



St Mary's School Swan Hill

2020 Annual Report to the School Community



Registered School Number: 1084

Table of Contents

- Contact Details2
- Minimum Standards Attestation2
- Our School Vision & Mission3
- School Overview.....4
- Principal’s Report5
- Parish Priest’s Report.....9
- School Advisory Council Report.....10
- Catholic School Culture12
- Community Engagement14
- Leadership & Stewardship.....16
- Learning & Teaching21
- Wellbeing26
- Child Safe Standards.....29

Contact Details

ADDRESS	2 Murlong Street Swan Hill VIC 3585
PRINCIPAL	Kate Quin
PARISH PRIEST	Fr James Kerr
SCHOOL BOARD CHAIR	Mrs Laura Crow
TELEPHONE	03 5033 2541
EMAIL	principal@smswanhill.catholic.edu.au
WEBSITE	www.smswanhill.catholic.edu.au
E NUMBER	E2040

Minimum Standards Attestation

I, Kate Quin, attest that St Mary's School is compliant with:

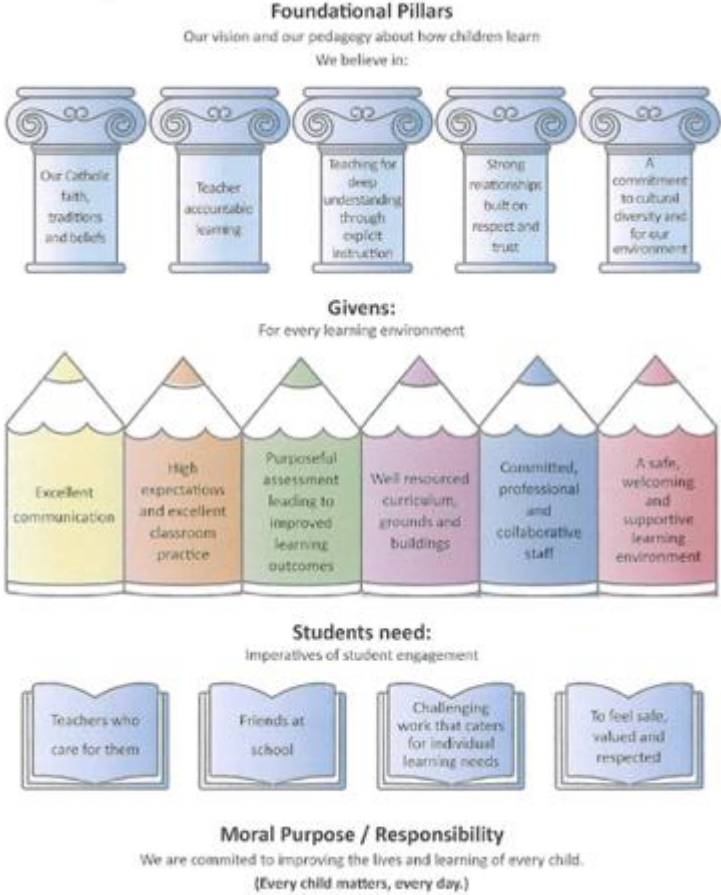
- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any 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.

11/05/2021

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 & Mission

As partners in Catholic education and with Jesus Christ as our inspiration, we educate, nurture and challenge, each child in our care, to shine in an ever changing world.



School Overview

St Mary's Primary School is part of St. Mary's Parish, Swan Hill. The school opened in 1919 and in 1923 the arrival of three Sisters of St. Joseph, began a long and close association of the Josephites (1923-1996) with Catholic Education in Swan Hill. The school retains the values of the order with the Josephite characteristics of hard work, dedication, community, and family unity, still strong features of our school. St Mary's Primary School currently has a student population of 593 students under the care of a close, effective professional team of Teachers, Learning Support Officers, School Service Officers, and Office Administration. St Mary's currently comprises twelve permanent and sixteen portable classrooms, a multipurpose room, canteen, gymnasium, and an administration building, which houses a library, staff planning room, staff room, and offices. Our beautiful landscaped gardens and quality playing spaces are excellent features of our school along with well-presented classrooms that promote learning in a positive and secure environment. St Mary's enjoys a position of esteem in the local community. Staff share a belief in the dignity of individuals and the promotion of self-esteem and community responsibility amongst the students. There are currently 27 straight classes. Our student population comprises 49% Catholic children with the next significant percentage identifying as Christian. A diverse range of other religions are represented as our student population consists of 19 nationalities providing us with a rich experience of multiculturalism. Our school community is made up of both town and rural families, with the majority of children having to travel by bus to school. Factors such as extreme weather conditions and rural remoteness can impact on our families in many ways with 25% of families receiving CSEF. We also have strong links with our Italian and Koori Communities, which is best demonstrated through our annual Italian and Indigenous Days. Children at St Mary's are extended an invitation and are supported to discover God's presence in their lives. Within a Gospel centered environment, students are challenged to explore and understand themselves and the world in which they live through a world-view grounded in Scripture and the traditions of the Catholic Church. At St Mary's we are committed to the gospel values, a strong school-family identity, quality curriculum, and 'best practice' learning.

Teachers actively engage in developing a guaranteed and viable curriculum. Response to Intervention (RTI) has been the foundation for our teaching practices and we are currently being informed by the characteristics of a Professional Learning Community (PLC). The curriculum is vertically aligned so that there is continuity and progression across all years of school with Essential Learning Statements existing in Mathematics and English. Differentiation of curriculum is evident across year levels with intervention and extension programs in place in the areas of literacy and numeracy to support individual children's learning needs. Our staff is given significant time to allow for collaborative planning which is data-driven through the use of pre and post-testing. Reflection on the learning is used to feedback, feed-in, and feed-forward all curriculum planning and subsequent teaching that occurs. At St Mary's our belief is that 'every child matters every day and our staff are committed to providing a learning environment to cater to all individual needs. The Vision and Mission statement is fundamental to all practices as we challenge, educate and nurture each child in our care

During the 2020 school year we focussed our energy on priorities to drive school improvement with the School Annual Action Plan centered on the areas of:

- Creating authentic leadership opportunities for staff, students and parents
- Embedding a guaranteed and viable curriculum
- Strengthening staff understanding of Catholic Social Teaching

Principal's Report

This annual report at the AGM is an opportunity to reflect on and highlight key decisions, events, achievements and successes throughout the year that was.

As principal of St Mary's, Swan Hill in my second year I am proud to present this report to the AGM. I feel very fortunate to work in such a welcoming and closely connected community where staff, students and parents work collaboratively in a united and supportive environment. The reality is in such a turbulent year the learning experiences and projects that have taken place throughout 2020 could not have happened without a great deal of commitment and support from Fr Matt, Fr James, students, parents and staff.

