



St Mary's School

Swan Hill

2021

Annual Report to the School Community



Registered School Number: 1084

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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 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

25/03/2022

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

Governing Authority Report

The governance of fifty-six schools in the Diocese of Ballarat was transferred to Diocese of Ballarat Catholic Education Limited (DOBCEL) on 01 January 2021. Thus, beginning an exciting and challenging first year of governance under DOBCEL and continuing the long partnership between all schools of the Diocese and Catholic Education Ballarat (CEB) of continual improvement of learning outcomes for the students in the schools of the Diocese.

COVID-19 continued to cast a long shadow over the communities in the Diocese. Our students, their families and our dedicated staff are to be commended for their ability to move from one mode of learning to another with very short notice. The true impact on learners may not be known for years. We may well reflect on the 'challenging and uncertain times of COVID' in a similar way to the those reflected on the Spanish Flu a century ago. We will remember with awe the commitment of our school communities, those who lead them and their staff. We will also speak of the resilience of the children of this generation in meeting a 'new normal' and often leading our wider communities in an optimistic response.

In 2021, our school communities and CEB have maintained a strong focus on reviewing and updating policies, procedures and practices that reflect the new governance model and continuing their commitment to providing safe, learning environments for all learners.

I thank the priests of our school communities for their ongoing pastoral care and ministry, without the demands of Governance resting on their shoulders. I acknowledge and thank the Principals of our schools for their committed leadership, care and support of their school community.

I commend this Annual Report to the School Community as a summary of the many achievements in supporting the learning needs of our students.

Tom Sexton

Executive Director

Diocese of Ballarat Catholic Education Limited

Our School Vision & Mission



We are a child
safe school

St. Mary's Primary School Swan Hill

Shine

"...shine among them like stars lighting up the sky!"

Philippians 2:15

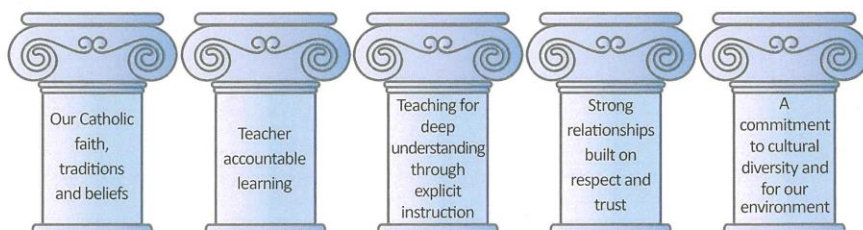
Vision and Mission Statement

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.

Foundational Pillars

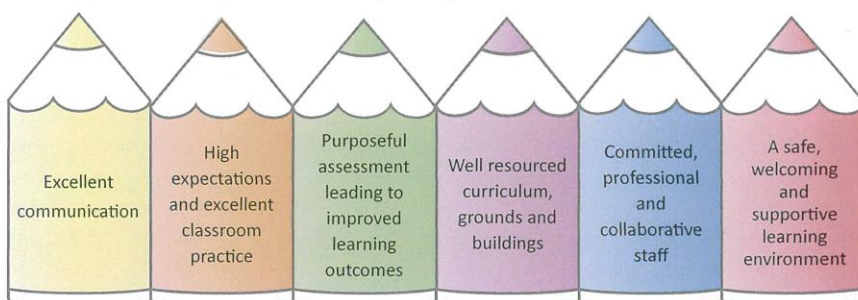
Our vision and our pedagogy about how children learn

We believe in:



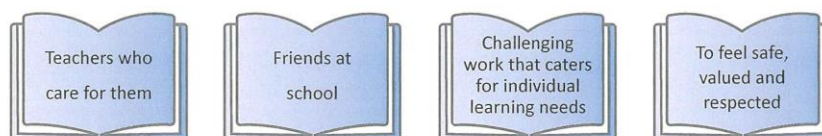
Givens:

For every learning environment



Students need:

Imperatives of student engagement



Moral Purpose / Responsibility

We are committed to improving the lives and learning of every child.

(Every child matters, every day.)

