meet regularly to facilitate School staff working collaboratively and in partnership with parents to promote positive student behaviour and ensuring our students are catered for, according to what they need.

VALUE ADDED

The School celebrated Harmony Week inviting families to join staff and students celebrating diversity in a liturgy and various buddy activities held on the day. The colour orange worn by staff, students and parents displayed support for cultural diversity, inclusiveness, mutual respect and belonging for all Australians united by a set of core Australian values.

Seasons for Growth, an evidence-based change and loss education program again offered to students in the school who have experienced significant change, loss or grief. Led by trained staff, two members participated in the compulsory training days in 2019, implemented the program. Small groups ranging from Junior, Middle and Seniors grades participated in the 8 sessions.

Caritas Australia facilitated a Just Leadership Day to engage student leaders with social justice issues and to encourage them to be *just* leaders. F-6 CAMP Program offering on-site afternoon/evening sessions, overnight educational camps and interstate travel camp experiences. Lego Club provides the opportunity for students to participate in small focus groups to enhance learning, targeting behaviour management, communication, teamwork and building friendships.

Extra-Curricular Activities:

- Whole School Production of 'Peter Pan Jr.' at City of Casey Bunjil Place
- Buddy group activities
- Student led fundraisers
- Lego Club
- Garden group
- Winter appeal and Christmas gift appeal
- Walk to school
- Grandparent's day Mass and morning tea
- Family Life Education program
- Mother's Day & Father's Day morning breakfast, special raffle gift presentations donated by the staff and FOMM stall purchases
- Various Athletics days whole school, senior and middle level events and inter school competitions
- Sports Clinics
- Footy Day
- Camps excursions and incursions
- Weekly Assemblies
- Scheduled whole school and class Mass and Reconciliation celebrations
- Transition Programs for Foundation and Senior students

STUDENT SATISFACTION

Results from the School Improvement Student surveys (Insight SRC) indicate an increase in student engagement where quality relationships are built and valued as key elements of harmonious classrooms.

Further results indicate positive signs in personal development, student motivation, classroom behaviour, and encouragement in learning particularly the approach in learning literacy skills.

Further improvement is directed toward student's desire to learn, connectedness to peers and collaboration amongst students to work together.

STUDENT ATTENDANCE

Student attendance is recorded each morning and afternoon in digital form in accordance with VRQA compliance obligations. Each morning Administration staff follow up with parents/guardians via SMS text message or phone contact when there are unexplained student absences. In the case of ongoing absences, teaching staff follow up, initially with phone contact and in some circumstances a meeting with the parents and the Wellbeing Leader to address the impact of extended periods of school non-attendance.

For serious cases of student absences, the School Leadership Consultant (Diocese of Sale) is notified and attempts to support the family to reduce absences and increase attendance at school is documented.

In extreme cases of student absences, a formal letter is written to the family outlining the importance of school attendance. The letter includes reference to, and a copy of, **Every Day Counts**, **Every Minute Counts** posters provided by the Department of Education, Victoria.

Where a family has planned an extended period of absence due to family commitments overseas or an extended family holiday, parents are asked to ensure the school is notified in advance in writing. The Home Study Policy includes Appendix A procedures for parents requesting student learning when on holidays to ensure staff have a consistent approach when supporting students in these circumstances.

Ref: Every Day Counts Poster

<https://www.education.vic.gov.au/Documents/school/principals/participation/everydaycountsprimparent.pdf>

PARENT SATISFACTION

Results from the School Improvement Student surveys (Insight SRC) indicate improved satisfaction in approachability, extra-curricular activities provided by the School, the impact of homework task and behaviour management, staff and student engagement.

Areas of improvement identified to determine potential areas of action in our School include community engagement, parent input, student safety, classroom behaviour and behaviour management practices.

Child Safe Standards

Goals and Intended Outcomes

To promote and develop a child safe school culture based on high expectations for all.

To provide an inclusive, supportive and safe school environment.

