



ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

St. Mary's Primary School

2019



REGISTERED SCHOOL NUMBER: 1480

Contents

Contact Details.....	2
Minimum Standards Attestation	2
Our School Vision	3
School Overview	4
Principal' s Report	6
Catholic School Culture	13
Community Engagement	15
Leadership & Stewardship.....	18
Learning & Teaching.....	22
Wellbeing.....	25
Child Safe Standards	31

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E NUMBER	E2048

Minimum Standards Attestation

I, Inez French, attest that St. Mary's is compliant with:

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

8th May, 2020

Our School Vision

As learning communities who are part of the Christian mission we have the task to promote the full dignity and development of all people. We are dedicated to children learning at high levels within a culture that optimizes learning for all. We will use contemporary teaching practices in all areas – academic, physical, spiritual, emotional and social – as we pass on the beliefs and traditions of our Catholic faith in an environment of care, which reflects the values of the gospel.

Our School Mission

As a community, which is Christ-centred, we will:

- nurture and build a **RESPECTFUL** community which is engaged in a dynamic, creative learning journey in child safe schools.
- support the development of a community of **INDEPENDENT** and **RESILIENT** citizens where learning is highly valued.
- provide an **INCLUSIVE**, relevant, stimulating and challenging curriculum structured around personalised learning.
- provide relevant and **PURPOSEFUL** feedback to our students and their families so that both school and home work together to support the child's learning.
- build **POSITIVE RELATIONSHIPS** through knowing and valuing each student.
- work in **COLLABORATIVE PARTNERSHIPS** with our families, students and our colleagues across both schools, our Parish, our Diocese and local and wider communities.
- promote **JUSTICE** and **HONESTY** through the building of a sense of responsibility to self and other

School Overview

St Mary's Primary School in Clarkes Hill is a small rural school located approximately 16 kilometres North East of Ballarat. Clarkes Hill is a farming area with much of the surrounding land being used to grow crops such as potatoes. The majority of our families are involved in full time crop farming.

St. Mary's is steeped in tradition, with many of our children part of families that had their grandparents attend the school. This community involvement continues today and success of the school and Catholic Education depends largely on the partnership between the community and the teaching staff. St. Mary's is part of the Parish of Bungaree.

Rev Dr O'Collins, Bishop of Ballarat, officially opened St Mary's Clarkes Hill on Sunday 14th April 1946. The local Prendergast family donated the land. Sr Chantal of the Presentation Order was in charge of 23 children. In 1957 the Presentation sisters withdrew from the Clarkes Hill School but after approaches made to the Sisters of Mercy in Ballarat East by local community members Sr Agatha Madden was appointed to the Clarkes Hill School.

After the religious were no longer able to support the school directly the first lay principal Miss Patricia Leonard was appointed to Clarkes Hill in 1974. Since then there have been a succession of lay principals who have been in charge of the school.

In 1981 the community concentrated their efforts to provide a tennis court adjacent to the school for school and community use. Once again this land was donated. In 2002 the school was able to secure funding for a major redevelopment of the school building where a new administration area was developed.

In 2009 and into 2010 the school has had two new classrooms and kitchen facilities installed, as well as major upgrade to the playground facilities. Since that time there has been building works completed to refurbish the older part of the school including the Office/Reception area, Principal's Office, Staff Toilets, Student Toilets. The Play areas have also been updated including the tennis courts and artificial grass area. The entrance and covered way area was refurbished to create a more connected and welcoming environment.

In 2019 St. Marys was made of two learning units – Foundation to Year Two and Year Three to Year Six. There were 20 children comprising of 11 families.

Traditionally our students came from the local district however over the past few years we have had some families travel from the outskirts of Ballarat to attend St. Mary's in order to be part a small country school experience.

We are a small school community that values and strengthens the relationships between the students, teachers and families. Our children are exposed to a broad curriculum in an environment that is inclusive and respectful.

We are committed to passing on the Catholic Tradition to the children in our care and endeavour to uphold Christian values in all aspects of school life.

St. Mary's Primary School, Clarkes Hill



School Captains 2019

Principal's Report

Introduction:

I present below my final Principal's Report for 2019. I write it with the Vision and Mission of our school in mind and highlight that it is the challenge to fulfill the Vision and Mission that drives our work. Our biggest challenge is to ensure that the supports are in place to ensure we can strive to bring about the Vision and Mission we have set. With the children in mind it is a challenge worth pursuing wholeheartedly.