I have been privileged to work with such a professional and dedicated staff. I have always known our staff are adaptive, caring and very professional, but this crisis has accentuated these qualities in a big way. Despite the many curve balls thrown at them and enormous amount of new ground that was covered as we lived through a global pandemic, their ongoing professionalism and positive approach as they navigated new waters to provide rich and engaging learning experiences for students both in our onsite and offsite environment was amazing.

So too, a very sincere thank you must go to our School Board Chair, Laura Crow and the School Council for their commitment to St. Mary's School during 2020. The SAC has provided valuable advice and honest feedback in many areas of the school during the year. Your insights, well thought out questions and input has been a great support to our students, parents and staff. I also wish to acknowledge the commitment and generosity of our Parents & Friends Committee, in particular Melissa Gilchrist who along with her team undertook fundraising events when restrictions allowed them to this year. Highlights for the children and their families would have to be Grandparents Night and the completion of the musical garden which was installed primarily using funds raised by this group. With the Gilchrist family moving off to secondary school, I sincerely thank Melissa for her unwavering support of the school, her enthusiasm for any suggested fundraisers or projects and her ability to get not only the event but the manpower behind it successfully organised without fuss or bother.

We started the school year with 594 students, including 72 Foundation students. Our community comprises 27 classrooms, 342 families and over 75 staff. The impact of COVID on job security has seen our school numbers slightly decrease with several families relocating to larger regional areas for work and we end the school year with 578 students(NB A few late enrolments means we will start 2021 with 588 students). Throughout 2020 we welcomed Brady, Alexia and Sophie on board through our uni to grad program, as LSO's or to replace teaching staff who took maternity or medical leave as the year unfolded. With 4 weddings, 4 retirements and 4 new babies amongst our teaching staff it has made for a busy year.

COVID

No one anticipated the year that was. It has been a period unlike any other we have faced in education in our time, but I am proud of how well everyone in our community adapted to this challenge. The staff responded in an incredibly professional manner to the demands of making swift changes to the way we work and to prepare the students to be ready for remote learning and tackle it with a positive mindset, even though they missed seeing their friends and teachers face to face. Equally, parents did an amazing job juggling many uncertainties including work situations and basic needs, all while trying to keep their kids engaged with learning at home. Last but not least our students in the main, took remote learning in their stride, with many despite missing the social connection and normality of school routines, showcasing some amazing skills and talents. Special acknowledgment must go to our student leaders who were truly impressive

in the way they adjusted to leading remotely and worked with the senior leadership team to organize online school events, record messages of encouragement to their peers and run school assemblies.

In 2020, work has continued to upgrade and extend our school grounds. A major undertaking was the fencing of the parish block and front of the school with the end result providing a very pleasing look aesthetically as well providing additional security for students. Also completed was a labyrinth area near the Year 4 classrooms, which looks amazing and thanks to instant lawn, a few established trees and Peter Clark's handiwork, looks as if it has been there for years. The paved areas feature the centenary pavers purchased by families and parishioners in 2019 to remember many involved in the early days of the school. The completion of the musical garden and additional seating areas and garden areas for both children and the many parents who stay after school with their children to play on our new undercover playground equipment and the establishment of a commemorative garden around has also been a highlight in the yard.

The library was given a makeover, with spaces reconfigured, new furnishing and workspaces purchased and shelving adjusted. The end result is a bright and colourful area with inviting reading spaces and nooks and attractive work areas. The refurbishment has also allowed for the existing picture story book areas to be reimagined as a technology hub complete with a huge interactive screen, and equipment and resources for coding & robotics and makey makey kits purchased to use with classes.

Online Flying Start

Flying Start, our preschool familiarisation program provides an opportunity for children to experience "big school". They participate in a range of activities including Phonics, Music, PE, Italian, Art and Technology. We were fortunate enough to run two sessions before COVID guidelines moved us to uncharted territory with our Flying Start program going remote!!! Our Flying Start team flew into action, with activity packs and online videos compiled to deliver this program remotely. It was all hands on deck as we filmed sessions and made up some exciting showbags of resources for children enrolled in Flying Start. The Flying start team showed they were absolute naturals on the screen and the videos produced were terrific! We launched Remote Flying Start mid Term 3 and it was a huge success with over 40 children participating. Our return to school onsite saw Flying Start recommence in a new COVID safe format and we ran three sessions to complete the program.

Due to the restrictions that we have in 2020, we had to change the way we approached the enrolment process and promoted our school. A new website complete with a range of videos that allowed prospective families to meet staff, students, the leadership team and hear about the programs and commitment to wellbeing at the school was commissioned late in Term 1, with the website going live in June. The creation of a series of videos that showcased the school and highlighted our Flying Start program, Come and Try Mornings and what to expect as a Foundation family at St Mary's were launched on our Facebook page and this combined with the creation of our own Instagram page really helped promote the school.

With support from Fr Matt and the Holy Family Parish, it was exciting to confirm the opening of a preschool onsite in 2021. Our partnership with Shine Bright has continued this year to evolve this year as we have worked through details of the opening of Shamrock Park Kindergarten. Shamrock Park Kindergarten agreed to take on the current Swan Hill playgroup three year old pre kinder sessions in 2021 and both the 2021 three and four year old kinder group are fully booked.

Academically, 2020 was another extremely successful year for St Mary's Swan Hill with nationally recognised PAT testing indicating students continued to make pleasing gains in key curriculum

areas despite interruptions to their learning. This is testament to the hard work, creativity and commitment of our teaching staff who prioritised what was essential to teach and to the very strong partnership and support provided by families throughout remote learning. For staff there were also many learning opportunities. A continued emphasis on building capacity has occurred this year with the continued use of instructional coaches who have worked closely with staff to build teacher efficacy and best practice in curriculum and use of technology. In particular, extensive PD and provision of technology coaching ensure staff skills in using digital tools and resources to deliver teaching and learning programs went to a new level with staff all making huge gains in their own professional knowledge in this area. I have encouraged all staff wishing to extend their leadership knowledge through formal study or attendance at intensive leadership PD. This has seen Scott Anderson and Naomi Bowd completing the Country Diocesan Leadership Program, Gemma Watts continue studying for her Masters of Wellbeing and 11 staff commence RE accreditation through the University of Dayton.

