



St Mary of the Cross MacKillop Catholic Parish Primary School

Epping North

2020

Annual Report to the School Community



Table of Contents

Contact Details2

Minimum Standards Attestation2

Our School Vision3

School Overview4

Principal’s Report5

Education in Faith7

Learning & Teaching9

Student Wellbeing12

Child Safe Standards18

Leadership & Management20

School Community26

Contact Details

| | |
|--------------------|---|
| ADDRESS | 47 Farmhouse Boulevard Epping North VIC 3076 |
| PRINCIPAL | Geraldine Dalton |
| PARISH PRIEST | Rev Fr Anh Nguyen |
| SCHOOL BOARD CHAIR | Jason Andrews |
| TELEPHONE | 03 8432 4500 |
| EMAIL | principal@smcmeppingnth.catholic.edu.au |
| WEBSITE | www.smcmeppingnth.catholic.edu.au |
| E NUMBER | E1388 |

Minimum Standards Attestation

I, Geraldine Dalton, 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 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

Claire Pitcher

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

Our School Vision

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. 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 school was officially opened in 2013. The school numbers have grown rapidly from 58 in 2013 to 536 in 2020 from 361 families. The students are arranged in 23 class groupings as follows: Foundation x4, Year 1x3, Year 2x4, Year 3x4, Year 4x3, Year 5/6 x 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 play grounds, sandpits, cubby house and wetlands.

There are 39 teaching staff with a full time equivalent of 34.3 and 13 non teaching staff with a full time equivalent of 14.2. Specialist programs are offered in Japanese, Physical Education, Visual Arts and Performing Arts.

The Index of Community Socio-Educational Advantage (ICSEA) value is 1068 with a school percentile of 76%. 6.4% of families were eligible for the Education Maintenance Allowance. There are currently 30 LOTE backgrounds represented in the school and 33.33% of students have a language background other than English.

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

I am pleased to provide this report for the 2020 school year to the School Community. Despite the challenges presented by 2020 it was another successful year for St Mary of the Cross MacKillop Catholic Parish School Epping North as we embraced new ways of working and learning together both remotely and in person.

We began our eighth year of operation with continued growth as a school and parish community. Following our External Review in 2019 we began 2020 setting the strategic direction for our new four year School Improvement Plan. St Mary of the Cross MacKillop Catholic Parish Primary School has 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.

The transition to Remote Learning in 2020 presented our school community with both opportunities and challenges. Our focus throughout this process was to provide continuity of learning to ensure continued improvement of students outcomes, wellbeing support as our families and students dealt with unprecedented disruption to their daily lives and a sustained connection and relationships between teachers, students, parents and the wider community. The transition to Remote Learning provided an opportunity to reflect and on all aspects of school life. This included evaluating the use and purpose of online platforms such as Blogs and Seesaw to communicate with families and share learning. We reflected on how we work as professionals to collaborate as effective teams and continue to build knowledge and capacity. The opportunity to embrace new technology to provide explicit teaching and learning as well as maintain relationships allowed us to continue to innovate on our practice and engage with our community to sustain family engagement through prayer and liturgy, special events and the transition back to school. We believe that the effective parent and school partnerships that underpin the culture of SMCM assisted in the successful transition for students to and from remote learning and the continued education for all.

My role as Acting Principal in Semester One was well supported by our Principal Geraldine Dalton who was also Acting Principal for the other Parish School in 2020. Our role of 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. We are so grateful for the work they have put in this year. Special thanks to the leadership team of Lisa (Deputy Principal, Student Wellbeing and Family Engagement Leader), Sarah (Education in Faith Leader), Sandra (Literacy Leader), Sawako (Numeracy Leader) and Simone (Digital Technologies Leader) who have been unending in their dedication throughout this 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. The School Advisory Council met regularly throughout the year. I thank the

Council members for their generous attendance at meetings, advice, and consultation this year, their interest in our school and their willingness to listen and clarify on behalf of the wider parent community is much appreciated. The children and families of SMCM are the centre of all work we do. Their resilience and support this year has been unwavering. We thank them for who they are and what they do. Our students give inspiration and meaning to the work we do each day.

Claire Pitcher

Acting Principal

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 to meet this goal were:

- To create the conditions for powerful learning anchored in the questions that matter to all

Achievements

This year, we were able to develop powerful learning for deeper understanding for all in our faith community, at school and at home. Our community actively engaged in prayer, deep learning and social justice.

Prayer is a key element in the life of a Catholic school and a vital part of our daily routine. Each day begins with prayer and Christian meditation continues to be practised regularly in our learning communities. This year, during remote learning, a variety of prayer experiences were made available digitally to our school community. Prayers and feast day liturgies were recorded by students and teachers, and published on year level blogs. Families responded positively to opportunities to pray alongside their children and it enabled our community to stay connected in a time when we were not able to physically gather together.

