



St Mary of the Cross MacKillop Catholic Parish Primary School Epping North

2022

Annual Report to the School Community



Registered School Number: 2087

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Minimum Standards Attestation

I, Claire Pitcher, attest that St Mary of the Cross MacKillop Catholic Parish 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 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.

20/03/2023

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

Governing Authority Report

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

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

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

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

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

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

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

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

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

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our Vision

Inspired by the Spirit of Mary MacKillop

Guided by the life of Jesus Christ

St Mary of the Cross MacKillop Catholic Parish Primary School

Is a place of optimism, excitement, excellence and challenge.

Where every student, teacher, parent and community member is accepted and invited to make a contribution.

Where we seek to fire the imagination and promote a lifelong thirst for God and learning.

‘There where you are, you will find God.’

St. Mary MacKillop (1871)

Educational Vision & Philosophy

St Mary of the Cross MacKillop Catholic Parish Primary School, Epping North is part of the mission of the Catholic Church serving and providing opportunities for life in the Catholic Parish of Epping and Epping North,

It honours the diversity of the children and families entrusted to it, shaping its endeavours so that all are drawn forward within its mission, formed by the teachings of Jesus Christ, the Church and the inspired life of St. Mary of the Cross MacKillop.

St Mary of the Cross MacKillop Catholic Parish Primary School is a place of optimism, excitement and challenge, where students, parents and staff see each day as a journey, full of purpose, where intellectual engagement and connectedness to the real world are priorities. Personalizing learning is vital to the success of each child’s unique development and preparation for a rapidly changing society, confident, resilient and hopeful.

As a learning community this school thrives in a diverse and flexible environment where an inseparable relationship has been created between innovation, sustainable design and a deep knowledge of how children learn. The learning spaces are open, adaptable and aesthetic, embracing the importance of interaction, communication and collaboration; enabling the learning community to share and learn from each other. The provision of state of the art technology resources is integral to the school’s belief of accessing both the local and global communities.

School leaders will develop a wellbeing culture across the school, and will have a strong presence in the community and broader Parish. The vision of the school will be to reach out, providing structures, processes and procedures for creating links between student wellbeing and improved learning outcomes.

Every student, teacher, parent and community member is accepted and invited to make a contribution to a vibrant school community that seeks to fire the imagination, develop good citizenship and promote a lifelong thirst for God and learning.

At St Mary of the Cross MacKillop we aim to provide a physically safe and emotionally secure environment, where each child feels accepted and respected, and is challenged to work to his/her full potential.

Ours is a community of learners where all students are personally known, encouraged and challenged by a dedicated, caring staff.

We work to ensure that the programs offered, and the teaching in St Mary of the Cross MacKillop Catholic Parish School, supports and promotes the principles and practice of Australian democracy, including a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.

We work as a collaborative team to achieve common goals. We value learning from each other and a culture of learning and continual improvement at SMCM. We believe this will provide the best learning for our students.

School Overview

St Mary of the Cross MacKillop Catholic Parish Primary School is located in Epping North, approximately 24 kilometres north of Melbourne, in a rapidly expanding suburb. The school is situated on Farmhouse Boulevard, named for the historic 160 year old blue stone farmhouse on the school site. The school was officially opened in 2013. St Mary of the Cross MacKillop School is one of three schools in St Peter's Catholic Parish Epping. The Parish Priest is Father Anh Nguyen. The Index of Community Socio-Educational Advantage (ICSEA) value is 1063 with a school percentile of 75%. There are currently 30 LOTE backgrounds represented in the school and 49% of students have a language background other than English.

St Mary of the Cross MacKillop is a child safe school that promotes a child safe culture of safety, wellbeing and inclusion for all children. The student enrolment numbers have continued to grow with an increase of students from 2021 to 2022 and a current enrolment of 562 students. The students are arranged in 24 class groupings as follows: Foundation x4, Year 1x4, Year 2x3, Year 3x3, Year 4x4, Year 5x3, Year 6x3. There are 51 teaching staff with a full time equivalent of 45.2 and 16 non teaching staff with a full time equivalent of 18.5.

The four hectare site is undergoing continual development to meet population and school enrolment growth. Our innovative and flexible learning spaces provide an environment for collaborative and targeted learning opportunities. The outdoor spaces embrace opportunities for nature play and include expansive play spaces such as a soccer pitch, basketball court, AFL paddock, two adventure playgrounds, sandpits, cubby house and wetlands. Specialist programs are offered in Japanese, Physical Education, Visual Arts and Performing Arts.