Achievements

Mary MacKillop Primary School is committed to providing a child safe organisation in accordance with Ministerial Order 870. Our school adheres to the following child safe standards:

- Strategies to embed an organisational culture of child safety.
- A child safe policy (which includes a statement of commitment to child safety).
- A child safety Code of Conduct.
- Screening, supervision, training and other human resource practices that reduce the risk of child abuse.
- Procedures for responding to and reporting suspected child abuse.
- Strategies to identify and reduce or remove risks of child abuse.
- Strategies to promote child participation and empowerment.

The following policies are embedded with our school and are accessible to staff and members of our school community via the Mary MacKillop website and staff intranet:

- Statement of Philosophy
- Commitment to Child Safety
- Child Safe Principles
- Child Protection and Safety Policy (including the construction of a child friendly version in 2018)
- Child Safe Standard – Code of Conduct
- PROTECT Identifying and Responding to Abuse
- Protection of Children – Failure to Disclose
- Protection of Children – Failure to Protect
- Protection of Children – Grooming Policy
- Reporting suspected child abuse – Child First or DHHS

In addition to the above policies and procedures, all volunteers working within our school community must have a current Working with Children Check card and have signed the Mary MacKillop Code of Conduct. A register of parents and volunteers who have met Child Safe requirements is updated accordingly and kept in digital form. All contractors to Mary MacKillop sign the Child Safe Code of Conduct and, where possible, complete their work after school hours. School Advisory Committee Members and the FOMM Team hold current Working with Children Check cards.

Throughout 2019, Senior Teaching Staff worked with our senior level year 5 and year 6 students to develop a child friendly version of the Child Safety Policy. The Policy was revisited each term with students to highlight the importance of Child Safety and embedding practices, principles and behaviours to ensure student safety.

Leadership

Goals & Intended Outcomes

To develop the capacity of all staff within a culture of improved teacher learning, individual accountability and collective responsibility to the strategic intent, compliance and regulatory obligations.

To promote and develop a child safe school culture based on high expectations for all.

Achievements

Mary MacKillop Staff participated in many and varied professional learning opportunities throughout 2019.

The 2019 Staff Professional Learning Plan included the following:

STAFF PROFESSIONAL LEARNING			
SEMESTER ONE 2019		SEMESTER TWO 2019	
Term One	Term Two	Term Three	Term Four
Tuesday 29 January Staff Mass and Planning Day Wednesday 30 January <ul style="list-style-type: none"> First Aid, CPR, Anaphylaxis and Asthma training Child Safe Standards Mandatory Reporting eLearning Module 	Friday 26 April NCCD and Learning Adjustments with Trinity Catholic Primary School and Don Bosco Catholic Primary School. <ul style="list-style-type: none"> NCCD Portal VCAA Learning Progressions in Literacy and Numeracy Workshops <ul style="list-style-type: none"> ASD Auditory Processing Speech Pathology Understanding Behaviours Psychology 	Wednesday 28 August RE Staff Spirituality Professional Learning Day – AWES Model <ul style="list-style-type: none"> A Way of Encountering Scripture Recontextualisation of Gospel Stories and messages. 	Friday 20 December 2020 Staff Planning Day
STAFF UNION RELEASE DAYS			
SEMESTER ONE 2019		SEMESTER TWO 2019	
Term One	Term Two	Term Three	Term Four
Friday 5 April Staff Level Planning Union Release Day	Friday 28 June Staff Level Planning Union Release Day	Union Release undertaken in the last few weeks of term. Staff will be released to plan in their level.	Monday 4 November Report Writing Day

DOSCEL Collective 2018 – 2019

How do middle leaders promote expert teacher practice in the use of learning intentions and success criteria to target teaching to address student variability, ensuring an accelerated rate of progress for every student in English and Mathematics?