St Mary of the Cross MacKillop has thrived on a strong, supportive relationship with the Epping Parish and parish priests. Most year levels have had the opportunity to plan, prepare and lead weekly Parish Masses in Term One and Term Four. This enabled staff and students to develop their understandings of liturgy, the structure of Mass and to actively participate in the celebration of mass. Our Parish Priests Father Anh and Father Nathan, have assisted our community in developing a deeper understanding of the Catholic traditions and our relationship with God.

We continue to enact our school vision by celebrating the life of our patron saint, Mary of the Cross MacKillop in all that we do. This is particularly reflected on Mary's August 8 feast day, when we celebrate and give thanks for her contribution. Families were able to join in the celebrations this year, using materials from a Learning Pack, mailed to each of the families. There was an outstanding response from families, who shared celebrations from the day on Seesaw.

Professional learning in the area of Religious Education was facilitated this year through opportunities to design learning, with a particular focus on using the Pedagogy of Encounter. Despite the postponement of Sacramental celebrations for the year, teachers worked collaboratively to redesign the learning and create engaging learning experiences for our students in the area of Prayer and Sacraments.

Our partnership with schools in our parish, including St Peter's Primary School and St Monica's Secondary School as part of the Religious Education Collective continues to help us provide powerful learning for deeper understanding.

Fundraising for Caritas through Project Compassion and donations to our Christmas appeal for St Vincent de Paul society has made it possible for our school to make a positive contribution to the community and promote the Catholic Mission of the school.

VALUE ADDED

- Education in Faith Leaders attend the Northern Region Network Meetings termly (online and in person)
- Participation in the Partnering to Learn Religious Education Collective with St Peter's Primary School and St Monica's Secondary School
- Weekly Parish Masses during Term One and Term Four
- Whole school community liturgical celebrations such as Ash Wednesday, Holy Week, Easter and Mary MacKillop Feast Day (onsite and remotely)
- Fostering a sense of connectedness, through liturgies provided online and learning packs for Mary MacKillop's Feast Day.
- 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
- Education in Faith Staff Professional meetings once a term
- Regular meetings between Education in Faith Leader, Principal and Parish Staff and Religious Education School Advisors CEM

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 strengthen our curriculum design processes where young learners are authentically positioned as co-designers, exploring questions that matter to them, in the context of their broader local and global communities.
- To engage in all dimensions of learning — knowledge, capabilities (skills) and dispositions across all domains of learning.

Achievements

Learning and Teaching remained at the forefront of all that we implemented at SMCM. The 2020 Key Improvement Strategies guided our work in achieving our intended outcomes for Learning and Teaching. These included improving teacher content and progression knowledge in F-2 Maths and 3-6 Reading, as well as continuing to support the wellbeing of all students as this has a direct impact on student outcomes.

In response to the Coronavirus (COVID-19) pandemic, our students were transitioned to remote and flexible learning. This had never been done before, and could not have been achieved without the support and leadership of our staff. During this time, we remained committed to providing the highest quality education services to our students while supporting and developing our teachers and non-teaching staff.

Learning experiences were differentiated and shared using our Homegroup Blogs and the Seesaw app. Online Google Meets were conducted weekly and then daily to deliver learning experiences targeted to student needs. During this time, we continued to support student learning online through Literacy and Numeracy Intervention programs, such as Extending Mathematics Understanding (EMU), Getting Ready In Numeracy (GRIN) and Literacy Intervention Program.

Positive teacher collaboration was pivotal to the success of achieving optimal growth. Weekly online facilitated planning allowed teachers to work more collaboratively by linking the learning needs of students with professional learning and practice. Teachers were able to access topic specific content through a variety of webinars available such as Spelling in Context with Misty Adoniou and Phonics in Context, run by David Hornsby.

During 2020, we continued to refine our approach to Assessment and Reporting including our Online Learning Logs (OLLs). In January 2020, the OLLs transitioned to a more accessible platform, Seesaw. The Seesaw Family app connected families to the learning at school, while the

added inclusion of the Seesaw Class app allowed students to share their learning from home during remote learning.

Learning & Teaching Highlights include:

- Online 50 and 100 days of school learning celebrations in Foundation
- Discovery Learning in Foundation to Year 2
- Inquiry Based Learning in Year 3-6
- Book Week Celebrations
- National Simultaneous Reading
- Content and Language Integrated Learning in Japanese
- Online Literacy & Numeracy Intervention

STUDENT LEARNING OUTCOMES

In 2020 Literacy and Numeracy continued to be areas of focus, however, 2020 was an unprecedented year for all. Due to COVID-19, NAPLAN was not conducted across the country therefore the use of the Progressive Achievement (PAT) Tests were used to analyse student outcomes. Overall, the 2020 PAT Reading and PAT Maths data demonstrated a decrease in the percentage of students in the minimum achievement bands, demonstrating a slight increase in student performance.

