



# St Mary's Primary School Sale

## 2022 Annual Report to the School Community



Registered School Number: 183

# Table of Contents

Contact Details .....2

Minimum Standards Attestation .....2

Governing Authority Report.....3

Vision and Mission.....4

School Overview.....5

Principal’s Report .....6

Catholic Identity and Mission.....8

Learning and Teaching.....9

Student Wellbeing .....12

Child Safe Standards.....15

Leadership .....17

Community Engagement.....20

Future Directions .....21

## Contact Details

ADDRESS	11 Pearson Street Sale VIC 3850
PRINCIPAL	Brett Morris
TELEPHONE	03 5144 1780
EMAIL	principal@stmarysale.catholic.edu.au
WEBSITE	www.stmarysale.catholic.edu.au
E NUMBER	E4004

## Minimum Standards Attestation

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

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

29/03/2023

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

## Governing Authority Report

The 2022 year began with a renewed sense of hope as schools transitioned back to face-to-face learning after two years of navigating the challenges of pandemic lockdowns.

COVID-19 quarantine requirements, however, delivered a new set of challenges as schools grappled with significant student and staff absences, compounded by a national teacher shortage. Once again, school communities demonstrated outstanding resilience and inspiring dedication through this difficult period.

Diocese of Sale Catholic Education Limited continued to focus on providing support and governance to the 38 Catholic primary schools and 5 Catholic secondary schools in the Diocese throughout 2022.

Ongoing investment in school staff and our leadership teams to promote expert learning and teaching practices continued to be a priority. We work in collaboration with parish priests, principals, school leaders and staff in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

In August 2022, DOSCEL set a major achievement as the first Diocese in Victoria to successfully negotiate its own *Enterprise Agreement* with the Independent Education Union Victoria Tasmania (IEUVicTas) in consultation with principals. More than 80% of staff voted in favour of the *Agreement* which covers all school staff in the Diocese and DOSCEL Secretariat.

Significant investment in new learning facilities and school infrastructure through the *Catholic Capital Grants Program* resulted in the completion and commencement of many large building projects to enhance learning spaces and amenities for staff and students.

The introduction of new *Victorian Child Safety Standards* during 2022 was rolled out to all our schools. We were delighted with the participation of schools in our Diocesan-wide Child Safety Week Art Competition held to promote child safety awareness among students, teachers, parents and parish communities.

In a world of change, our mission to deliver quality education in a safe and faith-filled environment that nurtures the development of every student, remains the core of what we strive to do every day.

I am thankful for the contributions of everyone involved in Catholic Education within our Diocese and for their ongoing commitment to our vocation of *Inspiring Faith, Inspiring Learning*.

Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

## Vision and Mission

### 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 continued to implement intervention strategies across the school with early intervention a priority. The roll-out of Little Learners Love Literacy (LLLL) in Foundation and Year 1 was well received with the Science of Reading approach. Additional small group support was again provided through the Tutor Learning initiative and the work of our education support officers was valued in all grades. Leveled Literacy Intervention (LLI) continued across the remaining year levels (2-6).

We recognize that we are a community working in partnership with parents and the wider Parish and town community to promote learning for each individual. Student wellbeing is a high priority, and we believe that we need to develop resilience amongst children through our pastoral, child safety 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 Advisory Committee
- Class Parents Program
- Colour Fun Run
- Liturgies & Sacramental Program
- Sporting and swimming events
- Celebrations and Feast Days
- Canteen
- School magazine
- Reading and classroom assistance
- Meals on Wheels
- Parents and Friends Association

## Principal's Report

2022 was another challenging but successful year for St Mary's in many ways. With the majority of restrictions behind us, we were able to focus on what we do best – teaching and learning.

While there was still a little juggling at the start of the year, such as not holding swimming trials but splitting the swimming carnival into two smaller events and reducing numbers on buses, most of the extra curricula activities were able to happen.

Welcoming parents back into the school and creating volunteer opportunities steadily gained momentum as the year progressed.