Mary MacKillop staff representatives attend the DOSCEL Collective days scheduled in 2019. Mary MacKillop is part of the Collective group incorporating the following Diocese of Sale Primary Schools:

- St. John the Baptist, Koo Wee Rup
- St. Joseph's Primary School, Korumburra
- Trinity Primary School, Narre Warren South
- St. Joseph's Primary School, Wonthaggi

The 2019 DOSCEL Collective Dates meeting dates:

- Term 1 – 27 February and 20 March
- Term 2 – 15 May and 12 June
- Term 3 – 7 August and 4 September
- Term 4 – 30 October and 27 November

Staff Professional Learning – Learning and Teaching Network

Mary MacKillop staff representatives attend the DOSCEL Learning and Teaching Network Days. The 2019 Learning and Teaching Network Dates:

- Term 1 – 15 February and 22 February
- Term 2 – 3 May and 10 May
- Term 3 – 26 July and 2 August
- Term 4 – 18 October and 25 October

As well as participating in the Diocese of Sale Collective with four DOSCEL schools, staff participated in Religious Education Staff Spirituality Day unpacking the AWES model [A Way of Encountering Scripture], weekly staff and Professional Learning Team Meetings where the focus was on learning from each other, building our collective responsibility and accountability for improved student learning outcomes.

Leadership roles throughout the 2019 school year included:

- Principal
- Deputy Principal
- Religious Education Leader / Wellbeing Leader
- English Leader
- Mathematics Leader
- Senior Level Coordinator
- Middle Level Coordinator
- Junior Level Coordinator
- Foundation Coordinator

Throughout 2019 the NCCD Learning Adjustments Team, continued to identify, moderate and document learning adjustments made for students with diagnosed or imputed disabilities and to support teaching staff in reviewing student PLP [Personalised Learning Plans] to target student learning.

Staff were encouraged and supported to pursue further education with one teacher completing their Master of Evidence Based Practice and one teacher completing her Master of Intervention both through the University of Melbourne. At the conclusion of the 2019 school year, two teaching staff took up the opportunity offered in 2020 to begin their Master of Evidence Based Practice.

In 2019 three Staff continued working towards their Accreditation to Teach Religious Education in a Catholic school.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

- First Aid – CPR, Anaphylaxis & Asthma
- Mandatory Reporting and Other Obligations eLearning Modules
- NCCD – Nationally Consistent Collection Data University of Canberra online Modules
- Learning Adjustment Day with Trinity and Don Bosco Primary Schools
- Staff Spirituality Diocesan Professional Learning Day
- AWES Model
- Learning and Teaching Network Days CEOS
- Collective Meetings
- WSAPBS [Whole School Approach to Positive Behaviour Support]
- SWIS Training
- Masters of Evidence Based Practice
- Corwin – Visible Learning Leadership Conference
- Weekly PLT Meetings
- Fortnightly Staff Meetings
- 2020 Staff Planning Day

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

29

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1253.48

TEACHER SATISFACTION

2019 showed an increase in the following four cultural pillars:

Cultural Pillar	2018	2019	+ / -	Four pillars reflect key behaviours that contribute to staff wellbeing, engagement and performance within your school.
Clarity	34.7	38.1	3.4	Role Clarity
Learning	19.9	41.2	21.3	Appraisal & Recognition, Professional Growth
Engagement	49.3	54.4	5.1	Teamwork, Empowerment, Ownership
Empathy	61.2	67.9	6.7	Supportive Leadership

2019 Insight SRC data showed an increase in the following areas:

- Staff Wellbeing – Individual Morale, Individual Distress and School Distress
- Empathy – Supportive Leadership
- Engagement – Teamwork
- Learning – Appraisal and Recognition, Professional Growth
- Student Behaviour – Student behaviour (school)
- Team Based Practice – Pastoral Care
- Teaching and Learning – Parent Partnerships, Engaging Practice
- Approach to work – Adaptive behaviours and Innovation

Staff indicated positive responses to their professional learning opportunities with increased staff satisfaction evident in PLT, Staff Planning Days, Staff Professional Learning Days and Staff Meetings.

Future Directions

In 2020 we look forward to:

- Celebrating our 25 year anniversary in the following ways:
 - Parish Mass on Sunday 9 August
 - Feast Day Celebrations Monday 10 August (Channel 10 Live weather feed, food trucks, specialists lessons, Kaboom sports)
 - Student Logo Design Competition
 - Student memorabilia e.g.: MMPS rulers with school values
 - Student banner along the fence line advertising our school and community e.g.: displaying hand prints of all students in our community with a welcome sign
 - Establishing Stations of the Cross alongside our Sacred Space Prayer garden
- Continuing the work of the DOSCEL Collective to develop, consolidate and sustain expert teaching practice.