From Years 1-6, the PAT Reading and PAT Maths median scores (middle scale score), indicated a greater scale score in comparison to other students across Australia, with an average median score of 114.3 in Reading and 115.8 in Maths. The results also reveal that most of our students are working at the expected level for reading, except Years 1 and 3, who are working towards their expected levels. This highlights that in reading, students are consolidating how to read short texts closely to identify the correct information. They are able to recognise familiar styles of language, text layout and purpose in order to identify familiar text types. They are also developing their skills in learning how to think outside the text and make inferences that best match the evidence.

In 2020, PAT Maths data demonstrated a continued area of need in Years 1-6. The Years 1, 2 and 6 PAT Maths results revealed that these students are working at the expected level for maths, however, Years 3, 4 and 5 are still working towards their expected levels. This demonstrates that our students are developing fluency by making connections and thinking mathematically in a wide range of contexts.

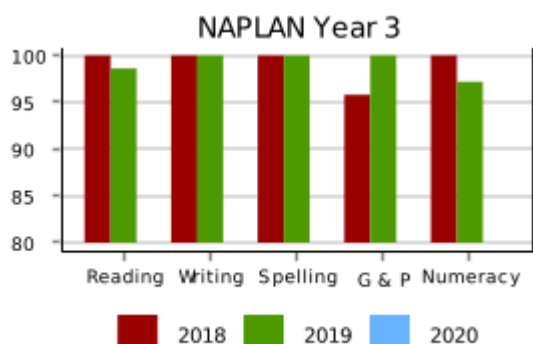
Overall we are pleased with an increase in some areas in reading and mathematics, however we understand the challenges that came in 2020 and recognise the need for continued growth in Literacy and Numeracy in 2021.

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | |
|--|-------|-------|-------------|------|-------------|
| NAPLAN TESTS | 2018 | 2019 | 2018 – 2019 | 2020 | 2019 – 2020 |
| | % | % | Changes | % | Changes |
| | | | % | * | * |
| YR 03 Grammar & Punctuation | 95.8 | 100.0 | 4.2 | | |
| YR 03 Numeracy | 100.0 | 97.2 | -2.8 | | |
| YR 03 Reading | 100.0 | 98.6 | -1.4 | | |
| YR 03 Spelling | 100.0 | 100.0 | 0.0 | | |
| YR 03 Writing | 100.0 | 100.0 | 0.0 | | |
| YR 05 Grammar & Punctuation | 94.7 | 95.8 | 1.1 | | |
| YR 05 Numeracy | 100.0 | 100.0 | 0.0 | | |
| YR 05 Reading | 100.0 | 100.0 | 0.0 | | |
| YR 05 Spelling | 97.4 | 100.0 | 2.6 | | |
| YR 05 Writing | 97.4 | 100.0 | 2.6 | | |

* 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 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 strengthen our curriculum design processes where young learners are authentically positioned as co-designers, exploring questions that matter to them, in the context of their broader local and global communities.
- To engage in all dimensions of learning - knowledge, capabilities (skills) and dispositions across all domains of learning.

Achievements

We believe that building positive relationships and getting to know the individual needs of all our students will promote learning and success. Student Wellbeing is a whole school approach with explicit teaching about self awareness, self management, restorative practices and social/emotional regulation.

Staff, students and families work together to build safe, inclusive and respectful learning practices. Children are supported in their growth and learning in relation to self, others, their faith and the environment. Our school is a part of a collective of five schools that meet each term with a focus on Family and Community Engagement (FACES).

SMCM is a positive behaviour school with clear expectations for learning and being with others. The behaviour expectations matrix is unpacked through explicit teaching before students move to a new experience or environment or to remind or reteach students the expectations when they become an area of challenge. We consistently use the language of the matrix to give students feedback about their learning and behaviour. 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), M(make good choices). This is also reinforced in the weekly FARM and Mary MacKillop awards given to students at Morning Gathering. When families are unable to attend, a photo is sent home on the child's private SeeSaw account.

Staff reflect on the needs of the students and the importance of a positive learning environment that is built on relationships when planning learning that maximises student engagement. To support student engagement in learning, brain breaks take place in and outside the learning spaces and picture stories and circle time are used to model desired social skills and behaviour expectations.

Relationships are strengthened through targeted actions across all levels via Monday Message. The Monday Message slides focus on important events of the week, explicit teaching of the FARM Code and faith filled actions. With the support of a staff member, students participate in Restorative Conversations when challenging situations or conflict arise. Staff and students confidently use the Restorative Conversation script to work through issues so that students can restore their relationship and develop strategies to manage a similar situation next time. A record of Restorative Conversations is kept as a part of the students' progress notes to identify triggers and provide staff with data that informs appropriate supportive structures eg. Active Supervision at break times.

In the weekly newsletter a Student Wellbeing section updates the community about the Social Emotional Learning focus at school. Social Emotional Learning (SEL) in 2020 focused on Resilience, Connectedness and Kindness. The SEL value is unpacked throughout the term and the weekly action is communicated to parents through the homegroup blogs and in the newsletter.