This Annual Report is written under the headings of the five 'Key aspects of schooling': Catholic School Culture, Learning and Teaching, Wellbeing, Community Engagement and Leadership and Stewardship. These key aspects are not distinct characteristics; they are connected and interdependent, as shown in the diagram below. Our School Vision is firmly embedded in these five key aspects of schooling.



CATHOLIC SCHOOL CULTURE:

Religious Education Coordinator: I would like to formally thank Sue Prendergast for her work in the role of Religious Education Coordinator in the Bungaree Parish Schools throughout 2019 and Shelley Ryan who was part of the Religious Education Guiding Coalition. Sue and Shelley have very capably ensured that the Sacramental program has run smoothly throughout the parish. They have supported quality classroom practice in Religious Education through support to the other teaching staff to enable them to complete units of created within the Awakenings framework. Awakenings is the core document for the Diocese of Ballarat which has been mandated for use in our schools by the Bishop of Ballarat and has recently been updated. The staff are learning to work with the newer Awakenings program.

The Sacraments and Retreat Days: The children of the Parish who were preparing to receive the sacraments of Confirmation and First Eucharist did so in August. The children of the parish received the sacrament of Reconciliation participated in a Retreat Day on Tuesday 26th November and on that same evening had an opportunity to experience the sacrament first hand. The celebrations are wonderful occasions for the Parish and much thanks must go to Sue Prendergast, parents, staff and the children themselves for all the preparation that goes into these special occasions.

Prayer and Liturgy: Throughout the year the children have had many opportunities to experience prayer and liturgies, which must remain a core component of life within our schools. Our Opening Mass on Tuesday 12th February was an opportunity for both school communities to come together to celebrate the beginning of the school year and induct staff and school leaders into the important tasks they had to complete throughout the year. Other celebrations included Mother's Day and Father's Day. Prayer is a part of daily life at St Mary's. The End of Year Mass and Graduation was the final opportunity for the school community to come together in prayer for 2019.

Canonical Administrator: Throughout this year we have once again valued and appreciated the support of Fr Shane for the school. With Father Shane taking on the position of Bishop of the Sandhurst Diocese we now have Fr Kevin Moloney as our Governing Authority until the end of the year when we are expecting our Bishop to make a more permanent announcement in relation to governance of the Bungaree Parish Schools. We thank Shane for his leadership of liturgical activities throughout the year as well. Fr Des Fitzgerald is serving as supply priest for the Bungaree Parish until the end of the year and we look forward to working with Fr Des. The community showed their gratefulness for the support of Fr Shane with Farewell events and the children and parents were very much involved in these events.

LEARNING AND TEACHING:

A key to quality learning and teaching remains reflective practice, which is extended through dialogue with colleagues. In 2019 the staff have continued improving our professional practice in line with the principles of a Professional Learning Culture. We have participate in Professional Learning opportunities with other schools and their staff, but we have also continued the collaboration each Wednesday amongst the staff of the Bungaree Parish Schools to extend even further the quality of learning taking place.

Writing: The staff has been working to refine and develop a writing curriculum throughout 2019 that aims to provide the children with good scaffolding to improve. The Bump It Up Wall is a very visible sign of the refinements taking place. This feature was introduced to parents at one of our Learning Walks this year. When introduced to the children there was an immediate improvement in the children's engagement in their writing and in improving their writing generally.

Parental Engagement: I have placed this topic under Teaching and Learning rather than under Community, Wellbeing, Leadership etc because the main reason behind a focus on parental engagement is to improve the learning outcomes for the children in our care first and foremost. Parental Engagement does have an impact in these other areas as well. Research shows that parents showing an interest in their children's learning, engaging in discussions with their children about their learning, relating children's learning to daily tasks and reading with children makes a significant impact on improving learning outcomes. The Learning Walks introduced throughout 2017 are an attempt to give parents a greater knowledge of the learning process and the learning that is taking place in the classroom. This should open opportunities for deeper discussions between parents and children in relation to learning. This year we have had Learning Walks with a focus on aspects of Reading, Writing, Bump It Up Wall and Digital Portfolios

Digital Portfolios: This year we have begun the implementation of Digital Portfolios. This initiative enables the students to share their work online with their parents, promoting more parental engagement in the learning process. Parents will be able to see and interact with the children's work more regularly. This will have the added benefit of improving student engagement in their work as well.