How do middle leaders promote expert teacher practice in the use of learning intentions and success criteria to target teaching to address student variability, ensuring an accelerated rate of progress for every student in English and Mathematics?
- Continuing to offer staff their Accreditation to Teach Religious Education in a Catholic School if they don't already have this accreditation.
- Continuing to enact our Design Principles for learning and building our collective efficacy to target teaching to address student variability using evidence based practices.
- Continuing to utilise the expertise of our Masters of Clinical Teaching graduates, Master of Evidence Based Practice graduates and Master of Intervention graduate to inform and guide expert teaching practice and to further unpack the Learning and Teaching Cycle to support targeted teaching to address student variability.
 - *What is the learner ready to learn and what evidence supports this?*
 - *What are the possible evidence-based interventions?*
 - *What is the preferred intervention and how will it be resourced and implemented?*
 - *What is the expected impact on learning and how will this be evaluated?*
 - *What happened after the implementation of the intervention and how can this be interpreted?*
- Continuing to document student learning and build student ownership of their learning through the Student Learning Portfolio.
- Investigate moving into an online centralised learning platform to document the student learning journey and provide ongoing, real time and feedback to students and parents.

*"Never see a need
without doing
something about it."*

Mary of the Cross MacKillop (1842-1909)

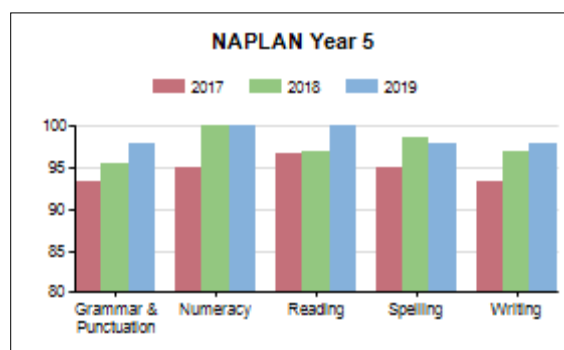
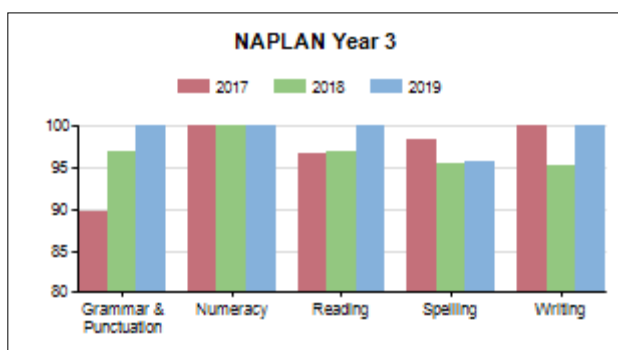
School Performance Data Summary

E4038

Mary MacKillop School, Narre Warren North

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	89.7	96.9	7.2	100.0	3.1
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	96.6	96.9	0.3	100.0	3.1
YR 03 Spelling	98.3	95.4	-2.9	95.7	0.3
YR 03 Writing	100.0	95.2	-4.8	100.0	4.8
YR 05 Grammar & Punctuation	93.3	95.5	2.2	97.9	2.5
YR 05 Numeracy	95.0	100.0	5.0	100.0	0.0
YR 05 Reading	96.7	97.0	0.3	100.0	3.0
YR 05 Spelling	95.0	98.5	3.5	97.9	-0.6
YR 05 Writing	93.2	97.0	3.8	97.9	0.9



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	91.4
Y02	90.4
Y03	91.2
Y04	88.0
Y05	88.3
Y06	91.2
Overall average attendance	90.1

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	82.4%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	91.1%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	20.8%
Graduate	20.8%
Graduate Certificate	8.3%
Bachelor Degree	95.8%
Advanced Diploma	12.5%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	29
Teaching Staff (FTE)	25.2
Non-Teaching Staff (Headcount)	20
Non-Teaching Staff (FTE)	15.6
Indigenous Teaching Staff (Headcount)	0

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.