In first term, we recognised the physical challenges experienced by a senior student with Duchenne Muscular Dystrophy who would take part in the national Save Our Sons walk. The walk finished at St Mary of the Cross MacKillop where the community gathered to raise awareness and to celebrate together with food, games, music and dance. Other whole school activities included social emotional learning with families across year levels, and the virtual Mary MacKillop Feast Day. These activities continue to build our inclusive and positive school culture.

Once again, the Student Wellbeing Support Group was established in Term One, comprising the Learning Diversity Leader, Student Wellbeing Leader, Principal and Deputy Principal. In Term Two, in response to remote learning, The Learning Diversity Leader, New Arrivals Teacher and Student Wellbeing Leader met to identify students who may be considered vulnerable at this time. Direct and regular contact was provided to identified students and their families. Facilitated planning and Professional Learning Teams (PLT) focused on building staff capacity to best support the wellbeing of families experiencing isolation, stress and anxiety.

All year 5 and 6 students received a Senior Leader badge and are members of The Senior Student Action Teams which provides the opportunity for student voice, action and leadership. The Student Action Teams are: Healthy and Active Team, Faith and Mission Team, Active Citizenship Team, Tech and Learn Team and Sustainability Team. Staff members met online to work closely with each team to provide opportunities for leadership throughout remote learning.

The Student Wellbeing Leader attended meetings with the Catholic Education Melbourne Wellbeing Network and the City of Whittlesea Council around mental health, student engagement and connected communities.

VALUE ADDED

- Implementation of The Resilience Project as a Partner School
- Student Wellbeing Support Group established in Term 1
- City of Whittlesea: Mental Health
- Social Skills and Values focus each term
- Monday Message FARM code reminders
- FACES- Sharing our practice with partnered schools
- Parent partnership Induction for new staff
- Student Wellbeing - Building on student Resilience, Kindness and Connectedness
- Save Our Sons Fair
- 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.
- Regular dances/ shared books by staff to connect with the community. Teachers also encouraged families to share their pictures which were shared via the Blog.
- School Counsellor on site in terms 1 and 4 twice weekly
- Active Supervision during all yard duties
- Social Clubs were established in Term 4, under teacher supervision, to support our students' social skills and to make new friends upon their return to school
- Additional resources in the yard to increase engagement e.g. sand pit toys, Lego, card games, board games, drawing materials

STUDENT SATISFACTION

The CEM SIS data was not collected during 2020. A measure of student satisfaction was obtained from the Remote Learning Surveys completed by students and their families:

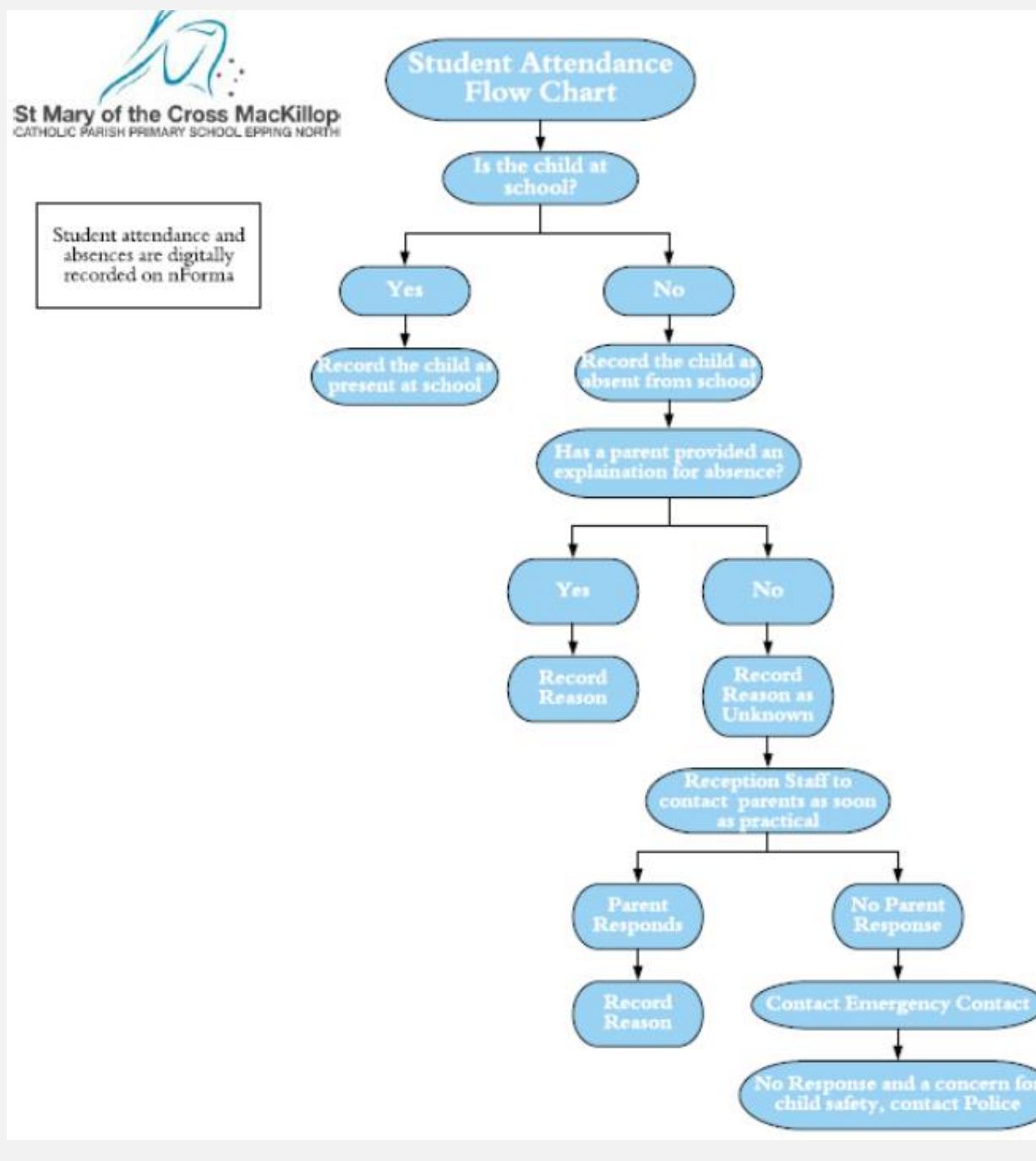
- I enjoyed going on Google Meets.
- I enjoyed being able to do things at my own pace and growing in my resilience.
- I enjoyed joining Google Meets to see my friends, having family time at home and seeing different teachers at school.
- I enjoyed posting my favourite tasks on Seesaw because I couldn't physically show my learning to my teachers.
- I enjoyed that we could still communicate with our teachers and friends with Google Meets.
- I enjoyed doing location activities in maths where we had to move things around and put the things in the right place.