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 multi-purpose 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-centred 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, it gives me great pleasure to present this report at the AGM. I feel very fortunate to lead a school community where staff, students and parents work as partners in their children's education. The reality is that 2021 has proved to be another challenging year and the learning experiences and projects that have taken place throughout 2021 could not have happened without a great deal of commitment and collaboration from parents, staff and our parish.

I continue to be privileged to work with such a professional and dedicated staff. I have always known our staff are innovative, caring and very professional, but the ongoing turbulence caused by COVID-19 has accentuated these qualities. Despite the many challenges and the stop/start nature of this year and the challenges of continuing to provide a quality education in the midst of 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 huge thank you must go to our School Board Chair, Laura Crow, and the School Advisory Council for their commitment to St. Mary's School during 2021. 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 innovative and fresh ideas posed by our P & F and their ability to continue to provide new and exciting opportunities for students to enjoy time together when at school. In particular, the work of Jess Merrett, Renee Hirst and their team undertook organising the Junior Welcome picnic and the hugely successful Colour Fun Run, which was an absolute highlight for students this year.

We started the school year with 588 students, including 71 Foundation students. Our community comprises 27 classrooms, 380 families and over 85 staff. The impact of COVID-19 has not affected enrolments with a number of families relocating from Melbourne and larger regional areas, to take up work opportunities or enjoy a change in lifestyle. Throughout 2021, we welcomed several new staff on-board through our uni to grad program, as LSOs or to replace teaching staff who took maternity or medical leave as the year unfolded. The weddings slowed down but with a few babies, retirements and staff taking up opportunities to work as PTT staff in small regional schools has made for another busy year.

Shamrock Park Preschool

With support from the Holy Family Parish, it was exciting to confirm the opening of a preschool on-site in 2021. Shamrock Park opened its doors to 22 four-year-olds and 20 three-year-olds and we have had an extremely positive connection with the preschool staff and their students throughout the year. It was exciting to learn that all 22 preschoolers enrolled at St Mary's for Foundation next year and that both 3 & 4-year-old groups were fully subscribed for 2022 with plans to increase the size of the 4-year-old group. The MPR building has been refreshed with funding obtained by the Shine Bright organisation and their grounds have been enhanced with the installation of a bike track and new playground.

OSHC

The establishment of our own St Mary's Out of School Hours Care service and securing a partnership with Swan Hill North Primary School to obtain an establishment grant to assist with setup costs, has created a unique opportunity to provide, not only a much-needed service for our own families, but one for the wider community as well. The OSHC area in the gym looks amazing and there has been a very positive uptake from families. Starting with three children in July, the OSHC service, known as @ 2 Murlong, has continued to grow and evolve and now employs 10 part-time staff and provides before and /or after school care for up to 35 children each day. We anticipate our numbers will continue to increase in the future with new families to the school showing interest in this program.

The Junior Hub Project

We were fortunate to obtain Federal funding to build a large junior hub, which will contain 8 classrooms and a learning street. Plans have been refined and the finished product will provide a vibrant and contemporary learning area for two year levels. COVID-19 created some minor delays, with the project currently at the tender stage. We have been fortunate to be provided with an additional portable to support accommodating four classes while the building takes place. High demand for building and supply issues may impact on our anticipated start date in 2022, but we currently have sufficient classroom buildings to accommodate our numbers if this occurs.

COVID-19

No one anticipated the year that was. We started the year off with such enthusiasm and optimism that we had weathered the pandemic and no-one foresaw that, in many ways, 2021 proved far more challenging for both staff and students in terms of wellbeing, engagement and sustained periods of schooling offsite. While our recent exposure to the virus has again tested us as a community, it has been impressive to see how staff have faced this new challenge. They have supported families and students affected with care and compassion and it has also been heartening to see how our parent community has rallied around each other providing everything from meals, treats, gifts to shout-outs and messages for families in isolation. 2021 has continued to be 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 have responded in an incredibly professional manner to the demands of making swift changes to the way we work in response and to prepare for remote learning with very little notice. They have become adept at supporting children to move between onsite and offsite learning and tackle it with a positive mindset, even though they missed seeing their friends and teachers face-to-face. Equally, parents have again done 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, on the whole, took remote learning in their stride, with many, despite missing the social connection and normality of school routines, showcasing some incredible skills and talents. Our student leaders were good role models in the way they adjusted to leading remotely and worked with the senior leadership team to organise online school events, record messages of encouragement to their peers and host Student of the Week.