Combined Schools Days: My observations, discussions and surveys indicate that the days have been successful in engaging the children in quality learning, providing children with variety and stimulation in their working week, provided the children with opportunities to extend social skills and cooperative learning skills. Likewise the staff have benefitted from team approaches to planning and implementing programs, collegial support and reflection on teaching practice.

Arts: With a three-year cycle we are ensuring that the children are exposed to significant learning across the forms of Arts. This year we held a very successful Dance focus with the Billy Tea Bush Band leading us in an evening of dance at the Bungaree Community Hall. Next year our focus will be the Performing Arts.

COMMUNITY ENGAGEMENT:

Maintenance Tasks: I would like to thank all those who have been involved in the maintenance activities around the school throughout the year. The time parents take to ensure the school is presented well is certainly noticed by visitors to our school. I would like to thank all who carried out tidying tasks, organized maintenance tasks etc, throughout the year.

Staffing. There will be a few minor changes for 2020. Shelley and Inez will be responsible for the Junior Room with Shelley having Fridays off and Inez being responsible for the Junior Room on Friday. Jenny and Callum will be responsible for the Senior Rm. Jenny's hours are reduced on Wednesday. Kelly will work as an LSO and Leonie and Majella will share duties as Admin Officers. Sarah will continue for Wednesday afternoons and Monique will continue as Italian Teacher for Term 1 but we will need to make other arrangements for Languages after this as Monique is planning on pursuing other interests. Lyndal will continue as Risk and Compliance Officer but will also offer extra assistance as an LSO each day of the week.

Activities: We have had a whole range of events throughout the year that have fostered community. The most visible sign of this community spirit was shown was the Mother's and Father's Day Breakfasts and the farewell for Fr Shane. Not only did we have parents working for the benefit of the school but also others who may not have children at the school but have given of their time anyway. Combined Schools Days, Pre-Prep program, Barbeques, Sports Days, Mothers Day, Cuppas, Fathers Day and Parish involvement also help to boost community spirit.

LEADERSHIP AND STEWARDSHIP:

School Advisory Council and Parents and Friends: I would like to acknowledge the work and support the school has received from the Parent Bodies this year \$4800 has been handed over to the school and this has meant that the school has been able to acquire wonderful facilities for the children. These funds help to contribute to the purchase of IT equipment for the children. The School Advisory Council has offered great support and advice throughout the year. We have meet once a term to discuss school matters and policy together with the Advisory Council members.



School Advisory Council: The Councils meet once a term as a Combined group and individual Councils meet as required. This system was introduced in response to the demands placed on parents and staff in busy lives, in response to improved efforts to inform parents through other means including the introduction of Learning Walks, Assemblies and FlexiBuzz and through the recognition that the link between the parent groups can bring benefit to both schools.

There is plenty of evidence that highlights that effective schools are not schools of isolation but are schools that encourage collaborative networks. The Bungaree Parish Schools are very closely linked in a number of ways to ensure collaboration drives improved learning and opportunities for the children. Our staff from both schools plan regularly together on a weekly basis. Our students gather regularly for Combined Schools Days and our parents meet termly as a Combined Advisory Council.

Policy: As the Advisory Councils ratify Policies and guidelines these are then pasted onto the school website. They are there for parents to refer to as they see fit. This year the following were either reviewed and ratified by the Combined Advisory Council, Working In Isolation, Behavioural Management, Conflict Of Interest, Student Anti Bullying, Pursuing Fullness Of Life Student Outcomes, Child Friendly Version of Child Safety Policy.

Enrolments: Next year in 2020 we will have 17 children at our school. These numbers reflect the fact that we have one prep enrolment for 2020 and two exiting Year 6 students. In 2021 the predictions currently suggest we will have 14 students in total.

Class Structure: Next year we will be continuing with the class structure of Year Prep, One and Two in one class and Year Three, Four, Five, Six in the other.