The 2020 - 2023 School Improvement Plan sets a strategic direction that is multifaceted, holistic and focused on continual improvement. We aim to develop a culture of learning for young people, teacher leaders and parents by creating the conditions for learner agency and creating spaces of encounter for all learners to feel empowered to inquire into the questions that matter for all. In creating this culture of learning, we aim to bring the richness of the Catholic tradition into dialogue with contemporary culture. These next horizons will be achieved through a process of school wide, evidence informed professional inquiry in partnership with our faith community.

St Mary of the Cross MacKillop Catholic Parish Primary School is grounded in Australia's Contemporary Catholic tradition and guided by the life, actions and spirit of St Mary MacKillop.

Principal's Report

We commenced the 2022 school year at St Mary of the Cross MacKillop Catholic Parish School Epping North ready to move forward from the challenges encountered throughout 2020-2021. Our school theme focused on our encounters with each other, ensuring we would embrace our community and shine our light brightly.

Highlights of the 2022 school year include:

- Our students in Years 3-6 were able to attend school camp for the first time in two years and relished the opportunities to develop independence and try new things.
- The MacKillop Views Learning Community was extended to include three additional learning areas, multi purpose wet area, outdoor learning spaces and staff and student toilets.
- The rectification works for our Amphitheatre were completed and we once again gathered in the space for Morning gatherings with the community.
- The hugely successful Colour Run event raised approx \$26,000 towards capital works.
- Rebuilding our community connection with parents back on the school site at pick up and drop off time and numerous school events including our whole school Harmony Day Picnic and Christmas Carols.

My role in overseeing the daily running of the school was supported by a dedicated and professional staff who have created a special place of learning and have demonstrated a desire to provide continuity, wellbeing and safety for our students and families. I would like to take this opportunity to thank the staff for their care, professionalism and nurturing of the children during 2022. Special thanks must be given to the leadership team who ensure the smooth running of many aspects of our school including learning, sacramental life, student wellbeing and community events.

Thank you to our Parish Priest Fr Anh, and to the parish staff for your support this year. We look forward to continuing this partnership as we work together in mission for the full flourishing of every child.

In 2022 we transitioned to a Parish School Advisory Council allowing us to work collaboratively with the parents, parishioners and other school leaders within the Parish of St Peter's Epping. I thank Jason Andrews and Angela Conversano for representing our parent community on the Council. Your engagement in school life and willingness to listen and clarify on behalf of the wider parent community is much appreciated.

The children of SMCM are the centre of all the work we do. It was a well received return to face to face learning providing opportunity to reconnect with our students socially and academically. Our students give inspiration and meaning to the work we do each day.

SMCM is a special place due to the tenacity and enthusiasm of the students, the dedication of the staff and the support and engagement of the families.

Claire Pitcher

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

The identified goal of our School Improvement Annual Action Plan for Education in Faith was:

- To develop powerful learning for deeper understanding for all in our faith community

The intended outcome was:

- To engage with a Pedagogy of Encounter that invites young people to explore their questions and to be in dialogue with different perspectives and interpretations, including those from the Catholic tradition, other religions and philosophies, as they seek to make personal meaning.

Achievements

At St Mary of the Cross MacKillop, prayer is an integral part of our faith identity. This has been a particular focus for our school over the last 2 years, as we have worked alongside a collective of five other Catholic schools in the Northern Region of Melbourne to discuss, share and reflect on meaningful prayer experiences.

We continue to strengthen our partnership between our school and parish, in order to support the faith experience of our children and families. This has been particularly evident in the preparation and celebration of the Sacraments of Reconciliation, Eucharist and Confirmation, with large numbers of candidates in participation; with 68 Reconciliation candidates, 84 Eucharist candidates and 63 Confirmation candidates celebrating over 8 Sacramental celebrations. Religious Education leaders and Year 3-6 teachers worked collaboratively to plan Connectors preparation sessions and Sacramental Family Faith Nights; all of which were well received by candidates, families and the wider community.