Grounds and Maintenance

In 2021, we have continued to upgrade and extend our school grounds and buildings. The library was completely refurbished and remodelled into a modern and very attractive new staffroom. It has proved to be a very versatile space capable of accommodating all staff in a COVID-safe way and the additional outdoor area for staff, currently under construction, will further complement this area. The original staffroom was refurbished and remodelled into a beautiful library for the students. The end result is a bright and colourful area with inviting reading spaces and nooks and attractive work areas. The installation of a second gaga ball pit proved to be a highlight and the expansion of our vegetable garden has been a source of pleasure for many of the classes who care for their area.

Flying Start Goes Remote

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. With restrictions in place, the Flying Start program went remote!! Our Flying Start team again 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 during Term 3, with around 50 children participating and conducted the majority of our new Foundation enrolments online. With everything from the baby brother to Lego dragged to the screen to show us, these enrolment interviews proved very entertaining. This term our Transition to School program continues with 3 weeks of on-site sessions commencing later this month.

Teaching and Learning

Academically, 2021 was another successful year for St Mary's, with NAPLAN results and mid-year PAT testing indicating the majority of students continued to maintain 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. Support through the school tutor funding and additional staff employed to provide intervention support also addressed identified gaps in learning for children. For staff, there were also many learning opportunities. In the first half of the year, the PD in HITS, the continued use of instructional coaches and adoption of EI for coaching programs, assisted to build teacher efficacy and self reflective practice. The second half of the year proved more challenging to do this in person, so PDs were largely conducted remotely and provided an opportunity to work with international and national experts in the area of high-impact teaching strategies and also trauma informed teaching. I have encouraged all staff wishing to extend their leadership knowledge through formal study or attendance at intensive leadership PD. This has seen Gemma Stewart continue studying for her Masters of Wellbeing, and we will have 9 staff graduate with 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. This area of the school has been bolstered with an injection of funding

through the School Tutor Program and has been used to differentiate support for 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 consolidation of weekly timetabled RTI problem-solving meetings to allow two 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 90 children receiving academic support and over 80 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 wellbeing team consisting of a full-time Learning Diversity Leader and three student support staff. An additional staff member has been employed for 2022 to support the emotional needs of our students. Term 1 saw the introduction of The Resilience Project and an emphasis on building student resilience, in the face of adversity, gratitude and empathy and mindfulness. The take-up from staff and students has been incredible and all saw value in the program. One of the highlights on our school Facebook page this year was the school captains' DIS moment challenge, which came about from their work with the Resilience Project.

St. Mary continues to enjoy a positive connection to the Parish, Church and the community. Our sacramental program moved to a parish-based model and Fr James has done a fantastic job, under challenging conditions, to coordinate families and ensure children are able to receive the various sacraments at different Masses over a number of months. While opportunities have been limited to engage in school or Parish Mass and liturgies, our students have continued to develop their sense of social justice through participation in fundraising for St Vinnies Winter Appeal, Operation Christmas Child and the Minus The Mullet event.

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 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 have remained fortunate. Maintaining a sense of optimism, staying connected to people and trusting in Christ's loving presence has enabled all those who work in service of our school community to live and work with the belief that they can and do make a positive difference in the lives of the children in their care. I feel blessed to work within this community and I thank everyone within our community for their commitment to our school and Catholic Education in the diocese.

Kate Quin
Principal

School Board Report

N/A

School Advisory Council Report

It is with great pleasure that I present the 2021 School Advisory Council (SAC) annual report, another year of uncertainty, adaptability, perseverance and growth. What an extraordinary year it was and one that won't be forgotten. However, it is all too easy to dwell on the negatives, which were apparent at times every minute of every day. But I'm choosing to reflect on the positives, so here goes!