- Seesaw helped me when I posted something because my teacher would give me feedback and I can work on it and get better. Google Meets helped me so I can see my friends and teachers so they can explain to me so I know.
- Smile. The teachers kept us all happy and educated through probably one of the toughest and challenging times in our lives.
- The teachers helped us by making sure there were many ways of understanding the task by giving us instructions through emails, Google Meets and voice recordings etc.

STUDENT ATTENDANCE

The Student Attendance 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 11:00 am. 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 | 92.1% |
| Y02 | 94.1% |
| Y03 | 93.9% |
| Y04 | 95.0% |
| Y05 | 94.6% |
| Y06 | 93.9% |
| Overall average attendance | 93.9% |

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 responsibility of our school. St Mary of the Cross MacKillop Catholic Primary School is a child-safe school that promotes a child-safe culture of safety, wellbeing, and inclusion for all children.

The identified goal of our School Improvement Annual Action Plan for Child Safe Standards 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.
- To continue to engage and nurture an inclusive faith community

The intended outcomes to meet this goal were:

- To engage in all dimensions of learning - knowledge, capabilities (skills) and dispositions across all domains of learning.
- To understand the experiences, perceptions and needs of our diverse families in our faith community and explore together, with young people, the aspirations we have for each other and our community.
- 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 policies and procedures take into account relevant legislative requirements within the state of Victoria, including the specific requirements of the Victorian Child Safe Standards as set out in [Ministerial Order No. 870](#).

There are seven minimum [child safe standards](#) with an overarching principle of inclusion that applies to each of the Standards. The intention of these Child Safe Standards is to make organisations, including schools, consider and address child abuse situations and risks in an integrated and proactive fashion.

The ongoing implementation and review of the SMCM child-safe strategies include:

- The embedding of policies and commitments into everyday practice. Staff complete the Code of Conduct and Child Safe Standards
- Professional learning for teachers, non-teaching staff and volunteers twice-yearly including the Reportable Conduct module
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' in scheduled staff meetings
- Student participation and empowerment strategies using resources such as the Day for Daniel and The Resilience Project

- Strategies addressing the principle of inclusion, diversity, and vulnerability
- Child Safety Team composed of the Principal, Deputy Principal and Wellbeing Leader
- Engagement of Families and communities in promoting child safety through parent training sessions, information evenings, website, newsletter, and school signage
- Active Supervision during all yard duties

Leadership & Management

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.
- To strengthen the capacity of teacher leaders to lead the learning of colleagues, with a lens of the Catholic Tradition in the context of our contemporary culture.

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 2020 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. This work was pertinent as we looked to new and changing ways of working collaboratively and cohesively as a team both on and off site. 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.

Staff 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 staff meetings. Annual Review Meetings (ARM) with the Principal are conducted and staff are active in seeking and receiving feedback on their practice.

The Teaching Staff Attendance Rate is 88.3%, with an overall Staff Retention Rate of 95.7%. In 2020 teacher qualifications include 8.1% of staff with a Master's Degree, 83.8% with a Bachelor Degree, 21.6% with a Graduate Certificate, 10.8% with an Advanced Diploma and 8.1% staff have no qualifications listed.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

In 2020 the transition to remote working provided opportunities to access, participate in and provide Professional Learning through a variety of online platforms. Staff engaged in Professional Learning internally, through Catholic Education Melbourne as well as external providers. Professional Learning opportunities aligned with the goals of our School Improvement Plan and to meet the needs of our staff due to the transition to remote learning.

