



ANNUAL REPORT TO THE SCHOOL COMMUNITY



ST MARY'S PRIMARY SCHOOL - SALE
11 Pearson Street Sale

2019

REGISTERED SCHOOL NUMBER: 0183



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Contact Details

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E NUMBER	E4004

Minimum Standards Attestation

I, Brett Morris attest that St Mary's School Sale is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

19/5/2020

Governing Authority Report

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

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

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

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

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

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

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




Maria Kirkwood

*Chief Executive Officer
Diocese of Sale Catholic Education Ltd*

Our School Vision

St Mary's School is a welcoming and inclusive community where:

- a quality Catholic educational environment exists that is strengthened through school, family and parish partnerships.
- staff and students are challenged to extend their learning in a safe and supportive environment.
- individuality is celebrated and the wellbeing of students, staff and families is promoted.

Mission

St Mary's School exists to serve the families of St Mary's Parish, Sale. Mindful of the rich heritage of Sisters of Sion and the Sisters of St Joseph of the Sacred Heart our school is committed to the Catholic tradition and enlivening the Gospel in the community.

As such, the teachings and example of Jesus Christ permeates all aspects of school life; relationships and learning.

St Mary's is a vibrant Catholic community where diversity is celebrated, success is acknowledged and all are empowered to achieve



School Overview

St Mary's Catholic Primary School is a school rich in the traditions of family involvement and quality education. We seek to share in the vision and mission of the Catholic Church by ensuring the message of Jesus is alive within the school community. As a community of Faith, we endeavour to provide opportunities for children to develop their unique talents and personalities.

We believe in providing an inclusive curriculum to meet the needs of all children. We have trained literacy and numeracy intervention teachers and education support officers to assist children who need support in these important areas. We offer Reading Intensive in Year One, Extending Mathematics Understanding (EMU) in Junior Primary and Leveled Literacy Intervention (LLI) across all year levels. We recognize that we are a community working in partnership with parents and families and the wider Parish and town community to promote learning for each individual. Student welfare is a high priority and we believe that we need to develop resilience amongst children through our Pastoral and Wellbeing initiatives that fall under Whole School Approach to Positive Behaviour Support .

St Mary's offers comprehensive specialist programs appropriate to the needs of our students including Student Wellbeing, Italian, Physical Education, Swimming, Art and Music.

We value our partnership with families in educating their children and the support of parents and community in school activities including:

- School Board
- Class Parents Program
- Twilight Carnivale
- Liturgies & Sacramental Program
- Sporting and swimming events
- Celebrations and Feast Days
- Tuckshop
- School magazine
- Reading and classroom assistance
- Meals on Wheels
- Garden Maintenance
- Parents and Friends Association

Principal's Report

2019 was a challenging and rewarding year, not only for our leadership, but for the whole school community with many exciting events and achievements. We welcomed new families to our school community and said farewell to families and staff who have had a long association with St Mary's School. It was a year of transition in school leadership where Mrs Cathy Mesaric announced her retirement and then continued to oversee and support myself and the Deputy Principal, Mrs Nicole Telfer, into our new roles. Mrs Mesaric has been an exceptional Principal leader during her eight years at St Mary's. She has left an incredible legacy in not only the infrastructure projects that she initiated and completed to provide the best possible learning environment and resources for the students, but also in the form of her tremendous leadership that empowered all staff to build their capacity as educators and school leaders. Always with a friendly smile, wise words and a clear focus to improve the learning opportunities for all children, Mrs Mesaric was the "voice for the children", the example for staff and a model of discipleship who worked tirelessly to promote Christ in our school and parish community. On behalf of students, families and staff of St Mary's school, I would like to acknowledge and sincerely thank Mrs Mesaric.

It is a privilege to work at Saint Mary's school and, on behalf of Mrs Cathy Mesaric and the St Mary's School community, I thank Dean Bickley and Father Edwin for their support of the staff and myself. I congratulate the staff for their dedication to the children, for their support of each other and for their willingness to trial new ideas. I thank the parents for their trust in allowing us to collaborate with them in the education of their children. I thank them also for their assistance over the last 12 months – in the classrooms, in fundraising – in the myriad of ways that they have supported the school in 2019. I congratulate and thank the children for all their efforts in learning and play, for their respect for others, for openness and cheerfulness that augers towards them becoming responsible adults and informed citizens who may contribute to the Church's mission to proclaim the Good News of Jesus Christ.