The Board consisted of myself, School Representatives (Fr James, Kate Quin, Jason Perry, Scott Anderson, Maree McLean) and Parent Representatives (Kirsten Mitchell, Stephen Davies, Craige Kennedy and Jess Merrett). I would like to thank the members for their passion, time and input to the strategic direction of the school and the wellbeing of our children. I would like to thank them for their adaptability when meetings could no longer be run on-site and in person, your patience and resilience with technology was appreciated.

During the year, I witnessed Kate, the leadership team and every one of her staff adjust to the varied ways of learning and running a school. It wasn't easy, it wasn't straight-forward but, without failure, they were constantly looking for ways to improve, looking out for families that may have required more help than others and continued to teach our children. The hard work, leadership and dedication that they have provided to the school are greatly acknowledged and appreciated by the SAC. They are passionate about teaching and learning and show great commitment to the students (our children). They take an active interest in their development and that of their staff. 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 and have accomplished this year.

As a council, we continued to function predominantly remotely throughout the year but, despite the extraordinary year, we have had some real success and, in my view, managed to undertake our responsibilities and key functions. 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 organisations 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.

Buildings and Projects

Despite not being at school for significant periods during the year, a number of projects have taken place on-site. A great accomplishment during a pandemic. Jim Gleeson (Architect) has been very supportive and busy this year in assisting Kate and Marie (Business Manager). With the ever-changing requirements with COVID-19 protocol in schools, it was identified last year that the staff room was not big enough to meet the needs of our staff. With a little reshuffling within

the Library, we were able to see the completion of the new improved staff room. Excitingly, as you all know, St Mary's has been successful in obtaining a Capital Grant to go towards the new Junior Hub. Again Jim, Kate and Marie have been working tirelessly to ensure they are on track with the project and plans. As I write this report, the project has gone out to tender. It will be a busy year logistically; hopefully this time next year our junior school will be enjoying and flourishing in their new and innovative learning space.

Family Engagement

Despite being closed for portions of the year and having to cancel many events, the Family Engagement Committee has continued to operate when possible and often under trying circumstances. Between all the 'circuit breakers', the committee has successfully run many different events. They managed to hold the School Picnic, online disco and who can forget the amount of colour that came home after the 'Colour Run'. Events which have put many smiles and lots of 'colour' on our children - so well done and thank you particularly to Jess Merret and all the volunteers.

So, in closing, thank you to all Council members for supporting myself, Kate and the school in this trying year. I am always thankful for the wonderful support, time and input that the council members provide. To staff moving on to new beginnings: we thank you for your contribution to our school community and wish you all the best on your next adventures.

From my perspective, despite an extraordinary 2021, St Mary's has excelled - it is always easy to see what was not done but when you stop for five minute to see what was done, it really was a remarkable year all things considered.

Regards,

Laura Crow

Catholic School Culture

Goals & Intended Outcomes

Our priority for 2021 was for staff to understand and strengthen knowledge of Social Justice Principles and Catholic Social Teachings as a key basis along with Shared Christian Praxis to collaboratively and confidently develop new Awakenings units of work

Achievements

Due to the widespread impacts of the COVID-19 pandemic, a large number of our achievements and value-added activities were unable to be held or were held remotely due to government restrictions.

- Time allocated into the Professional Learning Schedule each term for staff from the same level to plan units and rich assessment tasks together via Zoom and in person
- Time allocated for the RE Leader to meet with different staff on a needs' basis each week to discuss planning of Liturgies, school masses, the new curriculum and other aspects of the Religious Education program
- Staff using the New Awakenings online website to support planning and the collaborative approach in constructing learning activities and rich assessment tasks
- Teaching staff and the Religious Education Leader have undertaken professional learning with CEOB staff via Zoom to develop robust Religious Education units of work using the Awakenings curriculum
- Whole staff professional development day with Kate Lawry and Kim Hawkes focusing on strengthening knowledge around Social Justice
- Staff using and becoming more familiar with the Caritas website and resources using when teaching Catholic Social Teaching Principles
- As part of our commitment to teaching Religious Education across the school, all students engage in timetabled Religious Education classes each week as well as dedicated prayer times each day
- 11 Teachers continued and finished their Religious Education Accreditation through an online course with Dayton University. This initiative was supported by both the Catholic Education Office and our school, with study leave and course fees covered in order to increase the number of staff accredited to teach Religious Education in the school
- Weekly staff prayer time on a Friday morning that is led by two different staff members each week (Term 1 and then online)
- All new staff attended a diocesan-wide professional development day facilitated by the CEB to deepen their understanding about Awakenings (our Religious Education program) and Shared Christian Praxis St Mary's Swan Hill (Term 1)
- Our Student Representative Council (SRC) and wider school community have been actively involved in a wide range of social justice events (at certain times throughout the year when restrictions had eased)