Professional Learning Undertaken in 2020:

- Agile Schools Leadership Professional Learning with Simon Breakspear (4 days)
- Getting Ready In Numeracy (GRIN) Professional Learning (2 days)
- Parish Schools Staff Conference - Faith Formation and Pedagogical practices in Religious Education
- Lisa Birmingham Book Making Professional Learning and Workshop
- The Resilience Project (all staff)
- Transition to Remote Learning/Return to School (internal)
- NAPLAN Online Training
- Family and Community Engagement Schools Cluster induction for new staff
- Diabetes Australia Professional Learning
- EMC3 with Monash University (5 days)
- Phonics in Context online workshops with David Hornsby
- Spelling in Context online workshops with Misty Adoniou
- Understanding Dyslexia (online course)
- Cued Articulation (online course)
- Engaging Children with Literacy through Drama, with John Nicholas Saunders (webinar)
- First Aid Training including CPR, Asthma and Anaphylaxis (all staff)
- Emergency Management Warden training (all staff)
- Mandatory Reporting Online Module (all staff)
- CEM Religious Education Collective
- Implementation of the EAL curriculum
- Identifying and Responding to Students at Risk of Family Violence
- VCAA webinar - Aboriginal and Torres Strait Islander Perspective in the primary setting, through the Arts and Humanities
- VCAA webinar - Introduction to Designing STEM Inquiries

- Using the Victorian Curriculum, Literacy Learning Progressions and Taxonomies to Target Teaching (webinar)
- Catholic Education Melbourne Northern Region Networks for school leaders:
 - Student Wellbeing Cluster Network days
 - Principal & Deputy Principal Networks
 - Northern Region Literacy Professional Learning for Comprehension
 - Northern Region Maths Leader Learning day
 - Religious Education Leaders Network
 - Learning Diversity Leaders Network

| | |
|---|-------|
| Number of teachers who participated in PL in 2020 | 55 |
| Average expenditure per teacher for PL | \$726 |

TEACHER SATISFACTION

In 2020 school wide CEMSIS data was not collected. The following anecdotal data was collected from teacher and staff during Remote Learning and Annual Review Meetings.

A sample of staff responses from the Remote Learning Rapid Capture Survey:

- I have used more programs, apps, etc to deliver content and students have used more platforms for digital learning. I've become more confident in using other digital platforms.
- I have become better at knowing my students and their needs even when I am not seeing them on a daily basis
- Differentiated tasks more well developed
- Introducing content in a variety of ways. Understand and explaining the curriculum in a new way that allows for a clear and guided explanation to the students and planning
- Exploring the curriculum in a way that allows us to clearly understand and explain the main understandings to students
- Better communication and sharing of workload and trust in teams.
- Engaging in professional conversation through Zoom
- More time to create more rich learning activities
- Willingness to try new approaches

- Professional development from curriculum leaders during teachers own planning/release time
- It was a lot more detailed and specific when giving feedback to each child's needs based on the task being completed. My feedback became a mini report for each task with what they could do and what improvements can be made in the next task.
- Providing feedback was efficient. Assessment is difficult because can't observe the completion of task
- Formative assessment feedback was short and clear. Students work well when feedback is detailed and easy to follow. Highlight one or two points to work on.

A sample of responses collected from staff during the Annual Review Meetings:

What worked well in 2020:

- Working in a supportive team and trusting each other
- Allowing time in our planning for discussion and understanding rather than jumping in session planning
- Provide a platform for staff 'voice'
- Implementation of See Saw & review of OLL s and reporting to parents
- Facilitated planning with Curriculum Leaders
- Student & Family engagement during remote learning/ Connecting with community/Community spirit
- Safety of students & staff. Being role models for our students and each other.
- Catering for different & diverse needs of our students. Learning does not look the same for every child
- Pastoral care - support, understanding and encouragement of each other.
- Putting students at the centre of our practise
- The Resilience Project, Book Making, Remote Learning
- DT skills & use of digital platforms, using blogs more effectively
- Staff that are open minded, challenging and supportive of school vision
- Positive thinking, being optimistic, adapting to change and being flexible
- Ongoing support from leadership
- Student ownership of processes and learning spaces

Moving forward:

- Applying successes of remote learning when onsite
- Developing greater understanding of EAL curriculum and linguistic profiling
- Staff being more open with each other - communication between team members can be strengthened

- Encouraging communication and solutions as a whole team to bring about positive change.
- Embedding new technology skills
- Consistent restorative approach to behaviour management/ implementation of FARM code
- Analysing data/ assessing & tracking student achievement. Moderating student work
- Understanding play based learning and implementing discovery learning across the school.
- Teacher led conversations with families
- Embed more sustainable practices - getting our third star (ReSource Smart School) Building up garden program.
- Directed & structured PLTs
- Consistency in NCCD data evidence collection
- Consistency in terminology used across the school
- Allowing for flexibility in teaching styles
- Observe each other teaching