Catholic Identity and Religious Education

Goals & Intended Outcomes

To ensure St Mary's is a vibrant school community actively engaged in living the Catholic faith.

- That strong connections are made between faith and life, utilizing the Religious Education Curriculum, To Live in Christ Jesus.
- That Social Justice is strongly grounded in Catholic Social Teaching.

Achievements

During 2019, it was important for us to continue our work in maintaining and enhancing the Catholic Identity of our school. Once again, we embarked on an advertising campaign with our neighbouring Wellington Catholic schools to highlight our uniqueness and role within the wider Catholic community and local context.

Again, we participated in the Peace Mass with our local Catholic secondary and primary schools. The theme was 'Listen to what the Spirit is saying.' The Peace Mass is an annual event and an important means of displaying the unity of our schools and the fellowship that exists amongst pupils and staff.

The Parish of Sale Education Committee (POSEC), which comprises of principals from local Catholic feeder schools and Catholic College Sale meet each term to discuss issues and plan events that promote and maintain our Catholic Identity. This committee is always searching for ways to highlight effectively the role of Catholic schools within our community. The Peace Mass is one means of achieving this goal.

In light of the previous year's ECSI results (Enhancing Catholic School Identity) we continued to listen to the message of our families and support them by always extending the invitation to participate in the liturgies, prayer, sacramental preparation and the Catholic life of the school. During 2019 classes regularly attended a weekly Parish Mass where they joined with parishioners, parents and friends in celebrating the Eucharist.

We continued to develop our bond and connection with the Cathedral Parish and regularly attended parish masses as a class and whole school group. A number of our children participated in altar serving and represented our school at a number of diocesan celebrations.

Religious Education units across the school allowed regular opportunities for children to bear witness to their faith. Teachers attended professional learning sessions, held within the school and at a cluster level to assist them in developing a deeper understanding of the revised Religious Education curriculum, To Live in Christ Jesus. This enabled teaching staff to plan contemporary Religious Education units of work that challenged children and invited them to explore what it means to be Christian in the modern world. Prayer forms part of our daily practice and in 2019 we continued to search for many different ways to include varying forms of prayer into our daily school life for both staff and students. We conclude the school week with an assembly at which we acknowledge our Catholic Australian Identity. We pray our school prayer, acknowledge the traditional custodians, sing the National Anthem and raise the Australian flag. The whole school also focused on singing the new responses to the Mass.

VALUE ADDED

The school reached out to the local and wider community by raising money for St Mary's Soup Kitchen, the drought appeal, Cancer Council, Meals on Wheels, Ashleigh House, St Vincent's De Paul Christmas Appeal and Caritas. All classes shared the Sunday Gospel with parents and parishioners at weekly assemblies and liturgies. Once again, weekly contributions by the principal in the school newsletter provided development in faith opportunities for parents. Invitations to take part in school and parish celebrations were also regularly offered in the newsletter.



Learning & Teaching

Goals & Intended Outcomes

Goal: To build the professional capacity of all teachers to be expert teachers and achieve improved learning outcomes for all students.

Intended Outcomes

That the teachers have a strong knowledge of the Victorian Curriculum and its progressions of learning.

That the school builds teachers' capacity to use data to inform and to evaluate their impact on student learning with a focus on differentiating their practice.

That all student outcomes in literacy and numeracy are improved in all percentiles with an eye to accelerating our students who sit within the 75th and 90th percentiles.

That the school continues to implement and develop the Whole School Approach to Positive Behaviour Support so all staff have a clear understanding of student management ensuring all students are engaged in purposeful learning in a safe, inclusive environment.

Achievements

In 2019, we re-emphasized our commitment to improve learning for all students and for ourselves as teachers. It is important that we are always looking to improve and enhance learning outcomes for our students.

Literacy and Numeracy, as always, are high on the agenda at St Mary's School. We were able to critically evaluate our student data and make plans for the future. We saw a need to review our numeracy and reading programs to address some of the observations made from our NAPLAN results. Added to this, teachers use data throughout the year to drive teaching and learning.

Teachers are very much aware of some of the challenges that NAPLAN testing may present for some children and the move to online assessments also highlighted extra challenges with students not being familiar with the specific online layout and operations. With this in mind, we maintained our early intervention programs such as reading support (via Reading Recovery trained teacher), EMU and continued with Levelled Literacy Intervention (LLI) across the school. We will continue to monitor and support these children as they move through the school. It is essential for us to support these children and to communicate our concerns effectively with parents.