Our parish priest Father Anh continues to assist us in living out our mission to bring the Gospel into our lives. His involvement in the planning, preparation and presentation of Year level masses, as well as some Religious Education sessions has helped staff and students to develop their understandings in the areas of liturgy, the structure of Mass and our Catholic traditions. All Year levels participated in weekly Parish Masses each Term.

Embedding a social justice platform continues to be an integral part of our culture. During the season of Lent, we focused our efforts on helping those in need within our own and wider community by supporting the Caritas Project Compassion appeal. Our five Caritas Fridays, which linked to a particular theme or Caritas story, raised a total of \$1550. This year, our Year 6 students worked closely with the Epping Parish conference of St Vincent de Paul to raise awareness and funds for those less fortunate in our local community. A large number of toiletries were delivered to the Vinnies shed as part of the Winter Appeal and our middle students, raised just over \$450 from our Christmas Market.

Our Faith Life Inquiry approach to learning in Religious Education has provided numerous opportunities for students to explore rich concepts in connection with the Religious Education Framework. Rigorous discussion in whole school and team planning sessions has enabled teachers to explore their own and others' perspectives and interpretations of the Gospel, before recontextualising for students in Religious Education sessions.

Our school vision recognises that faith education is ongoing, as we promote a lifelong thirst for God and learning. Online professional learning in the areas of Lent, Advent and prayer were made available to all staff and our RE leaders participated in important network meetings. Four teachers completed study to obtain their Religious Education Accreditation.

Our student, staff and family data for 2022 with regard to the Catholic Identity Index, scored 67%, 86% and 77% respectively - each above the Catholic Education average.

VALUE ADDED

- Participation in the Prayer collective with schools from the Northern Region
- Parish Sacramental Season for candidates
- Sacramental Faith nights; including Pauline Cucciotto from MACS as a presenter
- Weekly Parish Masses for year levels
- Whole school community liturgical celebrations, including Holy Week and Easter
- Prayer Liturgies within learning spaces for community gatherings, Remembrance Day, End of Year celebrations
- Mary MacKillop Feast Day Whole School celebration
- Continued the tradition of Caritas Friday's as a day of action, awareness and fundraising for Project Compassion
- Established a Mini Vinnie's student team to support the Vinnies Winter Appeal
- Raised funds and awareness for St Vincent de Paul Christmas appeal from Year 4 student-led market
- Education in Faith facilitated planning
- Regular meetings between Education in Faith Leader, Principal and Parish Staff and Religious Education School Advisors MACS
- Prayer modelled and discussion facilitated in weekly staff meetings
- Education in Faith Leaders attended the Northern Region Network Meetings termly

Learning and Teaching

Goals & Intended Outcomes

The identified goal of our School Improvement Annual Action Plan for Learning & Teaching was:

- To create the conditions for young people to seek the challenges they desire and to achieve their optimal growth and progress in their learning.

The intended outcomes to meet this goal were:

- To create the conditions and offer the scaffolds that support the development of assessment capable learners as they strive for optimal growth and development.
- To engage in all dimensions of learning – knowledge, capabilities (skills) and dispositions across all domains of learning.

Achievements

In 2022, SMCM has continued to provide our students with positive educational experiences that develop their capacity for lifelong learning and personal growth. The Learning and Teaching practices at SMCM sit closely in line with our vision, and are firmly embedded in a contemporary curriculum where students are well supported and encouraged to develop the knowledge, skills and behaviours necessary to become independent 21st century learners.

Teaching teams worked collaboratively during facilitated planning with the support of Curriculum leaders to design and implement learning experiences with a specific focus of linking Literacy, Mathematics and, Education in Faith through an Inquiry Model. Facilitated planning provided the space for regular discussions about student learning. This, in turn, allowed teachers to plan for students at their point of need (assessment for learning) and promote best teaching and learning practices across all curriculum areas.

In 2022, SMCM continued to use a variety of modes to connect with families to share and celebrate student learning achievement. The Online Learning Logs (OLLs) through the Seesaw Family app, in conjunction with the Student Progression Reports and Teacher-led learning conversations, allowed for students, families and teachers to come together to discuss learning successes and set new learning goals.

