



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

2021  
Annual Report to the School Community



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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 2021 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 Schools.

02/03/2022

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

## Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Our School 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)

## 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 2020 to 2021 and a current enrolment of 548 students. The students are arranged in 23 class groupings as follows: Foundation x4, Year 1x3, Year 2x3, Year 3x4, Year 4x3, Year 5 x 3, Year 6 x 3. There are 44 teaching staff with a full time equivalent of 38.9 and 13 non teaching staff with a full time equivalent of 13.

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

It was with hope and optimism that we commenced the 2021 school year following the unprecedented events we experienced in 2020. While our optimism did not fade we soon realised 2021 was again to be shaped by ongoing COVID-19 restrictions and periods of remote and flexible learning. Despite these challenges it was another successful year for St Mary of the Cross MacKillop Catholic Parish. We continued to meet the challenges of working and learning together remotely and took every opportunity when learning together in person.

Highlights of the 2021 school year include:

- Celebration of the 2020 and 2021 Sacramental celebrations after numerous postponements
- Use of online platforms to stay connected with students during remote learning and ensure continual engagement and progression in learning.
- Implementation of the spelling approach SMART Spelling across the whole school
- Review of our School Wide Positive Behaviour approach and Professional Learning to ensure consistent and rigorous implementation
- COVID safe community events including the Prep Welcome Picnic, Mother's Day Afternoon and Year 6 Graduation.

The social and emotional needs of our students post the unpredictability of 2020 led to a greater focus on Student Wellbeing and community connectedness. Our continued work with The Resilience Project was critical as we explicitly taught gratitude, empathy and mindfulness.

2021 marked the end of an era with Geraldine Dalton, our founding principal, announcing her resignation. On behalf of the SMCM staff, students and parent community I extend our most heartfelt thanks and gratitude to Geraldine. Your vision, passion and aspiration has inspired a community that is innovative and promotes a love of learning. Following in the footsteps of Mary MacKillop Geraldine achieved her goal of a 'school that fits the kids, rather than the kids having to fit the school'. Her generosity of spirit and energy has ensured SMCM is a place where all members of the community are welcomed. Thank you for providing our students with a model of faith filled leadership, dedication and service. Your legacy will be felt for many years to come.

It is with great excitement that I accept the role of Principal at St Mary of the Cross MacKillop Catholic Parish Primary school. I feel incredibly honoured to be entrusted with this opportunity to continue to lead the vision and mission of our school as we work in partnership to provide the best possible education for our students. I would like to extend my thanks to Fr Anh and the members of the selection panel for their time and diligence in the Principal Appointment process.

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 2021. I know that each staff member worked resolutely to provide the best education for each

child. Special thanks must be given to the leadership team who have been unending in their dedication throughout another unprecedented year.

Thank you to the priests of our parish Fr Anh and Fr Nathan, 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.

The School Advisory Council continued to meet remotely and in person this year. I thank the Council members, led by our Chair, Jason Andrews, for their generous attendance at meetings, advice, and consultation this year. Your engagement in school life and willingness to listen and clarify on behalf of the wider parent community is much appreciated. As we move to the new model of MACS Governance our School Advisory Council has been dismembered and a new Parish Advisory Council established. We look forward to working with the parents, parishioners and other school leaders within the Parish of St Peter's Epping in 2022.

The children of SMCM are the centre of all the work we do. Their resilience in the face of another year of disruption and uncertainty is to be commended. I thank them for who they are and what they do. 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. I am pleased to provide this report for the 2021 school year to the School Community.

Claire Pitcher  
Principal



## School Advisory Council Report

Dear SAC Members,

Thank-you for your ongoing contribution in what has been another global pandemic impacted year of SAC activities here at SMCM. As I reflect on the past 12 months, I note that it has been a year of two halves, the first half seeing the return of Geraldine to her role of principal after her stint as principal at St. Peters in support of the broader parish school community, the second with Claire as acting principal whilst Geraldine was on long service leave.