The Victorian Curriculum was implemented across the school and units of work have continued to be trialled, reviewed and revised as needed.

Levelled Literacy Intervention (LLI) continues to have a high priority in our school and is implemented across all year levels. LLI supports our children at risk as well as challenging our high achievers under the guidance of our Middle Leaders working with the Diocesan Collectives.

In turn, EMU (Extending Mathematics Understanding) continued in 2019, supporting children in Years 1 and 2. These children will continue to be monitored as they move through the school.

We continue to provide a wide and varied curriculum with many opportunities to participate in Physical Education Programs at a local, regional and state level, which is very much appreciated by parents.

We encourage children to participate in a variety of sports at these levels, not only for competition but to boost the self-esteem of children who may not necessarily participate in weekend sporting programs. Our swimming programs, together with winter sports programs and athletics are always well supported by families. They provide another opportunity for parents to be involved within the school.

We provided our children with many opportunities to access learning through incursions and excursions assisted by funding from the Parents and Friends Association.

STUDENT LEARNING OUTCOMES

The results over the last three years demonstrate that literacy and numeracy levels across Years 3 and 5 are improving. All students in Years 3 were at the expected level in numeracy, reading, spelling and writing. All students in Years 5 were at the expected level in numeracy, reading and spelling, as well as grammar and punctuation. The school is focusing on reading and numeracy in Year 3 and Year 5 to continue this improvement, as well as a focus to improve Year 5 writing.



School Community & Student Wellbeing

Goals & Intended Outcomes

To build the professional capacity of all teachers to be expert teachers.

Building upon the existing culture of caring and respect to create a school environment that is safe, that celebrates difference and diversity, promotes inclusion and nurtures positive relationships.

- That the school implements and develops the Whole School Approach to Positive Behaviour support so all staff have a clear understanding of student management ensuring all students are engaged in purposeful learning in a safe, inclusive environment.
- Build confidence in students through the development of their individual talents, interests and relationships.
- Develop meaningful ways to involve families and access the wider community.
- Continually promote and celebrate our identity within the parish.
- To develop safe digital citizenship practices.

Achievements

During 2019, St Mary's School continued to develop links between the school, home, parish and wider community. St Mary's School was highly involved in the wider Sale community, actively supporting the local agricultural show and running our "St Mary's Carnivale evening" as well as an end of the year play "Toy Story". The school has received written appreciation from Wellington Shire for our ongoing support and initiatives. Our student leaders represented with pride at various community functions and our school captains played significant roles during the ANZAC Day ceremony in Sale.

We are a Sporting School, which enables us to offer the Sporting School Program in which the students have been instructed in athletics, hockey, tennis and baseball by specialised coaches. Students from Catholic College (CCS) Sale assisted with Physical Education lessons and our classroom programs during the morning Literacy blocks as part of the Partnership Program. The same students also supported us by helping at our athletics and assisted as coaches and umpires for our netball and basketball teams. The contribution of the CCS students was greatly appreciated by all.

During the school's Open Days, in term two, a number of our senior students conducted tours for prospective parents, sharing how they felt about their school. Many visitors were welcomed with a number of these making repeat visits. The school community is always actively encouraged to participate in school activities and to share ideas about how we can make things better for our children.

The Parent and Friends Committee and School Advisory Committee are two particular leadership groups that engage in conversations and practically set about the task of school improvement. We are truly blessed to have such supportive and positive members within our school community. In turn, the school has parents who take the lead to ensure that the children can participate effectively in a variety of learning experiences during and outside school hours and

who value what can be achieved when working together with staff for the benefit of their children.

During 2019, parents continued to welcome new families and support families in need through the "Class Parents" program. Parents provided coaching for Winter School Sports and weekend sporting competitions. They were prepared to research and access opportunities for new learning using the resources within our local community. They were prepared to accompany teachers on excursions and took care to ensure that Working with Children Checks and volunteer inductions were completed so that they could be actively involved in particular activities.

The Parent and Friends Association continued to support the school in fundraising. The fundraising body assisted with the maintenance and purchase of new ICT equipment and has been responsible for the new basketball court, outdoor construction kits and additional reading resources.