Learning & Teaching Highlights include:

- 50 Days of School Learning Celebrations in Foundation
- 100 Days of School Learning Celebrations in Foundation
- Discovery Learning in Foundation to Year Two
- Inquiry Based Learning in Year Three - Six
- Book Week Celebrations included an incursion led by Perform! Education for Foundation to Year Two and an author visit from Remy Lai for students in Year Three to Year Six
- National Simultaneous Reading
- Content and Language Integrated Learning in Japanese
- Literacy & Numeracy Intervention

- APSMO Maths Olympiad in Years Five and Six
- APSMO Maths Explorer in Years Three and Four
- Aus/NZ 2022 Matific Olympiad
- Excursions to Bundoora Park Heritage Village, Scienceworks, Melbourne Zoo, The LUME, National Gallery of Victoria, Koori Heritage Trust - Birrarung Wilam Walk and St Monica's College performance of Chicago.
- Incursions led by Reptile Encounters, Urban Upcycle and Japanese Kendo
- Outdoor Learning for Year Two and Year 3
- Year Four led Christmas Market raising money for St Vinnie's Christmas Appeal
- Foundation, Year Two and Year Three Swimming Program
- Physical Education opportunities such as District Swimming, District Athletics, Cross Country, Basketball, Tennis, Soccer and T-ball.
- Year Three Extended Day Camp Experience to Enchanted Adventure
- Year Four Overnight Camp to Lady Northcote
- Year Five - Three Day Camp Experience to Portsea
- Year Six - Three Day Camp Experience to Camp Rumbug

A measure of student satisfaction from the MACSIS survey indicates that school engagement was at 50% and student voice was 55%. The MACS average score, for these areas were 39% and 47% respectively.

English

At SMCM, we continued to implement a whole-school Literacy approach that provides students the ability to read, write and communicate orally. In 2022, the strong link between inquiry and English continued to grow. Inquiry units were highly supported by a range of texts studied through literacy. Concurrently, the inquiry unit provided the context for English. Explicit and scaffolded teaching provided the foundation from which students could then explore and create.

Staff engaged in professional learning and planning to continue with the implementation of the Bookmaking Approach. Bookmaking refers to a pedagogical stance. Its approach creates a culture of thinking like a writer and sharing thinking within a community of writers. Bookmaking provided the time, quality modelling, intentional teaching and feedback to novice writers while learning the skills of drafting, revising and editing, along with the fluency, confidence and disposition to see themselves as writers.

Teachers in years three to six were introduced to the Fountas & Pinnell Benchmark Assessment System. This provided teachers with precise tools and texts to observe and quantify specific reading behaviours. After conducting the assessment, teachers were able to confidently determine students' instructional and independent reading levels as well as conduct a revealing Comprehension Conversation. Teachers then interpreted and used that data to plan for meaningful instruction.

The 2022 school year continued with the implementation of Michelle Hutchinson's spelling approach SMART Spelling.

Mathematics

At SMCM, Mathematics learning uses the student-centred, problem-solving-focused approach which is identified as effective mathematics learning by current research. Following our professional training in 2021 of the Exploring Mathematical Sequences of Connected, Cumulative and Challenging Tasks (EMC3) program, we have continued to build our capacity across staff in all year levels by deepening our understandings in:

- Effective lesson structures
- Using data to create and implement learning tasks to meet individual student's needs
- Planning and implementing a sequence of challenging tasks that enable students to build conceptual understandings of key mathematical ideas with increased retention rates

In 2022, we continued to offer the Getting Ready In Numeracy (GRIN) intervention program facilitated by our Learning Support Officers (LSOs) who are also qualified GRIN tutors. Each year level had at least one GRIN tutor who implemented the program to small groups of students with the aim to prepare them for their homegroup mathematics lessons for maximum engagement. The impact of GRIN was observed by our homegroups teachers mostly through increased confidence and participation of GRIN students as well as improvements in the use of mathematical language and the understanding of new concepts. At Years 1 and 4, LSOs facilitated Number Workshop sessions where they worked with some students individually to develop their fluency in numbers such as counting, computing and understanding place value. The SMCM Mathematics Leader / Coach led the implementation and ongoing monitoring of these programs and also supported the GRIN tutors to continue building their capacity by facilitating regular professional learning opportunities.

55 mathematically high-achieving students from Years 3 to 6 participated in Maths contests run by the Australian Problem Solving Mathematical Olympiads (APSMO). Over the course of the year, they competed in five contests. Year 3 and 4 students worked together to solve problems in groups of three or four whereas our Year 5 and 6 students engaged in the challenge individually. One Year 5 student achieved a score in the top 20% and one Year 6 student was awarded a score in the top 25%.