- Providing regular communication to parents and friends through our weekly newsletter, including Religious Education news as well as prayers and reflections
- Parental engagement in the Sacramental program. Due to COVID-19 restrictions parent completed the program at home with their child allowing some special time with their child to discuss their faith
- Sacramental Celebrations of Confirmation & Eucharist were able to go ahead throughout Term 4 in small groups each weekend at Parish masses

VALUE ADDED

Value Added

- Whole School Masses (Online Format)
- Assembly Prayer (Online Format)
- Daily Class Prayer
- 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 (Online and/or with Covid restrictions)
- Continued involvement of Religious Education Leader within the Senior Leadership Team
- Staff participation in professional learning and development through CPL's
- Making connections between Religious Education and other curriculum areas
- Collaboration among staff in planning and delivering the New Awakenings curriculum
- Celebration of Catholic Education Week - partnership between St Mary's, St Mary MacKillop College and St Mary's Sea Lake
- Organisation & Participation of different fundraising events as a part of our social justice actions to help communities in need - Project Compassion, St Vincent de Paul, Catholic Mission

Community Engagement

Goals & Intended Outcomes

To strengthen the school's 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. Due to the COVID outbreak, 2021 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:

Our family engagement team which consists of staff and parents met through ZOOM to continue to identify opportunities to improve current practice. While our face to face work was interrupted by 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, on-site events went remote! 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. 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 areas 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 Term 4 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 organised activities that supported local, national, and international agencies.

While in remote learning, highlights include the Footy Colours Day, PJ Day and 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 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

Learning Focus 95.2

Approachability 90.5

School improvement 100

Connectedness to School 100

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, 2021 remained a challenging year to lead and work in an educational setting. It necessitated the agility to make decisions quickly and adapt to constant changes to our regular working environment and changes in policies, procedures, and protocols to accompany this. There were sustained periods of regular school life, counterbalanced with the constant in and out of lockdowns and return to remote learning. Despite this period of uncertainty, we were able to achieve many things throughout the school year.

General Achievements

Without a doubt, a major achievement was the establishment of @2 Murlong, the St Mary's OSHC program. Opening in July 2021, this service was established after collaborating with Swan Hill North Primary School to apply for establishment funding to create another OSHC service in Swan Hill. Initially commencing with three students, the service quickly grew and, by the end of the 2021 year, provided before and after school care for up to 35 students a day from both St Mary's and SHNPS and has resulted in the employment of 8 part-time educators.

Having received word 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 in November 2020, the focus for 2021 was to get plans drawn up and the building out to tender. The rolling lockdowns created some delays with the process. However, with the tendering process completed and builders appointed, the new hub is set for completion by the end of 2022/start of the 2023 year.

Periods of remote learning reduced staff and student numbers on-site and created an opportunity to continue with a number of building and maintenance projects. Our current staffroom was woefully inadequate for our growing staff, so a new, much larger staffroom was created in the library. This is now a fabulous area that can accommodate all staff and has direct access to an expansive teacher workroom and meeting area. With some minor renovations and clever design input from our local architect, the original staffroom transformed into a very functional and vibrant library area, which has proved to be very popular with staff and students alike. A garden makeover at the front of the school has resulted in the car park and entrance being modernized and refreshed.

We continued to work closely with the Shine Bright Kindergarten EMY to bring to fruition an autonomous preschool operating on our site and it was exciting to witness the opening of Shamrock Park within our grounds in 2021. Catering for both three and four-year-olds, the kindergarten meets a need in our local community and provides a source of connection between the early childhood sector and our own school.