VALUE ADDED

St Mary's Whole School Masses, Prayer Liturgies, Stations of the Cross, and our school concert ***Toy Story*** as well as our St Mary's Carnivale evening were all very successful events involving both the school and wider community. The involvement of grandparents, friends and parishioners celebrated the work of the school and provided opportunities for the children learn of the past and value the generous contributions of older generations.

St Mary's continues to be involved in a number of activities in the area of service ranging from meals on wheels at the local level to support of Caritas programs in our larger global village.

The school continues to access outside agencies (e.g. counselling to assist with specific children and family needs) and has a strong ongoing connection with local paediatricians and speech pathologists.

The school has received positive feedback and a high degree of satisfaction from families who accessed these support networks.

STUDENT SATISFACTION

Data from the Insight SRC Survey shows students express their satisfaction with more than 86% saying they feel connected to the school, they are happy to be here and they have a strong sense that they belong. Student results show 86% of Year 5/6 students and 93% of Year 3/4 students feel motivated to achieve and learn; they get on well with other students and have friends who care about them.

STUDENT ATTENDANCE

Parents are to provide a dated and signed written note, email, phone call or return a completed absence form to the school explaining why an absence has occurred. The school contacts parents/carers by phone the morning of any unexplained absence. The principal will contact parents of students with high levels of unexplained or unapproved absences, with the view to developing and implementing strategies to minimise absences.

PARENT SATISFACTION

Parents feel very involved in their child's education rating parent partnership at 73%, focus on learning at 77% and stimulating learning at 80% (Insight SRC).

St Mary's Whole School Masses, our Prayer Liturgies and Stations of the Cross involved both the school and wider community. In turn, our Grandparent Day and our school's performance of "Toy Story" saw both the school and wider community, grandparents, friends and parishioners gathering to celebrate the work of the school.



Child Safe Standards

Goals and Intended Outcomes

- To continue to implement the Child Safe Standards and inform the school community in relation to this.
- To continue to embed the Child Safe Standards and practices into the school's culture and to update the school community about any changes.

Achievements

- Child Safe policies and related policies have been revised with staff and students and made available to the school community on our school website and staff shared server.
- The school's Child Safety officer worked with staff, students and parents to embed the standards.
- The Child Safe standards are discussed regularly at staff meetings and at the School Advisory Committee meetings.
- Staff are regularly updated on any change or new initiative in relation to child safe standards at staff meetings as well as via the newsletter and memo.
- All staff are fully aware of the school's Code of Conduct and have signed it.
- All new staff are inducted and made aware of the child safe standards.
- Volunteer induction sessions are facilitated and will continue to occur as the need arises for example - new families entering the school, before school camps and so on.
- Contractors inductions are held yearly or as needed
- All families, volunteers, visitors and contractors have signed the school's Code of Conduct
- The school community were updated on any changes or new information through the school newsletter, school 'app' and school website.
- Staff worked with students developing their awareness of Child Safe issues such as areas where students feel safe and unsafe.
- The school's Child Safety officer worked with students to revise the child friendly Child Safe policy.
- Staff completed a detailed Child Safe Risk Assessment for all offsite activities.
- The school implemented the 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'.
- Students completed posters promoting Child Safe issues and these were displayed around the school.
- School was involved in the National Child Safety Week where all classes participated in age appropriate activities as well as participating in 'A Day for Daniel'.

Leadership

Goals & Intended Outcomes

To build leadership capacity throughout the school

- All leaders are instructional leaders supporting staff to enact changes needed to improve students' outcomes which supports the diocesan agenda.
- That decision-making is based on evidence.

Achievements

The school continued to focus on developing leadership capacity throughout the school. This occurred across staff, student and parent groups.

In 2019, the Leadership Team continued with a new staff member taking on a leadership role for the first time. The Leadership Team met on a regular basis to discuss School Improvement, School Review and Compliance. The formation of Leadership will continue into the 2020 year. All teachers were encouraged to lead and to utilize their specific skills and interests. They were also encouraged to build upon current competencies and to extend their learning to new areas.

The School Advisory Committee, in partnership with the Parents and Friends, continued to maintain its profile as the body responsible for working with the principal and school staff in developing the school facilities and the sense of community.