STUDENT LEARNING OUTCOMES

The 2022 results indicate that there is a fluctuation in scores across all areas of NAPLAN.

94% of Year 3 students have achieved the minimum standard in all areas (Grammar and Punctuation, Numeracy, Reading, Spelling and Writing). In the area of Grammar and Punctuation, there was an increase of students who achieved the minimum standard in Year 3 and Year 5. From 2021 to 2022, there were increments of 1.7% and 1.4% respectively. We are pleased to see a steady growth in Year 5 Reading results from 2021 to 2022. 98.7% of students in this level achieved the minimum standard.

Spelling, Writing and Numeracy continue to be an area of focus in both Year 3 and Year 5.

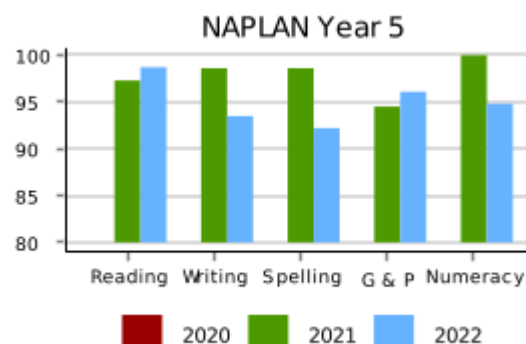
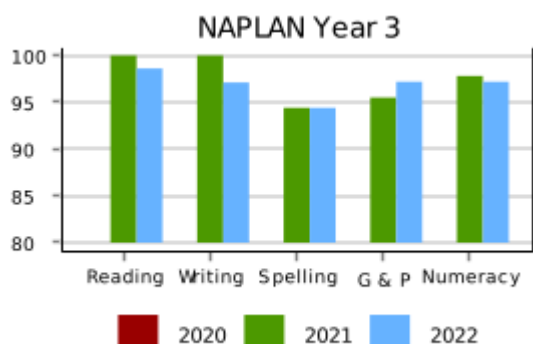
Data collected through NAPLAN and various school-based assessments have allowed staff to identify students who are at risk and require additional support in their learning through small targeted teaching groups and intervention.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	95.5	-	97.2	1.7
YR 03 Numeracy	-	97.8	-	97.2	-0.6
YR 03 Reading	-	100.0	-	98.6	-1.4
YR 03 Spelling	-	94.4	-	94.4	0.0
YR 03 Writing	-	100.0	-	97.1	-2.9
YR 05 Grammar & Punctuation	-	94.5	-	96.1	1.6
YR 05 Numeracy	-	100.0	-	94.8	-5.2
YR 05 Reading	-	97.3	-	98.7	1.4
YR 05 Spelling	-	98.6	-	92.2	-6.4
YR 05 Writing	-	98.6	-	93.5	-5.1

* 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

The identified goal of our School Improvement Annual Action Plan for Student Wellbeing was:

- To create the conditions for young people to seek the challenges they desire and to achieve their optimal growth and progress in their learning.

The intended outcomes to meet this goal were:

- To continue to engage and nurture an inclusive faith community
- To create the conditions for young people to seek the challenges they desire and to achieve their optimal growth and progress in their learning.

Achievements

SMCM is a School-Wide Positive Behaviour (SWPB) school that prioritises the importance of building relationships with our students. The student code of behaviour is taught using the FARM Code- F(friendly, fair, and flexible), A(act safe), R(respect for self, others, and the environment), and M(make good choices). Learning Community Gatherings are recognised as important ways to share consistent messages with the whole school community and to foster compliance with the FARM code. At these Gatherings, we recognise student achievement with the presentation of the SMCM FARM Code and Saint Mary MacKillop awards.

The Resilience Project continues to be the focus of Social Emotional Learning taught across all years levels to promote the development of Gratitude, Empathy, and Mindfulness (GEM) skills.

The Child Safety Standards were updated and expanded to include 11 standards that were revised in policy and introduced to all staff.

In 2022 SMCM built upon staff capacity to manage student emotional regulation through engagement in professional learning and coaching. The school continues to work with MACS to successfully introduce a coaching and feedback model that supports student and staff needs.

Assisting students to problem solve, manage conflict, recognise strategies to manage big emotions and develop teacher knowledge of SWPB continues to be a priority. A school closure day dedicated to restorative practices and circle time reflected our school-wide approach to managing behaviour.