Our commitment to the RTI (Response to Intervention) and Professional Learning Communities (PLC) philosophy has maintained our priority in maximising the learning opportunities for every student. This philosophy urges us to invest time and resources in a way that gives all learners the best chance for success. The delivery of differentiated support has seen staff trained in MiniLit and MacqLit to support students with particular literacy needs, the expansion of our Boost reading team, the consolidation of WIN time, our differentiated approach to teaching writing and the introduction of weekly timetabled RTI problem solving meetings to allow 2 levels per week to be released. These teams work through best practice in action to differentiate learning experiences and provide an appropriately challenging curriculum for all students in our care. Differentiated support was provided throughout remote learning with over 100 children receiving academic support and over 60 wellbeing support each week. This assisted with supporting parents to help their children emotionally and with consolidation of key learning whilst at home. While it has been challenging to have no parents onsite this year to share in their children's learning, the use of digital formats for parent teacher communication, tools such as Seesaw which enable sharing of work and adaptations to Parent Teacher interviews have helped maintain authentic partnership in learning

Student wellbeing remains a firm priority with the expansion of the wellbeing team to include a full time learning diversity leader and 3 student support staff. Term 1 saw continued work in the area of positive behaviour management with the consolidation of School Wide Positive Behaviour Support framework and the implementation of a behaviour management matrix, the development of what constitutes minor and major behaviours the use behaviour management plans all which assist in fair and consistent handling of behaviour issues within the school. The introduction of blitzes to promote a desired behaviour ie using people's name, reducing rubbish is next on the SWPBS agenda for 2021.

St. Mary's continues to enjoy a positive connection to the Parish, Church and the community. We sadly said goodbye to Fr Matt mid year as he took up a new position in Mildura and welcomed Fr James to our school and parish in August. While opportunities have been limited to engage in school or Parish Mass and liturgies, our students have continued to develop a strong sense of social justice through participation in fundraising for Project Compassion, St Vinnies Winter Appeal and Operation Christmas Child and by supporting children in lockdown in Melbourne.

Finally, I wish to sincerely thank my Deputy Principal, Jason Perry, the senior leadership team, Maree our Business Manager, the wider leadership team and all our staff for their tireless efforts in supporting me and for their flexibility as the school continues to evolve and change. Thank you also to our students and families for their ongoing support of St. Mary's. As I reflect on the challenges we have been presented with globally and then consider the community we have, we

are very fortunate. Maintaining perspective, staying connected to people and trusting in Christ's loving presence enables my colleagues and myself to continue to live and work with a positive spirit that I believe can influence the culture of a school. I feel honoured to work within this community and I thank everyone within our community for their absolute commitment to our school and Catholic Education in the diocese.

Parish Priest's Report

We are quickly approaching the end of what has been a very disrupted year. Before anything else, I think we need once more to thank and congratulate all our parents, students, staff and leadership for responding so well under some very trying circumstances. As difficult as they have been, perhaps especially for some of our parents, the very real challenges have also presented opportunities for growth. In the very least, I'm sure we have never heard so many kids saying how much they miss school!

As you may know, I was appointed to Holy Family Parish at the start of June, replacing Fr Matthew Thomas. It didn't take long for me to pick up how enthusiastically Fr Matt immersed himself in the life of St Mary's. Unfortunately, COVID restrictions have disrupted my introduction to the school, and indeed the whole parish, but the new year will hopefully bring with it some more favourable conditions. I look forward to getting to know the wider school community over the years ahead.

This year is a historic one for other reasons too. As Governing Authority and on behalf of the parish, I will soon be signing a 'School Transfer Agreement' on November 24th. This agreement will hand the governing responsibility for our schools from the Parish to the Diocese, under the newly erected company 'Diocese of Ballarat Catholic Education Limited' (DOBCEL for short). Under this agreement, the parish priest will no longer be the employer of the school staff.

Catholic Education has a long history here in Australia, and this change will hopefully guarantee that tradition continuing long into the future. Looking back on our history, we must acknowledge the tremendous efforts of our parish families who so tirelessly raised funds to build up our schools in the days before Government funding, not to mention the religious and lay staff who ran the schools so efficiently on shoestring budgets. We must also acknowledge though the rapidly changing landscape of compliance and accountability. A heavy burden is now placed on our school leadership in running our schools. This change in governance structure will hopefully ensure that they have a more consistent and professional level of support across the Diocese.

School Advisory Council Report

It is with great pleasure that I present the 2020 annual report, a year of uncertainty, adaptability, perseverance, and resilience. I have had the privilege and honour of serving our school community as Chairperson of the School Advisory Council (SAC) at St Mary's Primary School for my third consecutive year. 2020 has continued to be a year of growth and understanding for me in this role and, I am very grateful for the knowledge and support of our Principal Kate, Deputy Principal Jason, and the parents and staff who volunteer their time monthly to contribute and give back to the St Mary's School community through the SAC.

ROLE OF SAC & MEMBERS

As we all know, there is a significant amount of work that goes into running a school of this size, and the School Advisory Council is only a small but important component of this.

Our role is primarily to act as a sounding board for the Principal and Leadership on matters of a financial and commercial nature. This can include such functions as:

- Planning for the present and future operations of the school
- Assisting in the recruitment of staff
- Ensuring information about the school and about Catholic Education is communicated to persons and organizations in the school community
- Liaising in all matters relating to the financial management of the school,
- Advising the Principal with respect to school policy within the confines of the Catholic Education policy and procedure.

In 2020, we welcomed Craige Kennedy and Jess Merrett and valued the fresh faces and input to the SAC. The Board consisted of myself, School Representatives-Fr James, Kate Quin, Jason Perry, Scott Anderson, Maree McLean, and Parent Representatives-Melissa Gilchrist, Kirsten Mitchell and Stephen Davies. I would like to thank the members for their passion, time and input to the strategic direction of the school and the well-being of our children. I would like to thank them for their adaptability when meetings could no longer be run onsite and in person, your patience and resilience with technology were appreciated. I would particularly like to thank Melissa Gilchrist as she finishes her time in the Primary School Setting. Melissa has gone above and beyond with her dedication and time given to the St Mary's school community with her involvement in the Parents and Friends Committee.

2020; A YEAR LIKE NO OTHER

A virus appeared, and suddenly we were in a pandemic, a year that has been filled with the unknown and anxiety. As they say in the theatre, 'the show must go on' and that is exactly what St Mary's Primary School did. Our school community was fantastic and resilient in the way in which they accepted such a huge change in their personal lives all while maintaining a high standard and consistent approach in the learning process for our students. I get a lot of very positive feedback regarding our wonderful teachers who do a great job in shaping the minds of our children and their future. There really are no words to express our gratitude for all they do. Everyone showed an enormous amount of flexibility, patience, and resilience, particularly to the teaching staff who had to totally change the norm when it comes to teaching and the 'new' learning platform we were presented with. To the Canteen staff, Education Support Officers, maintenance staff, and other support staff who contribute time and effort in support of the teachers and the school, we also say a big thank-you. I would like to personally thank the leadership team for their

commitment and professionalism in the operation of the school. Many thanks to the leadership team who supported the staff and students ensuring the 'show' went on, I know this was no easy feat.

I am always thankful for the wonderful support that the School Advisory Council (SAC) provides. When we meet each month it is always a pleasure to converse about key happenings within the school. Even the discussion on policy is appreciated, as it provides for us an insight into what the parents are thinking.