Leadership Meeting: Each week on Wednesday for an hour, I set aside time to meet with other staff as leaders to plan and implement in the prioritised initiatives we have identified. This year we have had a leadership group in relation to Professional Learning Communities, School Wide Positive Behaviours and Religious Education. I have been most grateful to the staff on these groups for the impetus that invigorates ongoing improvement and development in these fields.

Parent Communication: This year we have continued with FlexiBuzz, which has enabled communication to take place between school and home more efficiently. Messages and the immediate posting of photos give parents feedback on upcoming events and recent events. The schools Facebook page has been another way to keep families and the wider community informed of the events of the school. This year we have started to get the PAM system up and going so that next year we can move towards an electronic system for Permission Forms.

Promotion and Marketing: We have continued the focus on bolstering promotion and marketing for our school this year. In cooperation with the Catholic Education Office we have had created a Promotional Video for St Mary's. This video will go onto our website and be used as widely as possible through social media and the like to promote our school. The web page has been renewed and a faster and updated version has gone online. The Facebook page has been an added tool for marketing purposes. Staff have made visits to kindergartens as well.

School Review: The Review process took place in 2018. The community was consulted in a variety of ways to review the past four years and plan for the following five years. The review panel spoke very favourably of our school and the work we have done and the work we are pursuing. The results of this have been shared with the Advisory Council. I include below the three Key Priorities that will shape our work for the next five years.

Informed teaching and learning

Staff to collaboratively plan and implement effective and agreed pedagogies, honouring the six critical questions of Professional Learning Communities to enhance student engagement and enable all students to achieve high levels of learning.

Inclusive Environment

Focusing on the spiritual dimension of a Catholic school, the Bungaree Parish School will be characterised by a culture that reflects inclusion, positive relationships and strong connections within the schools and wider communities to ensure wellbeing for all.

Leadership and Stewardship

Building staff capability in the Bungaree Schools will be characterised by a strong culture of continuous professional improvement promoting a clear sense of purpose and strategic direction.

WELLBEING:

School Wide Positive Behaviour Support: We were involved in a review of the BRICK Matrix this year that involved discussions with staff, students and parents. As a result, minor changes have been made. The Major and Minor Behaviours and their consequences has been a valuable tool for teaching children the correct ways to behave and how to restore relationships. At one of our Closure Days at the Conclusion of the year the staff will link our stories from the bible to our Matrix so that these stories and our Religious education curriculum can be better linked to our teaching of right behaviour.

CEO support: Staff from the CEO – Lucia Bongiorno (Psychologist), Sue Renn (Welfare Education Advisor), Jacqui Righetti (Learning Diversity Consultant), Tony Perkins (Education Consultant), and Robyn Cranage (Speech Pathologist) have been working in this school from time to time to provide coordinated assistance to the school community to support community members in various forms of need.

Farewells and Welcome: This year we farewell our Year Six children Kody and Fergus as they begin their secondary schooling. Transition days and the like have helped to prepare the children for what we hope will be a smooth transition to Secondary school. We farewell the Wilson family who have been with us throughout this term. We wish them well for the future. We welcome one new Prep for next year, William Gage and his parents, Bryden and Ben. William undertook the Pre Prep program this year to become familiar with the routine of school life at St. Mary's.

St. Mary's Primary School, Clarkes Hill

Special Events: The children at St Mary's are involved in a whole range of activities designed to build skills and to expose the children to events that involve the implementation of deeper social skills. These events are conducted with children from other schools and in particular the children of St Mary's. The Swimming Program, Stay Back, Sleep Over, School Camp, Winter Interschool Sports, Lightning Premierships, Sports days, various excursions, etc are examples of such activities. The Facebook page provides a good pictorial record of the events of the year.

Student Leadership: The student leadership group have worked well together this year. They take their responsibilities very seriously and I congratulate the Year 6 children in particular for the way they have carried out their leadership duties this year. The Student Leadership Representatives have carried out their tasks this year in meetings held with me. The Just Leadership group have also been active in their work of promoting Social Justice amongst the members of our school.

Chaplain: The Catholic Education Office, Ballarat has continued the budgeting allocation which means we will be able to provide a Pastoral Care worker for one day at St Mary's and one day at St Brendan's throughout 2020. Tina will continue in that role.