All tenures for positions of leadership were advertised in 2021. A new senior leadership position was advertised and filled as were all other leadership roles. Existing structures were examined and the leadership team structures put into place in 2020 were consolidated and refined with the continuation of weekly leadership meetings, weekly Senior Leadership team meetings, weekly Wellbeing team meetings and regular LSO meetings conducted in school hours. These were able to continue using Zoom 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 remained a high priority in 2021 with our wellbeing team offering support to many families and children in remote learning, staff PD on wellbeing and self-care and the promotion of EAP to all staff as a source of support.

2021 saw the increased levels of anxiety in some children and from some staff members during remote learning when we experienced COVID-19 cases in the school population and on the return to school which was supported on a case-by-case basis. The introduction of partnership with The Resilience Project was a positive experience, with its focus on gratitude, empathy and mindfulness and on looking at what we have, not what we don't have in our quest to be happy. As a Leadership Team, we were mindful of staff and student fatigue in the transition back to school, prioritising what was essential to focus on in the curriculum, reducing after school meetings and commitments for staff ensuring 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.

In 2021 COVID-19 again meant some creativity was required in promoting and showcasing the school. In a strategic move to create a stronger online presence, Facebook and Instagram accounts were key communication tools as was the increased use of radio advertising to reach prospective families. Learning Walks for prospective families and School in Action tours were held earlier than normal in the year which resulted in a number of prospective families seeing the school before we went into lockdowns and our Preschool to school transition program was revamped to run sessions of different days and in preschool bubbles, rather than our traditional 6-week block.

Our SAC continued to meet remotely or off-site and provided wise counsel and support throughout the year and we enjoyed liaising with the CEB staff in a combination of on-site visits and provision of remote services.

The leadership team focussed on 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. A 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 are 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 Staff Wellbeing held staff in good stead over the year while our work with Tom Hierck about trauma-informed teachers and creating a positive school culture supported staff and provided some strategies and the mindset to navigate the uncertainties that the school year presented. Other face-to-face PD was moved to online with a PD session on the HITS strategies facilitated by an external provider each term, with sessions to consolidate new strategies and practices in between. Again, the staff's positive approach and commitment to having a go and quickly adapting to a frequently changing work environment while continuing to provide a quality

education for students was fantastic and enabled continuity of learning and strong support for families when working remotely.

Key to up-skilling and supporting staff were the commendable efforts of our Curriculum Leader Mardi Hall, Technology Leader, Deputy Principal, Jason Perry, Ginny Gook, Learning Diversity leader, and the wider leadership team who put in many hours supporting staff, students, and their families.

We recognized the need for staff to have more planning time together to focus on their data and student needs and adapted the professional learning schedule to allocate more time to this in after-school meetings and with the allocation of a monthly level meeting with leadership in school hours. Opportunities for staff check-ins or chats were also highlighted with a commitment to check in regularly on all staff to listen to their success, challenges and ideas for improvement was adopted during the year. Professional conversation time was 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.

We also recognized 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.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

- Creating a Positive School Culture-Tom Hierck
- HITS-High Impact Teaching Strategies
- Seesaw
- Google Classroom
- MultiLit
- MacLit
- Blueearth Project
- The Resilience Project
- Resilient Educators program- Springfox
- Dayton University - RE Accreditation
- Enneagram profiling
- Family Engagement -Tony Dalton
- First Aid & Associated training

- Educator Impact- Instructional Coaching
- Mandatory Reporting
- Use of sensory tools and resources

Number of teachers who participated in PL in 2021	44
Average expenditure per teacher for PL	\$2140

TEACHER SATISFACTION

- Teamwork Confidence 100
- Engaging Practice 97
- Parent Partnerships 100
- Quality Teaching 100

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	86.0%
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ALL STAFF RETENTION RATE

Staff Retention Rate	89.3%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	7.1%
Graduate	9.5%
Graduate Certificate	0.0%
Bachelor Degree	81.0%
Advanced Diploma	9.5%
No Qualifications Listed	2.4%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	53.0
Teaching Staff (FTE)	39.8
Non-Teaching Staff (Headcount)	47.0
Non-Teaching Staff (FTE)	37.7
Indigenous Teaching Staff (Headcount)	1.0

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

Despite being in the second year of a pandemic, 2021 highlighted how adaptable and resilient our teachers, students and families are. Staff continued to make pedagogical adaptations, with a strong focus on student engagement and family wellbeing, as every household once again became a classroom.