Terms 3 & 4 of 2020 saw us review the planned capital works program comprising Stage 4, and beyond, of the construction plan. That discussion highlighted how far we have come, but also demonstrated there is still a long way to go in terms of facilities given the ongoing enrolment demand from the, still growing, local community. This glimpse into the desired future state of the school stands out amongst the typical policy reviews and updates resulting from the CEM - MACS transition that still occupies much of the administrations' time.

The impact on learning outcomes as a result of the significant impact of the global pandemic on school activities discussed at the end of 2020 was reassuring. That situation was handled as well as could be expected and feedback taken as learnings should that process have to be repeated in 2021. That this forum (SAC) was moved online to facilitate continuity was a welcome move that I hope we can continue to embrace to facilitate future participation.

The first half of 2021 opened, as I understand with the tour of the school and discussion of the water damage that is still being remedied, along with acknowledgement of the ongoing learning challenges resulting from the impact of the 2020 year. Claire, with Lisa in support led the school community (again) in Geraldine's absence, driving the transition to the new MACS model for both the school administration and policies, and this governance forum. The half obviously culminated in the resignation of Geraldine, her farewell at the end of term 2, and the subsequent appointment of Claire as principal, a role in which I have absolute confidence she will be successful at, and that I wish her the very best for. It was an honour to be tasked with such a critical appointment on behalf of the school community, one that I had considerable impact on, but also took away significant learnings for my own professional development.

This group really came to life during this process, arranging meetings amongst just the parents on several occasions to discuss matters. I feel this was much needed, and I encourage subsequent SAC leaders to continue such offline conversations via the newly established Facebook group, or any other forum deemed appropriate. I would also encourage all SAC members to continue to question and actively provide feedback as it is this process by which we effect change where and when necessary.

I note some significant challenges for the SAC for the 2021-2022 year. In order to provide stability to the school governance, I have agreed to extend my term in the forum for a fourth year, at the request of the principal, in line with the SAC charter. This means that 5 of the 9 parents on the

committee will be due to stand down at the 2022 AGM (assuming the current membership terms continue and aren't modified by MACS policies. The focus of the next 12 months of this group needs to include a plan to make SAC participation more appealing to the parent community, and that work will need to start at the next opportunity as it will take time and effort outside our (approximately) 8 meetings.

On a personal note, I would like to thank Stacey for chairing the forum in my absence in March and Angela for the fantastic record of our activities over the last year - you have set a new standard for whomever succeeds you in that role, assuming you don't retain it for the year ahead. Finally I would like to thank Amalia for her feedback on my own performance as chair.

I look forward to working with you all during the year ahead!

Jason Andrews

SAC Chair

## Education in Faith

### 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. It has been of particular focus this year, 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. Raw survey data was collected from staff, students and families in March and reflected the diversity of experiences, understandings and feelings in relation to prayer. This prompted further dialogue amongst teachers around characteristics of prayer and how we can incorporate these into our daily prayer life. Many opportunities were provided to explore various ways of praying, including Christian Meditation, Lectio Divina, Storytelling through Godly play, song and traditional prayers.

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 eventual celebration of the Sacraments of Reconciliation, Eucharist and Confirmation in November. Owing to the postponement of our 2020 Sacramental celebrations, it was the largest number of candidates and celebrations our school has experienced; with 90 Reconciliation candidates, 94 Eucharist candidates and 70 Confirmation candidates celebrating over 14 Sacramental celebrations. Religious Education leaders and Year 3-6 teachers worked collaboratively to plan Connectors preparation sessions and online Sacramental Family Faith nights; all of which were well received by candidates, families and the wider community.

Our parish priests, Father Anh and Father Nathan continue to ably assist us in living out our mission to bring the Gospel into our lives. Their 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. Students in Years 3-6 had the opportunity to train as altar servers in Term Four and most year levels participated in weekly Parish Masses in Terms One and Four.

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 \$3350. 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 senior students, raised just over \$1500 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. During our Term 3 remote learning period, teachers showed great creativity in presenting content, using platforms like Seesaw and Google Meet.

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. Two teachers completed study to obtain their Religious Education Accreditation and a further four teachers commenced further study.