2022 was the review year of the 4-year school improvement cycle. Although much preparation had begun the previous year, there was an incredible amount of work dotting i's and crossing t's, as we prepared to put our work and processes under the microscope. The two days of the actual review were both tiring and rewarding. It was a wonderful chance to celebrate all that our school and school community had achieved and provided valuable feedback to set goals and priorities for the next four years.

I thank all the staff (teachers & ESOs) as well as the parents and children for their support of the review process and the incredible work that was done before and since. I particularly thank my school leadership team, including Nicole, Amy, Janelle, Tianna & Gemma. Their skill, effort and passion to see St Mary's operating at our optimum ensures we meet and exceed Diocesan expectations for instructional leadership, expert teacher practice and accelerated progress for every child.

The Review was followed by the Victorian Registrations & Qualifications Authority Compliance Review. Again, this was a chance for us to really examine our processes, especially in the areas of child safety and compliance. Again, we received a glowing report thanks, particularly, to the leadership team, our Administrative staff (Jude & Michelle) and our School Leadership Consultant, Marianne O'Rourke.

The purchasing of Reading resources continued through the year with Parents and Friends contributing generously. Parents & Friends also committed money to the furnishing of the Wellbeing room (which will arrive later this month) and the purchasing of the commissioned sculpture, the funds for which were raised through the engraved bricks as part of our front fence project. Money was also spent purchasing the large round mat for the Music Room.

Although our traditional major fundraising event, the School Carnival, could not go ahead, other events were planned for the students to enjoy. The Colour Run was a great success, raising money and providing our school community with an evening of fun, laughter and community connection.

Staff continued to be involved in professional learning across the board. The School leadership team were well guided through the Learning and Teaching Network and supported staff to implement best practice inline with the Diocesan Improvement Agenda. While many professional learning events continued to be delivered through an online platform, staff understand the importance of ongoing development for improved teaching and, ultimately, improved student learning. In support of the literacy program, staff accessed professional learning for upskilling in the Science of Reading approach that has been driven by research and evidence for best practice. Thank you to Nicole Telfer for using and sharing her expertise as well as doing the groundwork and driving this improvement strategy.

Two staff members completed their Accreditation to Teach Religious Education and three teachers completed the Diocese of Sale Leadership Program.

Staffing wise, Gemma McWhirter, Sam Archibald and Lisa Ronchi concluded their time at St Mary's at the end of the year to pursue different family, life and work opportunities. We thank Gemma, Sam & Lisa for their work and commitment to the students and community of St Mary's, and we wish them well in their future endeavours.

It is a privilege to work at St Mary's school and, on behalf of the St Mary's School community, I thank Fr Francis, Fr Jithin and Fr Mark for their support of the staff and their ongoing care to deepen faith and connect both school and parish. I congratulate our staff for their dedication to the children, for their support of each other and for their willingness to trial new ideas and evidence-based, best practice to bring about improved student learning.

I thank the parents for their trust in allowing us to collaborate with them in the education of their children. In particular, I thank the parents for their effort and commitment to their children's learning during. I congratulate the children on their attitude and effort, 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 Mission

### Goals & Intended Outcomes

**Goals:** To maintain and enhance Catholic Identity by embedding the Religious Education Curriculum 'To Live in Christ Jesus' in a dialogical and recontextualised manner.

**Intended Outcomes:** That staff have a deep knowledge and understanding of the learning progressions of the Religious Education Curriculum, 'To Live in Christ Jesus' and demonstrate a strong understanding of Catholic Social Teaching and Catholic Particularity.

### Achievements

During 2022, it was important for us to continue our work in maintaining and enhancing the Catholic Identity of our school. 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. We also sought to find new ways to promote the Catholicity of our school to prospective families. A sculpture depicting a mother and children was commissioned for the front entrance and, when complete, will be a real talking point for students and visitors to our school. The sculpture will be a tribute to mothers, especially the Sion, Brigidine and St Joseph Sisters as well as the former female principals of St Mary's who have nurtured Faith and education.

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 to assist them in developing a deeper understanding of the 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.