I am looking forward to another year at St Mary's Primary School as School Advisory Council Chair. I look forward to an exciting and hopefully less disruptive 2021 school year.

Catholic School Culture

Goals & Intended Outcomes

- To develop school community awareness of and a commitment to the Ministerial Order No 870 (Victorian Child Safe Standards)
- To develop school policies that are able to demonstrate the strong commitment of St Mary's Primary School to the care safety and wellbeing of all students in our school.
- To ensure thorough and rigorous practices are applied in the recruitment, screening, and ongoing professional learning of staff.
- To ensure that school personnel have regular and appropriate learning to develop their knowledge of, openness to, and ability to address child safety matters.
- To ensure the school takes specific action to protect children from abuse in line with the three new criminal offences introduced under the Crimes Act 1958 (Vic.) and in line with the PROTECT: Identifying and responding to all forms of abuse in Victorian schools.

Achievements

The school has achieved compliance with the Child Safe standards in the following ways;

- The development and implementation of a Child Safe Policy which outlines the school's commitment and practices towards ensuring a safe environment.
- The Child Safety Code of Conduct and commitment to Child Safety are prominently displayed in the foyer, each classroom and in every office and learning area in the school.
- Appointment of a Child Safe Officer.
- All policies and documentation related to the seven child safe standards housed in E Sort and Knowledge Banks which is accessible to all relevant personnel.
- Identification of ways that students can identify concerns and a clear procedure for staff to report child abuse.
- Consultation with the School Advisory Council regarding the writing of policies and procedures and the purpose of each standard.
- Ongoing professional development for staff, volunteers, and visitors relating to expectations for them to comply with school policies and procedures.
- Information provided to the school community through the newsletter and website.
- Ongoing risk assessment of school procedures and events that removes risk to children from adults.

VALUE ADDED

- Whole School Masses (Term 1).
- Assembly Prayer (Term 1 and then online).

- Daily Class Prayer (Term 1 and then online).
- Special celebration of feast days/events e.g. CESH Mass, Mary Mackillop, Year 6 Graduation Mass, Beginning and End of Year Mass. (Online and/or with Covid restrictions).
- Liturgical Celebrations e.g. Ash Wednesday, Holy Week, Advent, Mission Week (Online and/or with Covid restrictions).
- Ongoing communication with parents and the wider community through weekly newsletter.
- Staff led prayer time on Friday mornings (Term 1).
- Continued involvement of Religious Education Leader within the Senior Leadership Team.
- Staff participation in professional learning and development.
- Making connections between Religious Education and other curriculum areas.
- Collaboration among staff in planning and delivering the New Awakenings units of work.
- Celebration of Catholic Education Week-partnership between St Mary's Primary School and St Mary MacKillop College (Online).

Community Engagement

Goals & Intended Outcomes

To strengthen the schools identity as a supportive learning community that connects strongly with families and the broader community.

To continually nurture and grow a school environment that is inclusive and engaging for all.

Achievements

St Mary's actively seeks community engagement in the life of the school and throughout Term 1 it was life as normal. Brekky Club and volunteers working in the canteen provided an avenue for many parents to engage in the life of the school as did parental attendance at incursions, school excursions, and camps. Service clubs visited to read to our younger students while representatives from sporting bodies assisted with the sporting events or special events at the school St Mary's holds many activities and events which actively encourage the attendance and participation of our broader school community. In Term 1, our annual Grandparents and Friends evening attracted a crowd of over 3500 parents, carers, and extended family members who enjoyed visiting classrooms while our First Open Day in early March was well attended by prospective families.

Due to the COVID outbreak, 2020 was a challenging year to maintain our previously strong community engagement. Due to the many restrictions and during remote learning it was especially difficult as parents and the wider community were unable to enter the school grounds. However, the school explored and developed different ways to support and engage the community through the following:

In Term 1, our family engagement team which consists of staff and parents met with Tony Dalton as a mentor and critical friend and began the process of auditing our current strengths in the area of Family Engagement as well as identifying opportunities to improve current practice. While our face to face work was interrupted with the outbreak of COVID and subsequent lock-downs we did continue to meet periodically online or in smaller groups and sought comprehensive feedback from families via Google surveys about aspects of family engagement which was then used to set goals and priorities for the remainder of the year.

As parents were not allowed into the school, onsite events went remote! Our annual Great Race was instead held around the neighbourhood by families with daily tallies entered remotely and student efforts shared via our Facebook page or on Seesaw while Our Book Parade and Annual Christmas Carol Evening were revamped to allow parents and caregivers to still engage from afar. Facebook became a chief point for communication with regular videos of events and important information communicated via this medium. The development of a school Instagram page also supported community connections to our school and students.

Support was provided for families where English is a second language with online and phone support given with home learning by our band of bilingual aides

Throughout the course of the year, staff actively built parent involvement and engagement in the learning process. During Term 1 and 4, Year level newsletters were sent home regularly, and special events were advertised on the newsletter, via PAM, on the local radio and shared on social media. The back page of the weekly newsletter was still assigned to a different class each week who showcased their learning. The use of Google classroom in the middle and senior area of the school and the use of Seesaw in the junior school became our chief avenue for children to

engage in their learning with their parents and in many ways, the COVID experience meant that more than ever before parents were actively engaged in all aspects of the life of the school.

Our whole school assembly was run each week by a different class who led us in prayer and this continued throughout remote learning and Term4 with a video of this and our Student of the Week Award winners uploaded each Friday onto Facebook.

The School Advisory Council continued to be fully represented with all positions filled. They demonstrated a strong commitment to the life of the school and their work and support throughout the year which was primarily conducted on Zoom was much appreciated.

Embracing an alternative format, our students participated in the Australia Day ceremonies, the ANZAC Day March and Remembrance Day, and our amazing school captains organized activities which supported local, national and international agencies including the Good Friday Appeal, Do it for Dolly Day, St Vincent De Paul and Caritas. While in remote learning, highlights include the Footy Colours Day, PJ Day and the Crazy Socks or Hair Day and the Virtual Pet parade. These events kept students and families connected to each other while learning from home.

Not being able to physically meet with families was challenging but also allowed provided the opportunity to think creatively about engaging the wider community. Parent Information Evenings and School Open Days for prospective families were held remotely using Zoom and our School transition program Flying Start was held in both a remote and revamped onsite format.

Parent-Teacher Interviews and Meet the Teacher Chats provided an opportunity for parents and staff to look at the strengths and individual learning needs of each child and set goals for future learning during Term 1, while Parent-teacher Conversations were held either remotely or in a COVID safe way throughout the remainder of the year

Regular Principal updates on Facebook, the use of students to share school news on Facebook or Instagram and feature in ads and school based video productions and regular advertisements and features in the local media and on the radio all assisted to celebrate school events and achievements with the wider community.