Our student, staff and family data for 2021 with regard to the Catholic Identity Index, scored 69%, 88% and 73% 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 from 2020 and 2021
- Online Sacramental Faith nights
- Weekly Parish Masses for some year levels
- Whole school community liturgical celebrations, including Holy Week and Easter
- Online liturgies and prayer within learning spaces for community gatherings, Remembrance Day, End of Year
- Mary MacKillop Feast Day Whole School celebration, including family engagement 'Where's Mary? Challenge' to engage families during lockdown
- Liturgical celebration to farewell our former principal, Geraldine
- 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 6 student-led market

- Education in Faith facilitated planning
- Regular meetings between Education in Faith Leader, Principal and Parish Staff and Religious Education School Advisors CEM
- Prayer modelled and discussion facilitated in weekly staff meetings
- Education in Faith Leaders attended the Northern Region Network Meetings termly

## Learning & 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 2021, 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, Education in Faith and Digital Technologies through an Inquiry Model. Facilitated planning provided the space for regular discussions about student learning. This, in turn, allowed teachers to plan for students' points of need (assessment for learning) and promote best teaching and learning practices across all curriculum areas. A number of school based structures were also in place to facilitate the use of data analysis for teaching.

Staff and students became more proficient in their use of the Seesaw platform to share and provide timely feedback on their learning. This was particularly evident during various periods of Remote Learning. The Online Learning Logs (OLLs) through the Seesaw Family app, in conjunction with the Student Progression Reports and Online 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
- Online 100 Days of School Learning Celebrations in Foundation
- Discovery Learning in Foundation to Year Two
- Inquiry Based Learning in Year Three - Six
- Online Book Week Celebrations

- National Simultaneous Reading
- Content and Language Integrated Learning in Japanese
- Literacy & Numeracy Intervention
- Year One Excursion to the Melbourne Zoo
- Online Incursions through the City of Whittlesea, Reptile Encounters and Wildlife Xposure
- District Interschool Sport Competition in Term One
- Year Three and Year Four Swimming Program in Term One
- Year Six led Christmas Market
- Awarded eSmart accreditation
- Online Cybersafety night led by Susan McLean
- APSMO Maths Olympiad in Years Five and Six
- Aus/NZ 2021 Matific Olympiad

A measure of student satisfaction from the MACSIS survey is reflective of the context of Remote and Flexible learning. School engagement was at 57% and student voice was 54%. Although these were close to the MACS score, this will continue to be an area of focus in 2022. Rigorous expectations were 79% which exceeded our school target of 78%.

## **Literacy**

Here at SMCM we aim to implement a whole-school Literacy approach that gives our students the ability to read, write and communicate orally.

The strong link between inquiry and English continues 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.

The 2021 school year saw the full implementation of Michelle Hutchinson's spelling approach SMART Spelling. All staff participated in a whole school closure day of learning how to build upon the implementation of a balanced, whole school approach to teaching spelling in the classroom. This helped to build teacher capacity in the explicit teaching of spelling.

In 2021, the Victorian Curriculum F-10 EAL was mandated for implementation in both government and Catholic schools. This process was seamless as staff had already trialled aspects of the curriculum in the previous years. The specificity of the new English As a Second Language Curriculum assisted staff with a major teaching and learning focus, which was to create the conditions and offer the scaffolds that support the development of assessment capable learners as they strive for optimal growth and development. Staff were supported across planning sessions and professional learning team meetings to become confident with setting and monitoring these

students. Sociolinguistic profiles were also administered to provide information about the way first language is being used at home.

Due to extra funding we were able to have two teachers working in the Literacy Intervention Program, who were able to share collective knowledge with the staff. More students were able to access the program in 2021 than in previous years, and all these students made some gains across all formal Assessment Tasks. Their attitude to learning, their self-esteem and their willingness to participate in classroom activities also improved. This is a positive outcome for students, staff and parents.