The "Family centered, Parish based and School supported" Sacramental program saw a number of students take the next steps of their journey in Faith and commitment to Catholic life. With the easing of COVID restrictions, it was lovely to see more families reconnecting with the Church through school Masses.

Prayer forms part of our daily practice and in 2022 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 Identity. We pray our school prayer and the Hail Mary (in Italian), acknowledge the traditional custodians, sing the National Anthem and raise the Australian flag.

### VALUE ADDED

The school reached out to the local and wider community where possible by raising money for Caritas, donating to Saint Vincent de Paul and other local organisations. All classes shared the Sunday Gospel with parents and parishioners at weekly assemblies. Once again, weekly contributions, by the principal and our Religious Education Leader, in the school newsletter provided development in faith opportunities for parents.

## Learning and Teaching

### Goals & Intended Outcomes

#### Goals:

To build the professional capacity of all teachers to be expert teachers. To improve and accelerate learning outcomes for all students.

#### Intended Outcomes:

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

- Analysis of Assessment Data
- Utilise Evidence-Based Practice
- Enact a Clinical Teaching Cycle
- Develop and embed Whole School Approach to Positive Behaviour Support (WSAPBS).

### Achievements

In 2022, we re-emphasised 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 observations made from our student data. Teachers continued to use data throughout the year to drive teaching and learning.

We maintained our Response to Intervention model with appropriate instruction for all students and provision of early intervention and support programs at a more targeted level by providing small group instruction in Reading and Extending Mathematical Understanding (EMU) via a specialist teacher. We continued Levelled Literacy Intervention (LLI) across Year 2 to Year 6, while Little Learners Love Literacy was used in Foundation and Year 1 in line with our move towards the Science of Reading approach. We also provided intensive Speech support for both speech production and language acquisition for students as we engage the services of a qualified practitioner to assess, instruct and develop appropriate programs for the students. We will continue to monitor all supported students as they move through the school, effectively communicating concerns with their parents.

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

Our 2022 Year Three NAPLAN data indicates that our students sit well above the State at the 50th percentile in all areas except for Reading. The Year Three results indicate steady improvement from the 2021 NAPLAN data. With the exception of one student in Year 5 Numeracy, Writing and Spelling, the NAPLAN data indicates that all children meet the Minimum Standards. Our Year Five student data is at or better than the State at the 50th percentile in each learning area. Our challenge remains to lift and accelerate the children sitting at the 75th and 90th percentile.

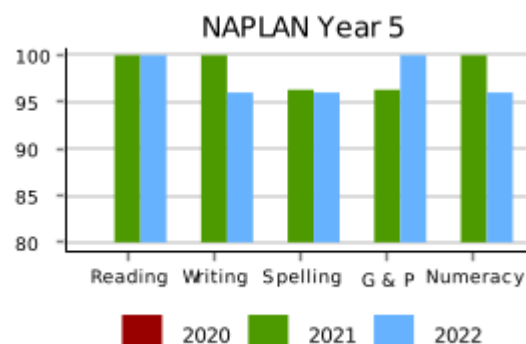
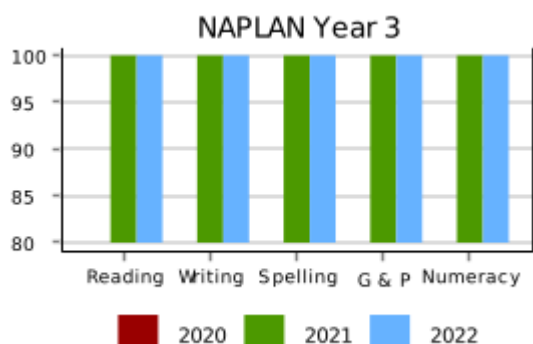
To ensure accelerated progress for all students, we will continue to focus on building teacher capacity through professional learning opportunities, evidence-based teacher practices, utilising the expertise of Collective leaders and school leaders at the planning table.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	96.3	-	100.0	3.7
YR 05 Numeracy	-	100.0	-	96.0	-4.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	96.3	-	96.0	-0.3
YR 05 Writing	-	100.0	-	96.0	-4.0