TEACHING STAFF ATTENDANCE RATE

| | |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 87.1% |
|--------------------------------|-------|

ALL STAFF RETENTION RATE

| | |
|----------------------|-------|
| Staff Retention Rate | 95.7% |
|----------------------|-------|

TEACHER QUALIFICATIONS

| | |
|--------------------------|-------|
| Doctorate | 0.0% |
| Masters | 8.1% |
| Graduate | 21.6% |
| Graduate Certificate | 2.7% |
| Bachelor Degree | 83.8% |
| Advanced Diploma | 10.8% |
| No Qualifications Listed | 8.1% |

| STAFF COMPOSITION | |
|---------------------------------------|------|
| Principal Class (Headcount) | 3.0 |
| Teaching Staff (Headcount) | 39.0 |
| Teaching Staff (FTE) | 34.3 |
| Non-Teaching Staff (Headcount) | 13.0 |
| Non-Teaching Staff (FTE) | 14.2 |
| 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 understand the experiences, perceptions and needs of our diverse families in our faith community and explore, together, with young people, the aspirations we have for each other and our community.
- 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

We continue to build our welcoming and inclusive culture by knowing each other's name, greeting families at the gate in the morning and afternoon and inviting our families into all aspects of school life.

Harmony Day Picnic begins the year by gathering as a community for a new year and celebrating our diversity. We combined this event with the Save Our Sons Community Fair to raise awareness of Duchenne Muscular Dystrophy, the degenerative muscular disease experienced by one of our students.

Our school is a part of a collective of five schools that meet each term with a focus on Family and Community Engagement (FACES). The group meets termly with the Principals and Family Engagement Leaders from each school and a representative from CEM. Collaboration, professional learning and planning between the partnering schools continues to be a strength.

The Community and Family Engagement (CaFE) Facebook page became a source of positive connection and a community resource during the CoVID lock down of terms 2 and 3. Prep transition and information evenings were conducted through social media platforms including a private Facebook page to connect the community.

Parent reflections on the learning from home in terms 2 and 3 :

- I found out that a partnership between parents and teachers is extremely important.
- My school has done extremely well and was very supportive during this time, and I'm very happy to be lucky enough to be part of this school.
- Fantastic communication from start to end made the transition to remote learning seamless. Teachers were exceptional in providing daily learning activities while maintaining routines

such as morning prayer and the end of day reflection. Daily timetables provided structure and allowed for flexibility on days that were just too hard to get children motivated.

- We think the school did a fantastic job trying to maintain the wellbeing of the students and keeping them engaged in their learning.

School Community activities:

- During remote learning, homegroups or year levels logged on each morning to share a morning prayer and discuss the day's learning activities
- Students were monitored closely during remote learning, particularly our vulnerable students which included English As Additional Language (EAL) students, students with a disability or to support families that were in crisis. The school supported their attendance at school or provided 1:1 virtual wellbeing support or learning support if they were learning remotely.
- Resilience Project at home
- Indigenous Literacy Day, Wellbeing Week, Mary MacKillop Feast Day and other family activities
- Prep transition program included a mixture of online meetings and activities, onsite activities in small groups and visits to the kindergartens
- Supported parent engagement for 2021 Foundation parents by facilitating a Facebook page
- Parent / Teacher interviews and Program Support Group meetings were conducted either by video conferencing, phone calls or in person at school
- Regular dances/ shared books by staff to engage the community. Teachers also encouraged families to share their pictures which were shared via the Blog.

PARENT SATISFACTION

In 2020 school wide CEMSI data was not collected. The following anecdotal data was collected during two periods of Remote Learning.

A sample of Parent Feedback received via email during remote learning:

- I know the work that goes into remote learning and teachers just don't get enough credit. So I truly thank you for your efforts.
- Just wanted to send this email to say you are doing a great job with all the home learning. Listening in on the Google meets you are explaining things perfectly and even with checking in to see how was feeling last week was very much appreciated.
- I just wanted to say thank you for all that you are doing for I'm so glad you're his teacher this year.
- Hello the week is almost done and before we begin our weekend I just wanted to say a huge Thankyou for the thought of having the children re-connect again. We've had contact with a few of his friends now and I know couldn't be happier!

- I just wanted to express my gratitude and say that it was so kind of you to keep entertaining and having so much fun with the kids well after school had officially finished this afternoon. I know was having so much fun. It gave them a sense of normality during these challenging times and most importantly I could hear them all just having so much fun.
- You truly are an inspiration to all teachers and it honestly shows in your work ethic that you wholeheartedly enjoy what you do.
- To all the teachers and staff at SMCM, every single one of you.... Your continuous hard work and dedication, no matter how tired, frustrated or exhausted you may be, You are SEEN!!!!!! We are so grateful!!!!
- Thank you for all that you and the staff are doing. You are all truly amazing. Thank you for all the wonderful feedback you're giving her, and the great activities. She has been really engaged in her learning - more so than during the first lockdown.
- Absolutely awesome work by our teachers for our kids and appreciate the hard work in remote learning during these times.
- It's been challenging over the past few months but achievements by the SMCM Family has been appreciated by us as parents.
- Our kindest regards to our teachers and their patience with our children, thank you God bless and till we all meet in person stay safe.