## **Mathematics**

In 2021, we started to embed a whole school approach to the way we teach Mathematics at SMCM. This approach poses problems or tasks that are challenging for students and that sit within their Zone of Proximal Development. The problems or tasks that are developed continue to build on what students already know, are sequenced and make connections to other areas of mathematics and other domains (e.g Inquiry). This approach stemmed from the school engaging in the final year of the Exploring Mathematical Sequences of Connected, Cumulative and Challenging Tasks (EMC3) program through Monash University. This was implemented in the Foundation to Year 2 Levels. This program was well researched, and supported staff in developing their pedagogy for Mathematics. This was an amazing program that SMCM felt privileged to be a part of, but will continue to embed moving forward.

80% of our Learning Support Officers (LSO) and Maths Leader, trained in the Getting Ready In Numeracy (GRIN) intervention program in 2021. This allowed each homegroup at SMCM to have an LSO and the Maths Leader, support a small group of students to prepare to engage in their mathematics lessons. Students' willingness to engage in their learning after these sessions improved, even throughout Remote Learning.

SMCM enrolled an inaugural team in the Australian Problem Solving Mathematical Olympiads (APSMO) for students in Years Five and Six. Selected students engaged in five contests over a period of six months. For each contest, students had 30 minutes to solve five problems independently. There were just under 40,000 participants in the 2021 APSMO Maths Olympiad across Australia, New Zealand and some international schools. As a team, we finished just outside the top 50% of schools. There were also some great individual results too, with approximately 50% of our participants finishing in the top 50% or higher. This is an incredible result considering it was our first time.

As part of our subscription to Matific, SMCM engaged in the 2021 Aus/NZ Matific Olympiad. As a school, we had a number of students finish in the Top 100 for the whole of Australia and New Zealand for their year levels. We congratulate the students who finished in the top 5 for their respective year levels for the Olympiad. This was an incredible result for SMCM as it demonstrated the commitment of students to engage in Mathematics learning.



## STUDENT LEARNING OUTCOMES

As a school community we are pleased with our 2021 NAPLAN data. The results demonstrate that 100% of students in Year Three achieving the minimum standard in Reading and Writing, and 100% of students in Year Five achieving the minimum standard in Numeracy, which is a trend that has continued since 2017.

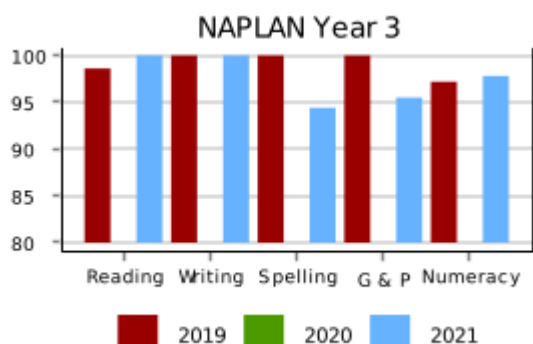
The results also indicate that there is a fluctuation in scores across all areas of NAPLAN. Three out of the ten subject areas in Years Three and Five show 100% of students achieving the minimum standard (Reading and Writing in Year Three and Numeracy in Year Five). This was a decrease from 2019, where 7 out of 10 subject areas show students in these years achieving the minimum standard.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	95.5	-
YR 03 Numeracy	97.2	-	-	97.8	-
YR 03 Reading	98.6	-	-	100.0	-
YR 03 Spelling	100.0	-	-	94.4	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	95.8	-	-	94.5	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	97.3	-
YR 05 Spelling	100.0	-	-	98.6	-
YR 05 Writing	100.0	-	-	98.6	-

\* 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 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.

**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.
- 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

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 an important way 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 Mary MacKillop awards.

With the return to school in Term 4, it was identified that many students were experiencing social disconnect and emotional regulation challenges following the extensive break from peer interaction during lockdown periods. Assisting students to problem solve and manage conflict and big emotions and developing teacher knowledge of SWPB became a priority. A school closure day and staff meetings dedicated to student wellbeing allowed the differences between, minor and major behaviours to be identified and discussed by staff. With the agreement on appropriate and consistent consequences, the behaviour management plan was communicated to all students, staff, and families in order to establish clear behaviour expectations.