PARENT SATISFACTION

Parent Partnership 94

Parent Input 94

School improvement 97

Connectedness to School 101

Student motivation 102

Leadership & Stewardship

Goals & Intended Outcomes

To refine and articulate a clear leadership model for St Mary's Primary School and build the capacity of all members.

To strengthen and sustain a culture amongst staff that is characterized by a shared vision, professional inquiry, a strong sense of teamwork and a focus on continuous learning and improvement for all.

Achievements

Without a doubt, 2020 was an unprecedented experience to lead and work in an educational setting. It necessitated decisive action to make swift changes to our regular working environment and to create the necessary policies, procedures, and protocols to accompany this. It required leading staff into unknown waters and supporting their anxieties while ensuring they prepared their students to be ready for remote learning and tackle it with a positive mindset, even though they missed seeing their friends and teachers face to face. Equally, so it required new ways of interacting with parents, staff, and students while still lading our school forward with a focus on maintaining a quality Catholic education. Despite this period of uncertainty, we were able to achieve many things throughout the school year.

General Achievements

Staging in the Facilities Master Plan was reordered to prioritize the building of new classrooms and ultimately reduce the number of portable buildings onsite. We put in a submission for Capital Grants in March and were notified in November that we were successful in obtaining federal funding to assist with building a \$2.1 million project to build a new junior hub that would house 8 classes with an internal learning street that links all rooms to each other. Works will commence in 2021 with a 2022 finish date.

Following a successful VRQA audit, the lead-up to the transfer of governance to DOBCEL was relatively smooth with the information provided to staff, SAC, and families about the changes to governance arrangements for parish schools in the Ballarat diocese from January 1, 2021.

During COVID, reduced staff and student numbers onsite created an opportunity to complete a number of building and maintenance projects. The library was refurbished, a technology hub created and new equipment and resources for coding & robotics and makey makey kits was purchased for use by classes when they returned to school. Classroom technology facilities were also upgraded with the installation of 12 new interactive screens in rooms and the purchase of additional banks of ipads to support home learning in the junior school during remote learning.

A loan was taken to install solar panels on both the administration block and the gym roof while as part of our commitment to child safety, panelled fencing was installed across the front of the school, complete with electronic gates at the entrance and exit points of the staff car park.

Our grounds were a focus with the installation of a memorial garden honouring our Josephite heritage and, a meditation labyrinth incorporating pavers' purchase in our centenary celebrations. New gardens and block work were installed outside of Foundation classrooms and the installation of a musical garden at the front of the school was very well-received by our junior students.

We continued to work closely with the Shine Bright Kindergarten EMY, and it was exciting to confirm the opening of an autonomous preschool, Shamrock Park within our grounds in 2021.

This has been the culmination of almost 18 months of work and negotiations to have a three-year-old and four-year-old kindergarten on site, and we look forward to officially opening in February 2021.

2020 saw the expansion of roles for Year 6 leadership. In addition to the traditional student leadership roles of School and House Captains, Media Leaders, Sustainability Leaders, Office Support leaders were also appointed. A Student Leadership handbook was produced which outlined the opportunities for all senior student Leadership roles. These opportunities have seen students grow in both confidence and maturity under these programs and saw themselves as leaders and making a positive difference in the life of the school. The Year 6 level had a highly successful leadership day in February facilitated by Fr Matt, the Senior Leadership Team, and the Year 6 teachers. Our School Captains were truly impressive in the way they adjusted to leading remotely and worked with the senior leadership team to organize online school events, record messages of encouragement to their peers, and run school assemblies from their homes.

A restructuring of the Senior Leadership team to one Principal and one Deputy Principal and our RE Leader allowed the appointment of a full time Learning Diversity leader. All other leadership roles were filled and structures put into place in 2019 were consolidated and refined with the continuation of weekly leadership meetings and weekly Senior Leadership team meetings weekly Wellbeing team meetings and regular LSO meetings conducted in school hours. These were able to continue using Zoom during which continued to strengthen our commitment to building a collective leadership culture by sharing and distributing leadership responsibilities and nurturing and supporting others to become influential leaders themselves.

The wellbeing of staff and students was a priority in 2020. Families experiencing economic uncertainty and concern over school fees were offered fee relief and a number of families reduced or adjusted their direct payments in light of this. We have experienced increased levels of anxiety in some children and from some staff members during remote learning and on the return to school which was supported on a case-by-case basis. As a Leadership Team, we were mindful of staff and student fatigue in the transition back to school so have reduced after school meetings and commitments for staff and have ensured that while students have returned to a focus on learning in the classrooms it has been balanced with a focus on their wellbeing and with re-establishing routines and structure.

COVID made traditional forms of school promotion and advertising difficult but also provided the opportunity to look differently at the way marketing was undertaken. In a strategic move to create a stronger online presence, The Digital schools company was engaged to produce a new website complete with a series of videos that showcased the school's many strengths. Facebook and Instagram became key communication tools as was the increased use of radio advertising to reach prospective families.

The leadership team has consolidated the strategic use of data throughout the school to monitor progress and inform all teaching and learning programs and practices. This has resulted in staff really knowing the unique learning needs of each student and developed a sense of collective ownership of achievements and results by all staff.

Comprehensive Professional learning schedule outlining all staff Professional learning is circulated by the start of each term. All staff meetings and weekly professional development for staff is aligned to the Schools Annual Action Plan and the AITSL standards, to ensure sufficient time was allocated to focussed discussion and professional development around key priorities.

A whole school closure day in Term 1 on the Power of Feedback consolidated some practices and led to the use of many new strategies and a greater emphasis on student-teacher feedback while there was certainly plenty of professional development in the technology space, with all staff

quickly earning the ropes of Zoom and enhancing their skills in using Google Classroom, Google Meets, and SeeSaw. The staff's positive approach and commitment to having a go and quickly mastering the online environment was fantastic and enabled a smooth /rapid transition from onsite to remote for students & their families.

Key to upskilling staff was the commendable efforts of our Curriculum Leader Mardi Hall, Technology Leader and Deputy principal, Jason Perry, and the wider leadership team who put in many hours guiding staff through the roll-out of our online platform, troubleshooting along the way, and being flexible and resilient as we worked through a whole new way of operating.

We continued to recognize the need for teachers to have time to talk professionally about their students and their learning and have committed additional non-face-to-face teaching time allocation for this to occur as well as a monthly RTI meeting for each level. Professional conversation time has been consistently built into the weekly level meeting times which includes a whole school weekly professional focus facilitated by the Curriculum or Unit leader, analysis of data against the RTI questions in order to diagnose and respond to student needs, sharing of teaching strategies and expertise and work on developing and embedding a guaranteed and viable curriculum in all key curriculum areas.

To ensure sufficient time was allocated to focussed discussion and professional development around key priorities.