CONCLUSION:

I wish to acknowledge the work of many people throughout the year. I would particularly like to thank the members of the School Advisory Council for their dedication to the task throughout the year; Nicky Carlson, Rebecca Slater, Molly Toose, Kim Browne and Anne Hanrahan. We have worked cooperatively throughout the year and I look forward to continuing the process next year. Thanks must be extended to two people as they conclude their term on the School Advisory Committee, namely, Anne and Molly. I thank Anne and Molly for giving of their valuable time and energies to the School Advisory Council over the past two years. Anne has served as Treasurer and we thank her for carrying out this task. Special thanks to Kim as Chair this year.

Thanks to the Parents and Friends for their hard work and support throughout the year. I acknowledge the work of fundraising this year especially. Thanks also must be extended to our staff for their dedication to the important task of education. We are lucky to have such skilled staff that readily give enormous energy to the important work of educating our young children.

Finally as I look to next year I am encouraged by the progress we have made this year in a whole range of areas and I am sure that 2020 will be just as positive.

Chris Kavanagh
Principal



Junior Room



Catholic School Culture

Goals & Intended Outcomes

To nurture and foster the lived faith of students, families and staff as part of a flourishing Catholic community in a contemporary context.

Achievements

During 2019 St Mary's School community: staff, students and parents worked to encourage a flourishing Catholic community through:

- School representation at community and parish celebrations and events.
- Teachers working collaboratively with Religious Education Office personnel to implement quality teaching and learning programs in Religious Education lessons.
- Introduction of the New Awakenings document and implementation of teaching and learning experiences devised through the implementation of the tool.
- Regular liturgies were planned and celebrated for special events throughout the church year.
- The school worked closely with the parish to implement the Sacramental Program throughout the year.
- Retreat days were organised and facilitated by our Religious Education Coordinator for the benefit of the children of the parish involved in the Sacramental program.
- Beginning of Year and End of Year Mass, as well as Graduation was an opportunity for the parish community to come together in prayer.
- Religious Education Leader attended Coordinator Professional Development days throughout the year.
- Collaboratively planning with CEO staff to teach about social justice in an explicit manner. The Student Leadership Team choose a Catholic Mission and a local focus.
- Explicit links between Inquiry units of work, social justice action and the Religious Education Program were prioritized.
- RE News was included in the newsletter explaining and highlighting significant times of the Church Year.
- Reflection and Information sessions were held for staff and parents around significant periods of the church year.

St. Mary's Primary School, Clarkes Hill

- The Student Voice aspect of the newsletter included news about what is going on in Religious Education
- Beginning of year and end of Year Mass, as well as Graduation was an opportunity for the parish community to come together in prayer.
- A Social Justice group was formed who met regularly to plan and organise events that would raise awareness of social justice and raise funds for those in need.
- The Social Justice group participated in social justice day with other schools.
- The students made a significant financial contribution to Catholic Missions and Caritas through the organisation of Fundraising events.
- Staff and students were represented at Bishop Shane's ordination in Bendigo.
- Staff participated in a retreat led by Fr Justin Driscoll to deepen their faith and self-awareness.
- Staff continued to deepen their understanding of the ECSI data and plan religion lessons with a contemporary Catholic approach.
- Gospel readings have been aligned with the schools matrix of expected behaviours.
- Welcome to country has become part of Prayer at each assembly.

VALUE ADDED

- School liturgies to highlight liturgical seasons and significant events.
- Teacher professional development to improve teacher knowledge and to assist staff to focus on the development of rich assessment tasks to assess and evaluate student achievement and progress.
- Involving the whole community in creating and sustaining a common vision particularly in the areas of Catholic Identity and Contemporary teaching and learning practices.
- Twice a term assemblies were held in which prayer was a main component. Parents were invited to attend.

Community Engagement

Goals & Intended Outcomes

To provide further opportunities for parents to be actively engaged in student learning.

To strengthen the partnership between the Bungaree Parish schools, Parish and the wider community to promote authentic student learning.