VALUE ADDED

- Family Welcome Meetings at the beginning of the year
- Prep Orientation program to support transition to school
- Prep Family Welcome Picnic in Term 1

- Socio-linguistic profiles to support students with English as an additional language
- EAL family meetings in Term 1
- Resilience Project Presentation online to families
- Year 3 - 6 Resilient Youth Survey completion
- Embedding PBL: Naming and noticing positive behaviour using the FARM code (raffle tickets given)
- Staff Professional Learning including a school closure day and numerous staff meetings: School-Wide Positive Behaviour, Child Safety updates and Restorative Conversations
- Student Wellbeing Support Group meetings for students at risk
- Morning Gatherings to celebrate and recognise student learning dispositions and the FARM Code
- School Counsellor: 3 days onsite
- Daily check ins allow teachers to closely monitor student well-being and make adjustments
- Active Supervision during all yard duties to support students play on the yard
- Social Clubs available at all breaks support our students' social skills and friendships
- Additional resources were purchased to support individual or groups of students during break times e.g. sand pit toys, Lego, card games, board games, drawing materials
- First Aid training for all staff
- Prep and Year 6 Transition programs
- Whole school fundraising event: SMCM Colour Run
- Participation in: Ride 2 School Day, Bullying No Way, Day for Daniel and Harmony Day

STUDENT SATISFACTION

A measure of Student Satisfaction from the MACSIS Survey:

MACSIS Student Survey Domain	School % Positive Endorsement	MACS average School comparison % positive
School engagement	57%	56%
Rigorous expectations	79%	80%

School belonging	71%	75%
Student voice	54%	58%

STUDENT ATTENDANCE

A flow chart provides a description of how non-attendance is managed by the school. The school contacts the student's parents /guardian about any unexplained absences, on the same day, as soon as practicable, before 11:00am. The School Attendance Guidelines apply to all registered schools in Victoria and outline procedures for schools to record, monitor and follow up student attendance in order to meet the requirements of the relevant act and regulations.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	87.2%
Y02	88.9%
Y03	89.5%
Y04	88.1%
Y05	86.5%
Y06	88.3%
Overall average attendance	88.1%

Child Safe Standards

Goals & Intended Outcomes

At St Mary of the Cross MacKillop Catholic Primary School, we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the Gospel. We have a moral, legal and mission-driven responsibility to create nurturing school environments where all children and young people are respected, their voices are heard, and feel safe. All persons involved in situations where harm is suspected or disclosed are treated with sensitivity, dignity and respect. Staff, clergy, volunteers, contractors, parents and students should feel free to raise concerns about child safety, knowing these will be taken seriously by school leadership. St Mary of the Cross MacKillop Catholic Primary School has always been committed to the highest standards of child safety and has a zero tolerance for child abuse.

Achievements

Our school works in partnership with families and the community to ensure that they are engaged in decision-making processes, particularly those that have an impact on child safety and protection. An updated Child Safe Standards presentation was made to the School Advisory Council and to all staff. This included unpacking the 11 Child Safe Standards and establishing a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.

All adults in our school, including teaching and non-teaching staff, clergy, volunteers, and contractors, have a responsibility to care for children and young people, to positively promote their wellbeing and to protect them from any kind of harm or abuse. The policies, guidelines and codes of conduct for the care, wellbeing and protection of students are based on honest, respectful and trusting relationships between adults and children and young people. Our school policies and practices demonstrate compliance with legislative requirements and cooperation with the Church, governments, the police and human services agencies.

SMCM has always been committed to the highest standards of child safety and has a zero tolerance for child abuse. As a School we have used the Victorian Child Safe Standards as an opportunity to review all the School's policies and practices regarding the School's care, safety and welfare of children. A Code of Conduct for all members of the School Staff, Contractors, Visitors and the School Community was completed. Staff attended a school based Child Safety Standards meeting and completed the DET Mandatory Reporting Modules.

Our Child Safety Code of Conduct has been made available to the public via the school website and our community via the school newsletter and other digital platforms. In 2022 the students of SMCM produced a child friendly version of the Child Safe Standards and Code of Conduct so that all students understood their rights and empowered to speak up. All volunteers are required to have a Working With Children Check (WWCC) before they assist at School, even if they are working with their own child's class and sign the Child safety Code of conduct.