\* 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

#### Goals & Intended Outcomes

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

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

- That the school develops and embeds the Whole School Approach to Positive Behaviour Support (WSAPBS), to ensure 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 2022, St Mary's School (school leadership, staff and parents) worked extremely hard to continue to develop links between the school, home, parish and wider community. While still making the most of digital communication with the wider school community through the use of Zoom meetings and assemblies, Class Dojo and regular emails, it was wonderful to move back towards some of the usual community events (such as incursions/excursions, performances/shows) and various school events (such as Liturgies, expos featuring student learning and school life celebrations- Mother's Day and Father's Day breakfast, sports carnivals etc). Our face-to-face connection with our wider school community, while still adhering to COVID Safe protocols, gradually increased as parents moved back into the school. In addition to the Movie night, the school disco and initiative such as Ride to School, the Colour Fun Run was a real highlight, providing an opportunity for nearly all our families to connect in the school grounds. The Year Six Graduation and End of Year Concert were also able to be attended by families, and it was a lovely way to end the year.

Our student leaders represented the school with pride at various community functions and our school captains played significant roles during the ANZAC Day ceremony.

The Parent and Friends Committee and School Advisory Committee are two particular leadership/advisory 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 2022, parents continued to welcome new families and support families in need through the "Class Parents" program.

The Parent and Friends Association met regularly to plan school fundraising events. The committee were keen to financially support school initiatives, and they further assisted with the purchase of additional resources to support the "Little Learners Love Literacy" program and the commissioning of the sculpture for the front of the school.

### VALUE ADDED

St Mary's Whole School Masses, Prayer Liturgies, Mother's Day & Father's Day events, the Movie Night, School Disco and our school concert "Peter Pan" 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 to 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. The parent-coordinated Casserole Bank ensured meals could be sent to school families and they were well-received and appreciated by all. Some families required some extra support while other families (including school staff) generously donated to help others in the school community.

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 83% of 3/4 children and 72% of 5/6 children saying they feel connected to the school, 91% of 3/4 students indicated that the teaching is purposeful (90%) and they rate Teacher Empathy highly (92%). The students of St Mary's are very compliant and appear to be happy at school with student scores for "Student Moral" (81%) "Motivation" (86%) and "Connectedness to Peers" (83%) - (Year 3 and 4 Insight SRC data). However, there is more work to be done in regard to student agency with "Learning Confidence" at 70% (Year 3 & 4) and 71% (Year 5 & 6).

### STUDENT ATTENDANCE

During regular schooling, if a student is absent, 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. Teachers mark the roll (twice each day) and attendance/non-attendance is logged via Simon (our communication system). In the event of a student absence without notification from parents, an automated message is sent immediately to parents requesting a response and reason for the absence. If parents do not respond to the

automated message, our administration staff contacts parents/carers by phone that same morning. 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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	86.8%
Y02	85.0%
Y03	88.5%
Y04	88.5%
Y05	87.2%
Y06	87.3%
Overall average attendance	87.2%

## Child Safe Standards

### Goals & Intended Outcomes

- Continue the development; implementation and sustainability of child safety and vulnerable adult practices in the school.
- Monitor and support policy implementation; procedures and practice in relation to child safety.
- Improve and sustain an inclusive child safety culture in the school whilst developing the role of the Child Safety Officer.