2021 was also a time of serious uncertainty and unsettledness, and often quick thinking and adaptation to our curriculum planning was required, to shift back to online learning. Our staff did an amazing job transitioning this learning, while maintaining emotional connections and support for our students and families.

As we continue to adjust to this new normal, the 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 on 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.

The role of technology in the delivery of education continued to evolve significantly in 2021. 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 personalised 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.

The continued expansion of our instructional coaching team with three experienced classroom-based teachers and mentoring of level 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 deepen 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 occurred. 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.

High Impact Teaching Strategies became a strong PD focus for 2021. The HITS are 10 instructional practices that reliably increase student learning whenever they are applied and are based on the studies from International experts such as John Hattie and Robert Marzano. Staff participated in PD sessions led by Georgie Pazzi and members of the Senior Leadership team.

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

St Mary's is a data-mature school and 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 at 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 utilises the Awakenings preform with the support from the school RE leader as well as the CEB.

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 analyse 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 prioritised for data-driven conversations.

STUDENT LEARNING OUTCOMES

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.

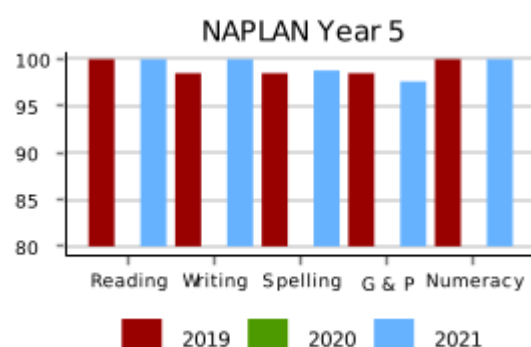
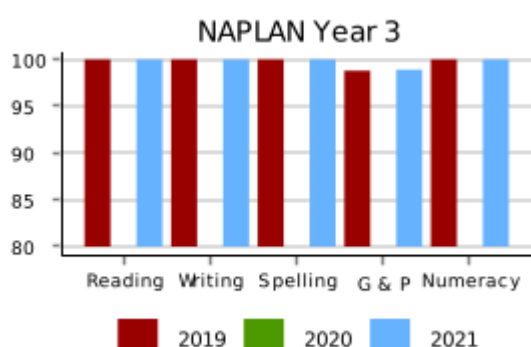
With the introduction of the NCCD requirements, our systematic approach to providing services and intervention for students with additional learning needs has been further refined. There is a designated Special Needs and Curriculum Leader, 6 Student Support Officers, and an established RTI team to ensure 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 student's learning needs.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	98.8	-	-	98.9	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	100.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	98.5	-	-	97.6	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	98.5	-	-	98.8	-
YR 05 Writing	98.5	-	-	100.0	-

* 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 continued COVID-19 outbreak, 2021 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 school's Facebook page
- Wellbeing team conducting Zoom meetings with families and individual children on a weekly basis
- On a day-to-day basis, numbers doubled on-site during the continued lockdowns to approximately 20% of our student population working on-site. This was due to the fact that many essential workers and parents with a child with a disability required on-site 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 in 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 as well 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-19 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 one 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 PDs moved to 2022 to allow a strong focus on PD around staff and student wellbeing, personal resilience & positive psychology.

VALUE ADDED

- 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
- Using regular PSGs to reflect and refine student goals
- Increased the number of LSOs 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 utilise Brain Gym & Movement Programs and mindfulness techniques with their classes to help support children to be ready for learning
- Introduction of 'The Resilience Project', a whole school approach to building resilience in both children and families
- 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 utilise 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
- 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 on-site staff. On-site 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	94.8%
Y02	93.8%
Y03	93.9%
Y04	93.9%
Y05	94.3%
Y06	93.2%
Overall average attendance	94.0%

Child Safe Standards

Goals & Intended Outcomes

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 well-being 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 has 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

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 toward 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

Future Directions

n/a