Students are given a voice to express issues on child safety within their homegroups or with the Wellbeing Leader or a trusted adult. Content specific lessons are taught throughout the year and highlighted by the whole school on special days of action such as the Day for Daniel, So No to Bullying Day and eSafety day.

Leadership

Goals & Intended Outcomes

The identified goal of our School Improvement Annual Action Plan for Leadership & Management was:

- To create a professional learning culture with new patterns of learning, leading, working and being.

The intended outcomes to meet this goal were:

- To enact ways of working, learning and being in teams that privilege opportunities for dialogue, sense making, equity of voice, diversity of perspectives and a space for innovation.

Achievements

School Leaders at St Mary of the Cross MacKillop are an exemplary model of our school vision and actively work to create a welcoming and innovative school community. They are present in all aspects of school life including welcoming and greeting students and families each day, on yard duty and in active supervision. They are present 'on the floor' in our learning spaces supporting learning and engaging with students. Our Leaders facilitate planning with teams, lead professional learning team meetings and Community and Family Engagement (CaFE) opportunities.

In 2022 Key Improvement Strategies guided our work in achieving our intended outcomes for Leadership and Management. These include establishing a performance and development cycle to identify and reflect on professional learning needs and continuing to develop a culture of collaboration, co-design, deep dialogue and inquiry through facilitated planning and PLCs.

Key actions to meet these outcomes include:

- Growth of and diversification of leadership roles and team to reflect the continual growth of our school and the changing needs of our community post remote learning
- Team charters and agendas for the variety of working teams across our school that identify the vision & purpose of each team, the shared values that unite us in our work and protocols for working and communicating effectively.
- Implementation of Staff Action Teams to engage all staff in areas of interest while developing capacity and promoting a culture of shared responsibility.
- Development of a Whole School Professional Learning Plan
- Participation in the Embedding Agile Leadership professional learning with Simon Breakspear and MACS
- Continued development of staff capacity through further study including Certificate IV in Education Support, Accreditation to Teach Religious Education and Masters in Wellbeing.

Staff at SMCM recognise that they are supported by the school leadership. Annual Review Meetings (ARM) with the Principal are conducted and staff are active in seeking and engaged in receiving feedback on their practice. This is reflected in the MACSSIS data:

MACSIS Staff Survey Domain	School % Positive Endorsement	CEM average School comparison % positive
School Climate	73%	74%
Staff-Leadership relationships	91%	79%
Instructional Leadership	71%	54%
School Leadership	76%	57%

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- Agile Schools Leadership Professional Learning with Simon Breakspear
- Getting Ready In Numeracy (GRIN) Professional Learning
- Lisa Burman Book Making Professional Learning and Workshop
- The Resilience Project
- EMC3 with Monash University
- First Aid Training including CPR, Asthma and Anaphylaxis
- Emergency Management Warden training
- Mandatory Reporting Online Module
- MACS Religious Education Prayer Collective
- Japanese Teachers Association Conference
- SMART Spelling Training
- Lisa Burman Bookmaking Course
- Educating Boys by Tarun Stevenson
- Colourful Semantics
- Developing our Understanding of Sacramentality led by MACS Staff
- Integrating Indigenous Perspective
- Mentoring: Leading a Learning Culture
- Explicit Teaching in the Early Years: Building teacher knowledge, capacity and agency
- School Wide Positive Behaviour for Learning & Restorative Practices

- Effective Teaching Strategies with Gonzolo Donoso
- Melbourne Archdiocese Catholic Schools Regional Networks for school leaders:
 - Student Wellbeing Cluster Network days
 - Principal & Deputy Principal Networks
 - Religious Education Leaders Network
 - Learning Diversity Leaders Network

Number of teachers who participated in PL in 2022	51
Average expenditure per teacher for PL	\$510

TEACHER SATISFACTION

A measure of Staff Satisfaction from the MACSIS Survey:

MACSIS Staff Survey Domain	School % Positive Endorsement	MACS average School comparison % positive
Support for teams	65%	65%
Professional Learning	78%	60%
Collaboration in teams	84%	71%
Collective efficacy	72%	77%

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	72.7%
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ALL STAFF RETENTION RATE

Staff Retention Rate	89.5%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	5.3%
Graduate	18.4%
Graduate Certificate	2.6%
Bachelor Degree	76.3%
Advanced Diploma	7.9%
No Qualifications Listed	13.2%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	51.0
Teaching Staff (FTE)	45.2
Non-Teaching Staff (Headcount)	16.0
Non-Teaching Staff (FTE)	18.5
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

The identified goal of our School Improvement Annual Action Plan for School Community was:

- To continue to engage and nurture an inclusive faith community

The intended outcomes to meet this goal were:

- To extend an authentic invitation to all community members to participate in the life of our Catholic Parish Primary School in ways that are meaningful to them and their families.
- To offer family members opportunities to recognise and celebrate learning as a journey of growth for each young person, across a wide range of experiences offered within and beyond school.