### Achievements

- Child Safe policies and related policies were revised with staff and students and made available to the school community on our school website and staff shared server.
- The school's Whole School Approach to Positive Behaviour Support team worked with staff, students and parents to embed the standards.
- With the implementation of Ministerial Order 1359, the new Child Safe standards were enacted (in policy and daily procedures) and they were discussed regularly at staff meetings and at the School Advisory Committee meetings.
- Staff were regularly updated on any change or new initiative in relation to child safety at staff meetings as well as via the newsletter and staff memo.
- Cyber-safety, awareness, procedures, protocols and expectations (including a Code of Conduct and User Agreement) were communicated to students and parents.
- 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 were 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 (on SIMON), 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.
- The School was involved in the National Child Safety Week when 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 2022, the Leadership Team continued to meet on a regular basis to discuss School Improvement, School Review and Compliance. Each of the leading teachers were encouraged to utilise their specific skills and interests. They were also encouraged to build upon current competencies and to extend their learning to new areas. Directed by data, and always with an aim to improve student learning (accelerated learning) through building teacher expertise, the leadership team continued to promote and embed the learning from the Learning and Teaching Network.

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 2022, 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 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 Professional Learning undertaken in 2022

During 2022, 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 on the use of assessment. Whole day sessions for all staff were held on Reading and Mathematics. A number of additional teachers (from the junior classrooms) were trained

in the "Little Learners Love Literacy" program (which was initially rolled out in 2021 for Year One and Foundation). Three teachers completed the Diocesan Leadership Program and all teachers accessed professional learning for Gaining/Maintaining Accreditation to teach RE presented by the DOSCEL CIRE team.

Number of teachers who participated in PL in 2022	21
Average expenditure per teacher for PL	\$1158

**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 82%) and they are supported through professional learning opportunities (Professional Growth rated at 84%) (Insight SRC survey)

There has been a real team effort, modelled by school leadership, to maintain staff wellbeing (84-93%) and provide ongoing learning opportunities. While the pillars of culture are relatively high: Empathy (89.1) Clarity (79.0), Learning (80.0) and Engagement (85.4), further focus (effort & consistency) is required to maintain and improve these key culture indicators.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	95.1%
--------------------------------	-------

**ALL STAFF RETENTION RATE**

Staff Retention Rate	93.1%
----------------------	-------

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	18.8%
Graduate	25.0%
Graduate Certificate	0.0%
Bachelor Degree	75.0%
Advanced Diploma	18.8%
No Qualifications Listed	0.0%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	18.0
Teaching Staff (FTE)	10.7
Non-Teaching Staff (Headcount)	11.0
Non-Teaching Staff (FTE)	6.5
Indigenous Teaching Staff (Headcount)	0.0

## Community Engagement

### Goals & Intended Outcomes

St Mary's aims to create a school community where all people feel valued and respected. Designed around the common desire to see all children grow and learn in a happy, safe, faith-filled and supportive environment, all members have important roles to play in the provision of learning opportunities.

### Achievements

With the easing of Covid-19 restrictions, parents and family members were again able to enter schools. Although it took a little while for some parents to ease back into the various school routines and community events (adhering to Covid-safe regulations and recommendations), eventually our school assemblies, Sacramental workshops and sports days were again buzzing with the productive sound of community.

Our School Advisory Committee and Parents & Friends Association meetings returned to be held onsite/face-to-face. They worked hard to provide new opportunities for community engagement and family fun, and the year ended with our first Colour Fun Run, which was enjoyed by all.

#### PARENT SATISFACTION

Parents feel very involved in their child's education rating parent partnership at 73%, focus on learning at 81% and stimulating learning at 83% (Insight SRC survey).

2022 saw greater opportunities for parents to be involved in activities and events at the school following a couple of years impacted by Covid 19 restrictions. Parents expressed their belief that their children were more engaged in their schooling, rating "Connected to School" at 85% and "Student Motivation" at 78%.

## Future Directions

In 2023 the focus for St Mary's School will be to:

- Develop leadership capacity (Instructional Leadership). Continue to build teacher capacity (Expert Teacher Practice).
- Achieve accelerated learning for all students (through data driven, evidenced-based teaching).
- Continue to implement the Whole School Approach to Positive Behaviour Support. Have all staff complete De-escalation training and focus on teacher behaviour to nurture student agency and lift student Engagement in Learning and Student Behaviour scores.
- Maintain and enhance the Catholic Identity of St Mary's by embedding the Religious Education Curriculum 'To Live in Christ Jesus' in a dialogical and recontextualised manner.