The Resilience Project continued to be the focus of Social Emotional Learning taught across all years levels to promote the development of Gratitude, Empathy, and Mindfulness (GEM) skills. Additional time has also been allocated to practicing these skills throughout the school day to support students' mental health.

**VALUE ADDED**

- Online Family Welcome Meetings at the beginning of the year
- Socio-linguistic profiles to support students with English as an additional language
- Resilience Project Partnership continued during remote learning as well as onsite
- Year 3 - 6 Resilient Youth Survey completion
- 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
- Student Wellbeing Support Group fortnightly meetings for students at risk
- Morning Gatherings with restrictions and via zoom to the community
- FACES- Sharing our practice with partnered schools each term
- School Counsellor: 3 days onsite
- Online safety focus to support families and student work throughout lockdown via newsletter, safety protocols and explicit teaching
- Prep Welcome Picnic
- Remote learning focus to support student wellbeing and emotional intelligence
- Daily check ins during remote learning: teachers closely monitored student well-being and made contact if work had not been uploaded or the student was not attending their Google Meets.
- Active Supervision during all yard duties upon the return to school
- Social Clubs ran to support our students' social skills and to make new friends upon their return to school
- 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
- Pat Cronin Parent night
- Prep and Year 6 Transition programs

**STUDENT SATISFACTION**

A measure of Student Satisfaction from the MACSIS Survey:

MACSIS Student Survey Domain	School % Positive Endorsement	MACS average School comparison % positive
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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. Note: 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.

During Remote Learning periods, parents were required to contact the office or homegroup teacher to advise of absences. Teachers monitored attendance at daily Google Meets and through online check ins. Engagement in learning on that day was acknowledged as attendance irrespective of the time. Teachers would make contact with parents/guardian if there had been no evidence of the student engaging in the learning.

### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	95.2%
Y02	94.4%
Y03	96.2%
Y04	94.2%
Y05	95.3%
Y06	95.4%
Overall average attendance	95.1%

## 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. A Child Safe Standards presentation was made to the School Advisory Council.

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. 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 & Management

### Goals & Intended Outcomes

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

- 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.

**The intended outcomes to meet this goal were:**

- Establish a performance and development cycle to identify and reflect on professional learning needs.
- Continue to develop a culture of collaboration, co-design, deep dialogue and inquiry through facilitated planning and PLCs.

### 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 2021 Key Improvement Strategies guided our work in achieving our intended outcomes for Leadership and Management. These included embedding a process of induction to enable high performing teams and to raise the capacity of teachers through facilitated planning sessions. Team charters and agendas for the variety of working teams across our school identified the vision & purpose of each team, the shared values that unite us in our work and protocols for working and communicating effectively. Curriculum leaders facilitated team planning with the goal of creating a culture of collaboration, co-design, deep dialogue and inquiry. Teaching staff were supported to set performance and development goals using the AITSL Standards. School Leaders worked alongside teachers in achieving their goals through the collection and review of evidence including formal and informal feedback.

Staff at SMCM recognise that they are supported by the school leadership through the implementation of planning days each term, a meeting free week once a term, facilitated planning, appreciation and gratitude on the staff blog and daily conversations. Annual Review Meetings (ARM) with the Principal are conducted and staff are active in seeking and engaged in receiving feedback on their practice.

The Teaching Staff Attendance Rate is 83.5%, with an overall Staff Retention Rate of 94.1%. In 2021 teacher qualifications include 5.1% of staff with a Masters Degree, 84.6% with a Bachelor Degree, 5.1% with a Graduate Certificate, 7.7% with an Advanced Diploma and 7.7% staff have no qualifications listed.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

Description of Professional Learning undertaken in 2021

- 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
- NAPLAN Online Training
- Diabetes Australia Professional Learning
- 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
- Taking an Inquiry Stance in Writing with Kath Murdoch, Lisa Burman and Matt Glover
- Sue Larkey Autism Workshop
- Developing Mathematical Understandings
- School Wide Positive Behaviour for Learning
- The Art of Inquiry led by Kath Murdoch
- Literacy Connect Webinars
- Advent Professional Learning led by Dr Margaret Carswell
- 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 2021	44
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Average expenditure per teacher for PL	\$332
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**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	81%	68%
Professional Learning	76%	55%
Collaboration in teams	80%	70%
Collective efficacy	85%	80%