A whole school closure day on Establishing a Culture of Feedback facilitated by Anna Development Days, consolidated some practices and led to the use of many new strategies and a greater emphasis on student -teacher feedback while Andrew Douch led staff through an upskilling in their use of integrating technology seamlessly into the curriculum. We have recognised the need for teachers to have time to talk professionally about their students and their learning and have committed 45 minutes of additional non-face to face teaching time allocation for this to occur. Professional conversation time has now been built into the weekly level meeting times which includes a whole school weekly professional focus facilitated by the Curriculum or Unit leader, analysis of data against the RTI questions in order to diagnose and respond to student needs, sharing of teaching strategies and expertise and work on developing and embedding a guaranteed and viable curriculum in all key curriculum areas.

A restructuring of the leadership team to one Principal and two deputies saw little difference to the way we operate as a team at St Mary's. All leadership roles were advertised and filled and structures put into place in 2018 were consolidated and refined with the continuation of weekly leadership meetings and weekly Senior Leadership team meetings and the introduction of a weekly Wellbeing team meeting and regular LSO meetings conducted in school hours.

The establishment of a new leadership structure with defined role descriptions includes a Principal, 2 Deputy Principals and Religious Education Leader (Senior Leadership team), the introduction of a full time Curriculum Leader and the appointment of a broader Leadership Team which consists of Senior Leadership and Unit Leaders. This has been the result of a deliberate shift to building a collective leadership culture by sharing and distributing leadership responsibilities and nurturing and supporting others to become influential leaders themselves. The broader Leadership Team are all non-classroom based for a day per week allowing substantive time for planning, data sharing and a focus on student improvement.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Feedback -staff to student and student to staff

Seasons for growth

Seesaw

Google Classroom

MultiLit

MacLit

Grow Your Mind (Wellbeing)

Resilience Project

Dayton University - RE Accreditation

Enneagram profiling

Family Engagement -Tony Dalton

First Aid

Use of sensory tools and resources

Number of teachers who participated in PL in 2020

43

Average expenditure per teacher for PL

\$507

TEACHER SATISFACTION

- Teamwork Ownership 102
- Engaging Practice 98
- Teacher Confidence 97
- Quality Teaching 102

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

87.3%

ALL STAFF RETENTION RATE

Staff Retention Rate

87.8%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	7.5%
Graduate	10.0%
Graduate Certificate	0.0%
Bachelor Degree	77.5%
Advanced Diploma	12.5%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	53.0
Teaching Staff (FTE)	41.3
Non-Teaching Staff (Headcount)	35.0
Non-Teaching Staff (FTE)	21.9
Indigenous Teaching Staff (Headcount)	2.0

Learning & Teaching

Goals & Intended Outcomes

Engaging students in rich and authentic learning experiences.

Embedding a culture of shared leadership and continuous learning for all.

Developing an authentic Catholic culture in our school community.

Achievements

2020 was a year that provided the chance for new learning for teachers, students and families as a result of the COVID-19 pandemic. Our learners continued to grow and develop a broad range of competencies and skills in and out of school with teachers, students and parents rapidly adjusting to new modes of learning. With short notice, our school team quickly moved towards having to identify and implement viable alternatives to the traditional model of teaching in a physical classroom. Whole staff PD became vital and was provided on a weekly basis covering content from Zoom Meeting, Google Meets, Google Chats, Screen casting and Virtual Classroom teaching etc.

The value of technology to support curriculum was strongly evident as teachers began to quickly upskill and adjust to increased use of technology. Our "Learning for Home" continued to go from strength to strength. Our school format ensured we had a balance of online and offline learning experiences and opportunities to meet the learning needs and styles of our families and students. Learning schedules were sent out to families of a Friday prior to the week ahead and our Parent Engagement also went from 'strength to strength". Our committed staff continued to refine and implement engaging learning experiences for our students based on feedback from staff, students and parents. With a collaborative approach, staff continue to meet throughout the week to discuss ways to deliver key learning content, while aiming to be creative in its planning as well as flexible to cater for both students and families. All our rooms continued to increase Google Meets sessions, redefining the purpose of these sessions and the teaching opportunities that could be created through a Google Meet session i.e.: Explicit writing sessions, reading strategies and early reading behaviours, the unpacking of Mental Maths/Stepping Stones key concepts and many more.

As a school we continued to increase and provide daily opportunities for students to meet individually or in small groups with classroom teachers, with a strong focus on guided reading, guided writing sessions, Mental Maths and Stepping Stones support along with wellbeing check-ins. Extra individual google meets were added for children in Intervention programs to ensure student engagement and continued learning needs were being met and continually catered for.

Seesaw continued to provide a strong link with daily home and school learning experiences. This great digital tool provided the opportunity for personalized feedback to our students and parents and continued to be an important focus for our teachers and school during remote learning along with keeping us connected.

Staff meetings were conducted weekly by Zoom as were weekly level meetings to address the wellbeing and learning needs of our students, families, and staff members. Daily and weekly check-ins provide vital feedback as well as a chance to continue to support and celebrate this new learning journey as a team.

Our Parent Engagement continued to go from "strength to strength" in 2020. Although at times families found "Learning from Home" a challenge overall, there was definitely a positive parental perception of the school and our dedicated educators.

The continued expansion of our instructional coaching team with 3 experienced classroom-based teachers and mentoring of 4 Unit leaders continued to improve our whole school teaching practice along with modelling and embedding rich and authentic learning experiences across all classrooms. The coaching cycle has provided an opportunity for staff to further refine and depth their teaching practice. Coaching cycles have been closely aligned to goals created by staff in their term Professional learning plans and expanded opportunities for staff to build capacity to give and receive feedback from coaches, colleagues, and students. Consistent protocols and processes have been implemented in the giving and receiving of feedback and aligns strongly with our whole school approach I do/You Do & We Do. The staff has been upskilled in the key elements that are required to be present for feedback to work and the value-adding that peer feedback assists in students becoming more intuitive to the criteria that are required to reflect that learning.

Whole school PD and coaching on Feedback, Shared and Modelled writing, Guided Reading, Shared and Modelled reading, Punctuation and Grammar and comprehension along with the introduction of the Resilience Project, deepened staff understanding about what and how to teach key aspects of the curriculum and challenged staff to think more deeply about ways to improve their own practice.

The curriculum programs we run throughout the school are all evidence-based, and we use the explicit teaching approach based on I Do, We Do and You Do. Through this engaging model, we are able to cater to a range of different learning needs and learning styles as well as developing a love of literature, in a safe and supportive learning environment. Learning Intentions and Success Criteria are embedded for all key curriculum areas with teachers identifying quality assessment tasks that will demonstrate student knowledge and understanding of the subject, content, and skills taught. STARS online for our students in the Year 2- 6, continues to add enhancement and enrichment for all students in the area of comprehension. Athletics has supported differentiation permeating throughout our Numeracy teaching practice. Implementing RTI continues to support the significant shift in collecting and using data purposefully to identify what students already know/need to be taught and then planning differentiated teaching and learning experiences to support this.