Achievements

When 2022 dawned, the SMCM community was filled with optimism and excitement for the promise of a year of togetherness. Though still under vaccination and mask restrictions, we joyfully came together and welcomed our new prep families into our community with events such as Prep Transition mornings and concurrent Parent Information sessions, Prep Family Online Information evening and Prep Family Welcome Picnic.

Welcome Meetings onsite with families and teachers gave students an opportunity to familiarise themselves with their learning spaces and teacher. We continued to greet students and families at the gates by name to reiterate the feeling in the community that our students are known and valued. We continued to invite families to be involved in all aspects of school life, whilst navigating changing requirements regarding restrictions and vaccinations. Our online platforms such as Seesaw Class, Skoolbag App and Year level Facebook Groups proved invaluable in keeping families informed and involved.

One of the highlights of the year was our inaugural school Colour Run. It was an amazing success on all fronts - raising not only much needed funds for our school playground, but community spirit and engagement as well. Parents jostled to get into the best position to spray children with the coloured powder and students and teachers jostled to make their way around the course the most times!

As restrictions lifted throughout 2022 we focused on rebuilding the community and embracing all opportunities for our families and community to re-engage at school. This was evidenced by the number of community events we held throughout the year and listed below.

The year came to a joyous end with a whole school End of Year Picnic and Christmas Carols, Year 6 Graduation and End of Year Liturgy and Assembly.

Value Added:

- Appointment of Community and Family Engagement Leader
- Successful continuation of Sacramental Program

- Online family faith nights to support students and families in preparing for Sacraments
- St Mary MacKillop Feast Day
- Prep 'Getting to know you" Transition Mornings and Parent Information sessions
- Whole School End of Year Liturgy and Grade 6 Graduates' procession
- Mother's Day stall and afternoon
- Prep Family Welcome Picnic
- Cherry Drive to raise funds for 10th Anniversary Fair
- Student representatives attending Epping RSL for Remembrance Day preparation and Ceremony
- Year 6 Graduation Dinner and Mass
- Year 6 Inquiry Expo for Families
- Celebrations of Learning
- SMCM Christmas Carols and fundraising Sausage Sizzle
- Student representatives attended Parade College's Road to Reconciliation for Reconciliation Week
- Year 5 students attended St Monica's College production performance
- Year 4 Christmas Market to Support Vinnies' Christmas Appeal
- SMCM Colour Run
- Vinnies' Winter Appeal Toiletry Drive
- Book Week Book Character Parades
- 10th Anniversary Committee formed
- Morning Gatherings within Learning Communities
- Parish SAC- School Advisory Council met online each term
- Foundation 2023 playdates, enrollment meetings, Information Evening, Facebook page, kinder visits
- The Resilience Project online Parent presentation
- Parish Mass led by a different year level each week
- Virtual Library launch
- Use of Seesaw for sharing Online Learning Logs
- Ride to School Day
- Walk Safely to School Day
- Bunnings BBQ Sausage Sizzle Fundraiser for 10th Anniversary Fair fund-raising
- Whole School Harmony Day and Beginning of Year Family Picnic
- Father's Day stall and special morning
- Grandparents' Day special activity morning

- Parent / Teacher interviews and Program Support Group meetings were conducted either by video conferencing, phone calls or in person at school
- Use of Interpreters both in person and online for families needing them for PSGs and Learning Conversations, Welcome Meetings

PARENT SATISFACTION

A measure of Parent Satisfaction from the MACSIS Surveys:

MACSIS Parent Survey Domain	School % Positive Endorsement	MACS average School comparison % positive
Communication	75%	69%
Barriers to engagement	66%	66%
Family Engagement	38%	40%
School Fit	79%	72%