A sample of Parent & Student comments from the Remote Learning Rapid Capture Survey

Parent Responses - What other feedback would you provide to your school on conclusion of remote learning?

- Keeping the line of communication open with regular conversations about school tasks
- The educators were all adaptable and amazing throughout this learning journey, you are so valued and appreciated, thank you.
- To offer the work further in advance to allow working parents to prepare
- Be patient and kind as this is a challenge and we learn everyday with grace positive
- I was happy how they kept the parents up to date
- The school has done a great job during the hard time, well done!!!!
- Sometimes there are too many tasks to complete in a day.
- keep up the good work of informing us and supporting us and our children in these uncertain times.
- That all staff did an amazing job keeping us informed and helping the kids
- Include parents more on how your child is going.
- It was a great system. Easy to Follow and enjoyable. We didn't feel overwhelmed.

- Overall a challenging time in many aspects for all which was mostly met with enthusiasm by the teaching staff who found a way to deliver the content in an engaging way across all 3 year levels that my children are in.
- We think the school did a fantastic job trying to maintain the wellbeing of the students and keeping them engaged in their learning. Looking forward it would be good if some balance could happen between school and learning remotely as one child enjoyed the lack of distraction and being able to pursue his own interests as he finished his learning early.
- SMCM did a fantastic job at coordination of remote learning. The technology, systems and apps were well considered.
- Thanks to the school support during remote learning and provided feedback to the parents that how to teach and track child progress
- The school staff and leaders did a fantastic job organising remote learning. They should be proud of themselves.
- I would like to thank my school and all staff for their patience and assistance throughout this experience
- Keep up the communication and feedback on how our kids are coping and what they need to work on, don't leave it to the end of term to bring up issues that need addressing.
- I thought the school managed remote learning very well and the only feedback I would have is that a part of the daily lesson for the seniors, could have been a live online class to improve engagement.
- It was a wonderful experience, though it was hard on one side.
- My school have done extremely well and was very supportive during this time, and I'm very happy to be lucky enough to be part of this school.
- Provide more time for activities and clear instructions for parents to supervise.
- Giving more feedback to students, making sure they understand what they need to do to complete the required work. Somehow to correct their completed work so students know where they need some improvement.
- Fantastic communication from start to end made the transition to remote learning seamless. Teachers were exceptional in providing daily learning activities while maintaining routines such as morning prayer, end of day reflection. Daily timetables provided structure and allowed for flexibility on days that were just too hard to get children motivated. All the effort, energy and hard work behind the scenes to ensure our children were able to continue their learning while having fun along the way is very much acknowledged and appreciated. Thank you SMCM.

Student Responses - What was the best thing your teacher(s) did to help you with remote learning?

- My teacher helped me with learning how to save my work in emails and learning to use my Chromebook better.
- On the google meet the teacher would give us a more detailed explanation for different activities.

- Put instructions in every way possible so I can do my work
- Gave us extra help and made our tasks a bit simpler
- the teachers helped us with comforting us and giving us information about what to do
- "even though my teacher was frustrated of keep on explaining the instructions she still help us in every way."
- Telling me to stop whining about the pandemic and told me that everything will be good in the end
- I think the best thing my teacher did for me was responding quickly to my questions and putting the instructions on the tasks.
- The best way my teacher helped me in remote learning is giving me a brain break and come back to finish off the learning.
- The teachers helped us by making sure there were many ways of understanding the task
- The best thing my teachers did to help me was give me lots of feedback on my work so I know how to improve on my strategies and learning.
- Had a talk to my teacher on the phone and he boosted me and did my learning.
- The best thing my teachers did to help me with my learning was making videos about how and what we should do for learning.
- The best thing that the teachers did was making work as fun and easy as they could because they know that remote learning is very hard especially because it was our first time doing it and we couldn't see anyone.
- By using google meet. Because it made me feel less lonely and I was able to ask my teacher for help when I needed it.
- It was by giving my work so I can do my work, and also having a dance off. Yes, a dance off.
- I think the long google meets were very helpful because I could ask a question whenever I needed to.
- The best thing that my teacher helped me with is my learning by telling me feedback on my learning to improve.
- with all of the work for us to do so we won't get bored in the house and we have something to do for learning
- My teacher helping us by sending emails back to help us with maths and other things she also took the time to do meetings and calls with us everyday! to stay up to date with us
- being positive, Keep me happy with jokes and support me when I have problems.
- Smile. They kept us all happy and educated through probably one of the most toughest and challenging time in our lives.