Embedding the use of data collection and storage to a shared platform (Team Drive) has made our data transparent and has really assisted in developing a collective responsibility for improving standards.

Our commitment to the RTI framework and adoption of the PLC and RTI questions and culture to reference teaching and learning decisions has provided the reference for all decision-making about targeted intervention to best meet the needs of all children. With RTI sessions timetabled weekly for levels to meet with the Principal, Deputy Principal, and Learning Diversity Leader and Curriculum Leader.

We have a school-based Technology Team along with an active Google community where staff store data and share information through Google Drive and Team Drive. We have dedicated significant time to the Professional Development of staff in the area of Technology and continued to explore a variety of ways in using the digital platform of Seesaw. This is implemented through closure days, ongoing PD in the weekly professional learning meetings through in-class coaching from the School Digital Technology Leaders

The Smart Art program has significantly raised the profile of Art in the school and provided rigorous and ongoing professional development for the Creative Arts staff. The opportunity for all staff to participate in the whole school art PD provided by ZART have also assisted with

Improving staff skills and confidence to plan and teach this confidently within their classrooms.

The area of music has also been excitedly enhanced with the purchasing of new musical equipment: a piano, drum kit, and a class set of ukuleles and guitars.

To ensure a guaranteed and viable curriculum is offered to all students, PD and staff meetings have occurred to ensure a strong understanding among all staff in relation to Essential Learning Standards, drawn from the Victorian Curriculum in Reading and Writing and Numeracy. Professional development and the constant highlighting of newly created essential Foundation-6 learning documents have assisted all staff to discern what is essential to be taught in each year level in Reading and Writing, when it is taught, how it is assessed and the prior skills required to ensure mastery. Banks of common assessment tasks are also housed with Essential Learning Statements have been expanded to assist with a consistent and comprehensive data collection and analysis.

R.E planning utilizes the New Awakenings preform with the support from the school RE leader as well as the CEOB.

The use of whole-school professional development planned around school action plan priorities, systematic and regular staff professional learning that focuses on best practice or targets increasing competence in a particular curriculum area and weekly attendance at level meetings to engage in professional conversation around an aspect of the curriculum or to provide some specific PD.

The school's culture is driven by the belief that every child is capable of being a successful learner. This is a constant message and one that is recalibrated each year to ensure all new staff understand the why - 'why we do what we do 'at St Mary's and our school mantra "Every child Matters every day". Our staff form the belief that all children can learn to high levels given the right time and support. Staff know their students and how they learn, using data to drive decision-making about what they need to learn next and how best to achieve this. We have well documented and structured intervention, facilitated by the Special Education & Curriculum Leaders and monitored by Unit Leaders. This includes evidence-based intervention within classrooms and across levels to cater for intervention and extension.

Collegial and collaborative teams work across each year level. All staff are released together during non-face-to-face teaching time to share planning, design a range of purposeful and engaging experiences for students, discuss and analyze data, and to share and support each other in their work. This year all staff have been provided with three hours non face to face release to assist with time being prioritized for data-driven conversations.

The Learning and Teaching Policy and Assessment and Reporting policies have been updated to reflect changes in data collection and reporting guidelines. The production of a Teaching and Learning Handbook which clearly outlines our practices and processes has assisted all staff to understand agreed practices and ways of working.

Engaging students in their own learning has been a focus with staff actively working on planning units of work with many opportunities for student voice and choice embedded in learning experiences and where children are being engaged in and given opportunities to set learning goals and share their learning. Students now regularly use their pre and post-data testing results in reading, writing, spelling and maths to identify their current levels of achievement and what they are required to do in order to improve.

There has been a continued focus on teachers moving from 'my' to 'our' data across levels and units, with data discussions featuring at each unit meeting and at our weekly leadership team meetings. The use of consistent questions to inform the conversation has been introduced with staff encouraged to reference discussions around children's data against the 6 PLC and 4 RTI questions.

With the introduction of the NCCD requirements, our systematic approach to providing services and intervention for students with additional learning needs has been further refined. There is a designated Special Needs and Curriculum Leader, 2 Student Support Officers, and an established RTI team to ensure we do all we can to best meet the individual learning needs of each child in our care. Having adopted the RTI framework there are increasing levels of intensity (Tiers 1-3) of support based on progress monitoring and data analysis. A variety of evidence-based intervention programs in numeracy and literacy are provided within a multi-tiered approach in classrooms, small groups and 1 to 1 instruction dependent on individual students' learning needs.

Whole school moderation in writing occurred twice yearly with staff moderating against the school essentials and aligned against the Victorian Curriculum work samples. Moderated pieces of writing have been scanned to create banks of writing samples to use to moderate and to create annotated 'bump it up walls' for students' to use a rubric against which to assess their own writing. The continued implementation of WIN (What I Need) into our writing block of a Thursday & Friday continues to strengthen and allow for differentiation and enrichment.

STUDENT LEARNING OUTCOMES

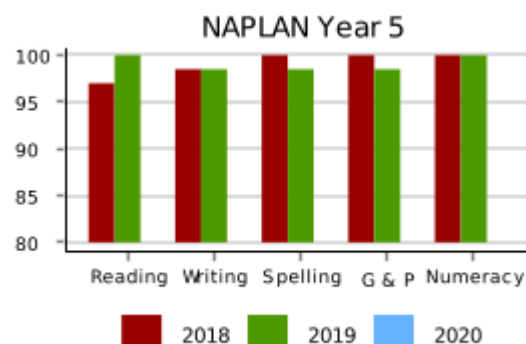
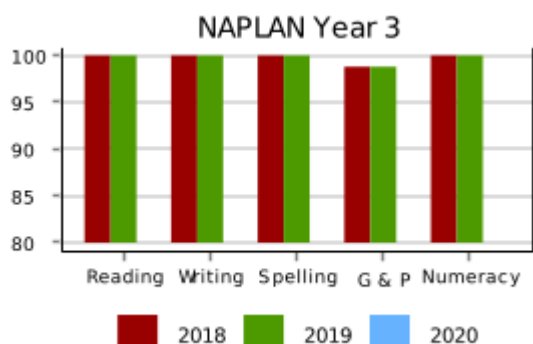
N/A

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	98.8	98.8	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	100.0	98.5	-1.5		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	97.0	100.0	3.0		
YR 05 Spelling	100.0	98.5	-1.5		
YR 05 Writing	98.5	98.5	0.0		

* 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.