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	83.5%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	94.1%
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**TEACHER QUALIFICATIONS**

Doctorate	0.0%
Masters	5.1%
Graduate	17.9%
Graduate Certificate	5.1%
Bachelor Degree	84.6%
Advanced Diploma	7.7%
No Qualifications Listed	7.7%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	44.0
Teaching Staff (FTE)	38.9
Non-Teaching Staff (Headcount)	13.0
Non-Teaching Staff (FTE)	13.0
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### 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

Our focus in 2021 was to rebuild the community connection that was affected by lockdowns and restrictions in 2020. Though we faced continual snap lockdowns and an extended lockdown in Term 3, we continued to make connection, well-being and community our primary focus throughout the year.

We continued to greet students and families at the gates by name to ensure a strong 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 new requirements regarding restrictions and vaccinations. Our online platforms such as Year Level Blogs, Seesaw Family, Seesaw Class, and the Skoolbag App again proved invaluable in keeping families informed and involved and our parent feedback reflected this as was evident in the CEMSIS data.

Our Prep Family Welcome Picnic supported our new students and families to build connections with each other and the school staff and was further supported through the continuation of use of the Prep 2021 Facebook Page. Socio linguistic profiling of Foundation students identified as being from a non-English speaking background further enhanced the connection between Foundation families and the school and supported Foundation teachers in their teaching and formative assessment of such students.

We continued our involvement in the Family and Community Engagement (FACES) collective - five local schools' Principals, Family Engagement Leaders and a Melbourne Archdiocese of Catholic Schools (MACS) representative meeting each term to identify common areas of need in family engagement; share ideas and resources; facilitate professional learning and provide parent information sessions to support family and student life in schools.

Online platforms were a continued sources of connection during 2021. The Community and Family Engagement (CaFE) Facebook page continued to be a source of positive connection and a community resource during each of the lockdowns.. Learning conversations, PSGs, prep

transition and information evenings, and Family Faith nights in preparation for sacraments were conducted and shared via a variety of online platforms, with great attendance at all. Families were encouraged to share their own videos, pictures and reflections through the use of Seesaw, and these were gratefully received by the staff.

Our staff continually created and shared dances, video messages and stories with our families and created opportunities for students to physically connect to school during Remote Learning through activities such as our 'Where's Mary?' hunt and a Drive Through Father's Day Stall. Parents reported on not only the excitement felt by the children at being able to come to the school grounds with a purpose, but also the relief at seeing what was familiar had not changed.

### **School Community highlights include:**

- Use of Interpreters for families needing them for PSGs and Learning Conversations
- Mother's Day stall and afternoon
- Prep Family Welcome Picnic
- Recommencement of Morning Gatherings with live streams for families to watch
- SAC- School Advisory Council met online each term
- Foundation 2022 playdates, enrollment meetings, Online Information Session, Facebook page, Transition Showbags and kinder visits
- Andrew Fuller parent presentation
- Growing Up online parent session for eSafety
- Friday Mass with live streaming
- Virtual Library launch
- Farewell to Geraldine celebrations
- Participation in the Family and School Community Engagement Schools Cluster
- Use of Seesaw for sharing learning
- Where's Mary?
- Ride to School Day
- Pat Cronin Foundation Presentation to Parents
- Father's Day drive through stall outside during remote learning
- Parent / Teacher interviews and Program Support Group meetings were conducted either by video conferencing, phone calls or in person at school

## **PARENT SATISFACTION**

### **A measure of Parent Satisfaction from the MACSIS Surveys:**

<b>MACSIS Parent Survey Domain</b>	<b>School % Positive Endorsement</b>	<b>MACS average School comparison % positive</b>
Communication	81%	74%
Barriers to engagement	66%	64%
Family Engagement	47%	47%
School belonging	71%	75%