With respect to student leadership during 2019, we sought to maintain the different Leadership groups within the student cohort and enhanced the Student Council with representatives from each classroom. The Student Representative Council continued to play a role in student engagement in school decisions especially in the area of Catholic Social Teaching. The student leaders displayed excellent leadership throughout the year and set a great tone for the school. The children represented their school with pride on excursions, at sports carnivals and during community events. There were opportunities for all year six students to lead various components of our weekly assemblies, and guest presenters from every year level were encouraged to share reports on school and classroom initiatives.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2019**

During 2019, all staff engaged in, Anaphylaxis, Asthma and CPR training. In addition, all staff successfully completed the Mandatory Reporting and Anaphylaxis e-learning modules. Our Leadership team participated in Teaching and Learning Days held by the Catholic Education Office. Such days revolved around professional development in implementing the Victorian Curriculum, Religious Education, Numeracy, Literacy, Leadership development and Learning Adjustment strategies. The leadership team worked with staff on further implementing the Victorian curriculum, Child Safety Standards sessions and there was ongoing Professional Learning throughout 2019 on assessment, Reading and Mathematics. Whole day sessions for all staff were held on Writing, Mathematics through Mathematics Association of Victoria presenter Chris Terlich, Gospel Explored presenter Marg Carswell. Two members of the Leadership team continued their second year of study for Masters of Theology and another member of the Leadership began the Masters of Clinical Teaching at Melbourne University.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

13

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1460.

TEACHER SATISFACTION

Teacher satisfaction, as identified under learning (the extent to which staff members feel their efforts are being recognised and their capability is being developed through appropriate learning and development opportunities) suggests that staff feel their efforts are valued (Appraisal & Recognition at 88%) and they are supported through professional learning opportunities ((Professional Growth rated at 82%).

There has been a real team effort, modelled by school leadership, to maintain staff wellbeing (82-90%) and improve Role Clarity (which is rated at 78%). While three of the four pillars are very well balanced and rated highly (Empathy 85%, Learning 85.2% and Engagement 86.3%), further focus is required in the area of Clarity (78.5%).

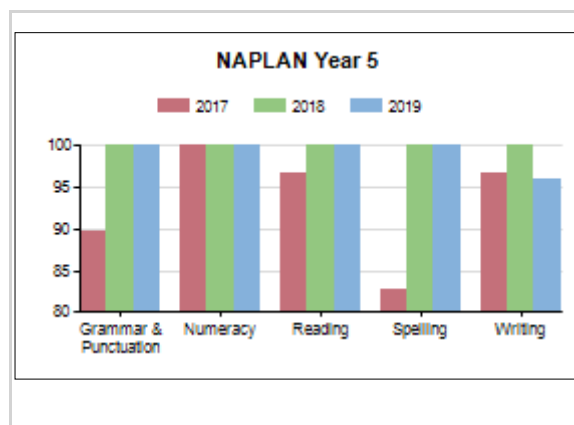
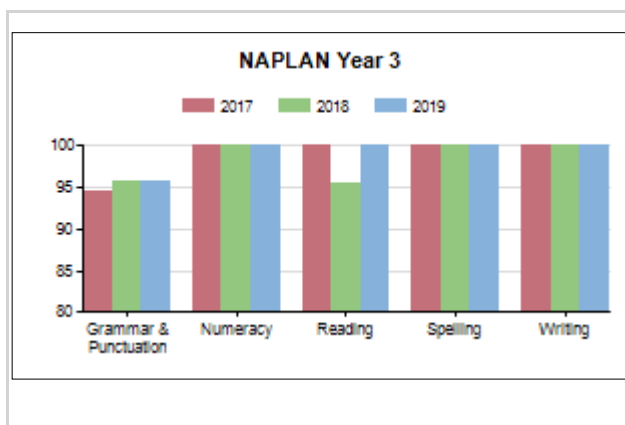
School Performance Data Summary

E4004

St Mary's Primary School, Sale

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	94.4	95.7	1.3	95.7	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	95.5	-4.6	100.0	4.6
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	89.7	100.0	10.3	100.0	0.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	96.6	100.0	3.4	100.0	0.0
YR 05 Spelling	82.8	100.0	17.2	100.0	0.0
YR 05 Writing	96.6	100.0	3.4	96.0	-4.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	90.6
Y02	91.8
Y03	93.6
Y04	90.6
Y05	93.3
Y06	91.5
Overall average attendance	91.9

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	87.2%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	92.3%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	5.9%
Graduate	29.4%
Graduate Certificate	0.0%
Bachelor Degree	70.6%
Advanced Diploma	23.5%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	19
Teaching Staff (FTE)	11.1
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	5.2
Indigenous Teaching Staff (Headcount)	0

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