Wellbeing

Goals & Intended Outcomes

- To strengthen students' engagement in contemporary learning
- To strengthen students' social and emotional learning and to have a whole-school approach to positive behaviour management
- To promote and encourage staff wellbeing

Student Wellbeing aims to promote and enhance the personal, social, physical, emotional and spiritual nature of students. Key elements of student wellbeing are positive self-regard, respect for others, positive relationships, responsible behaviours and personal resilience. These attitudes and skills are taught as well as expected of the children. The key strategies are to maintain a consistent approach to Positive Behaviour Support, explicit teaching of Social and Emotional skills and the use of restorative language.

Staff wellbeing is also paramount in contributing to a positive culture.

Achievements

Due to the COVID outbreak, 2020 was a year that required our school to think differently about how we promoted student and staff wellbeing. Our focus was about providing as much support as we could during remote learning and when children finally returned to school. We implemented the following during remote learning:

- Posting wellbeing support and videos on our schools Facebook page.
- Wellbeing team conducting Zoom meetings with families and individual children on a weekly basis.

On a day-to-day basis, numbers doubled onsite during the second lock down to approximately 20% of our student population working onsite. This was due to the fact with many essential workers and parents with a child with a disability required onsite supervision. Offsite staff were amazing in taking their remote learning to the next level and the inclusion of individual sessions for students who need additional support with numeracy, literacy and /or emotional regulation or anxiety (170 plus sessions run each week) by our Boost and Wellbeing teams, helped to support students and families at their point of need. Families were incredible providing genuine partnership and shouldering so much on the home front.

Support for staff with mindfulness and other wellbeing support that could be accessed from our Shared Drive aswell as teachers checking in with families through phone calls, Seesaw posts, and Google Meets.

The wellbeing of families and staff has been a priority this year with COVID adding a new layer to our work. Families experiencing economic uncertainty and concern over school fees were offered fee relief and the number of families reduced /adjusted their direct debit/payment form. We were mindful of staff and student fatigue during remote times with only 1 short staff briefing running each week and our weekly check-ins with each level, Wellbeing team, LSO's and admin staff were held after lunch instead of after school.

Staff PD days were re-examined and some PD's moved to 2021 to allow a strong focus on PD around staff and student wellbeing, personal resilience & positive psychology

General Achievements

Employment of a full-time Wellbeing Support person to support students and families with social/emotional needs and four part-time Wellbeing support people to work with the whole class, small groups, and individual children on a needs basis.

Reviewed and made significant changes in our 'St Mary's Way' in light of School Wide Positive Behaviour Support.

Consolidation of the Year 6 student leadership program to provide all with skills in their area of strength.

Development of student devised individual learning goals and reflection on these as a means of growth.

Use of Seesaw posts on a regular basis for children to share their learning goals and celebrate their achievements.

Implementation of student-led conferences in Year 5 and 6 and 'three way chats' in Years 2, 3 and 4.

Using regular PSGs to reflect and refine student goals.

Increased the number of LSO's across the school to support children with specific needs.

Engagement of paraprofessionals to support individual students and their families with particular social and emotional needs (Occupational Therapist, CAMHS, counsellors).

Building understanding and empowering teachers to utilize Brain Gym & Movement Programs and mindfulness techniques with their classes to help support children to be ready for learning.

Ongoing commitment to PAL (Foundation-Year 5/6 buddies) program and bus buddies.

Commitment to having a diverse range of activities available for children to utilize during break times (Library, Lego club, gardening club, mediation, yoga, and imaginative play activities).

Establishing Child Safe Practices & Protocols.

Tracking student behaviour (Simon) and consistent follow up and communication with the parent.

VALUE ADDED

Implementation of SWPBS as a framework for developing a systematic whole school approach to positive behaviour support.

Extended use of Boost teachers Year 1-3.

Increased use of bilingual aides - Foundation and other year levels.

Embedded use of Shared Drive to record interventions work - Boost, Reading Recovery, Fundamentals, QuickSmart Maths, SPELD, Speech and Language programs with monthly updates recorded by relevant people.

Increased number of support staff in response to children's needs.

Scheduled meetings each week with the wellbeing time that has agenda items and kept in Shared Drive.

Peaceful Kids trained wellbeing support staff who conduct group sessions each week.

STUDENT SATISFACTION

N/A

STUDENT ATTENDANCE

Regular attendance at school is essential for students to maximize their learning. The school in partnership with parents is responsible for promoting regular attendance of students. The following procedures are followed to monitor and address non-attendance;

- Attendance is checked twice daily and entered electronically on SIMON.
- Parents/Carers are required to notify the school of the reason for any absence.
- An SMS message is sent by 9:30 am for any unexplained absence and a follow-up phone call is made if the SMS has not been responded to by parents or carers Attendance is constantly monitored and frequent non-attendance is followed up by leadership with a phone call and if necessary a letter.

During remote learning, rolls were taken remotely by staff working from home at 9:00am and uploaded to the onsite staff. Onsite student rolls were marked and the two correlated on SIMON (software used) to generate an accurate attendance roll.

Unexplained absences were followed up with an SMS that is automatically generated at 9:30am and /or a phone call by the onsite office staff.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	93.1%
Y02	93.8%
Y03	93.1%
Y04	93.9%
Y05	92.7%
Y06	96.0%
Overall average attendance	93.7%

Child Safe Standards

Goals & Intended Outcomes

- To develop school community awareness of and a commitment to the Ministerial Order No 870 (Victorian Child Safe Standards)
- To develop school policies that are able to demonstrate the strong commitment of St Mary's Primary School to the care safety and wellbeing of all students in our school.
- To ensure thorough and rigorous practices are applied in the recruitment, screening, and ongoing professional learning of staff.
- To ensure that school personnel have regular and appropriate learning to develop their knowledge of, openness to, and ability to address child safety matters.
- To ensure the school takes specific action to protect children from abuse in line with the three new criminal offences introduced under the Crimes Act 1958 (Vic.) and in line with the PROTECT: Identifying and responding to all forms of abuse in Victorian schools.

Achievements

The school has achieved compliance with the Child Safe standards in the following ways;

- The development and implementation of a Child Safe Policy which outlines the school's commitment and practices towards ensuring a safe environment.
- The Child Safety Code of Conduct and commitment to Child Safety are prominently displayed in the foyer, each classroom and in every office and learning area in the school.
- Appointment of a Child Safe Officer.
- All policies and documentation related to the seven child safe standards housed in E Sort and Knowledge Banks which is accessible to all relevant personnel.
- Identification of ways that students can identify concerns and a clear procedure for staff to report child abuse.
- Consultation with the School Advisory Council regarding the writing of policies and procedures and the purpose of each standard.
- Ongoing professional development for staff, volunteers, and visitors relating to expectations for them to comply with school policies and procedures.
- Information provided to the school community through the newsletter and website.
- Ongoing risk assessment of school procedures and events that removes risk to children from adults.