Achievements

- The children from the two Bungaree Parish Schools participated in a five day swimming program together in Term One.
- The Advisory Councils from both St Mary's and St Brendan's combined on three occasions throughout the year.
- Learning Walks were continued so that parents could witness first hand the changes we have made to learning by implementing digital portfolios writing through the BIUW (Bump It Up Wall) through the staff involvement in the Professional Learning Community Professional Development. Parents talked directly to the children and teachers about their learning.
- Regular Student Representative Councils encourage Student Voice in School Improvement.
- Regular Student Voice components on the school newsletter enable the children to highlight their learning and special events.
- The children from the two Bungaree Parish Schools participated in six Combined Schools Days in Term Three and four combined school days in Term Four.
- The Year Five and Six children from the two Bungaree Parish Schools combined with the children from two other neighbouring primary schools to participate in a Friday Interschool Sport competition.
- Active support for and participation in the activities of the Parents and Friends.
- Focusing on the newsletter as the main form of communication to the wider school community. All families now receive this via Flexibuzz.
- The full implementation of the Flexibuzz App to enable immediate and better communication between home and school.
- Built clarity especially around the intentions and expectations for each of the school improvement areas.

St. Mary's Primary School, Clarkes Hill

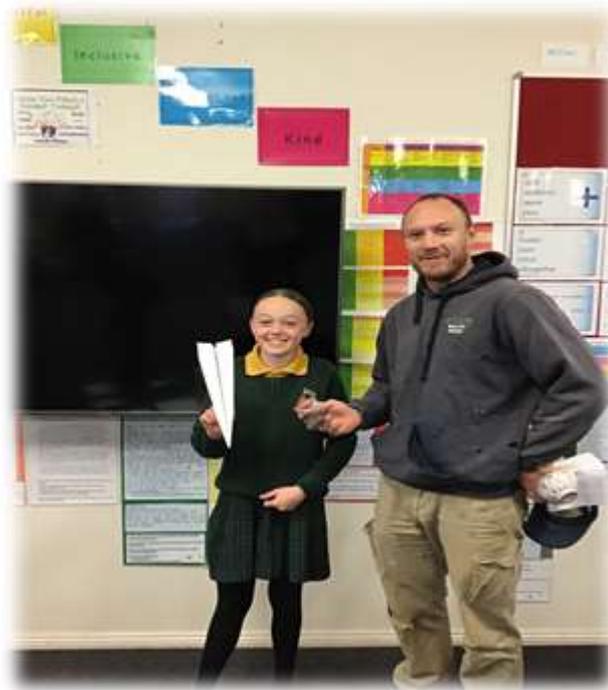
- Improve communication with parents through the implementation of PAM
- The schools Action Plan Goals were included in each report to the Advisory Council.
- Students visited Geoffrey Cutter, home for the elderly, twice this year. Some residents also made a trip to St. Mary's.
- Deputy Principal visited local kindergartens in Terms One and Two to distribute pamphlets and speak to perspective families. Brown Hill kinder also made a visit to St. Mary's and the visit was reciprocated.
- Tina in her Pastoral Care role was involved in student lessons to help with strengthening relationships, Year Six transition program, one on one discussions and working with children referred by parents.
- Tina consulted and worked with individual parents and families.
- New families were supported by being part of the Buddy Family program and invited to a morning tea.
- Assemblies are run by the children and all children are given the opportunity to share their learning.
- An Open Day was hosted in Term One.
- Continue to develop and update newly formatted website and Facebook page as promotional tools.
- Collaborate with RU Advertising and CEO to produce and use promotional photos and videos to market our schools.
- Invite Education Consultant to our first Advisory Council as an induction process for the Advisory Council.
- Continue to develop links with St Patrick's Gordon with staff working together on BIUW professional development and the children join to be part of a number of activities, such as Michael Mangan concert and Book Week activities.

PARENT SATISFACTION

The following activities would strongly suggest there is a high level of satisfaction among parents on the operation of the school:

- Regular attendance by parents at special events, liturgies and masses.
- 100% attendance to Parent Teacher Child conferences.
- Enthusiastic support for the Advisory Council and Parents and Friends meetings and activities.
- A high rate of involvement by Parents and Friends in school focused events.
- High attendance to special events, not only of parents, but also of extended family members.

The 2017 Insight SRC would also indicate that parents at St. Mary's are satisfied. All areas surveyed by parents showed an increase in scores from the 2015 data. The areas targeted were Community Engagement, Learning Opportunities, Staff Engagement, Student Engagement, Peer Relations and Student Behaviour.



Father's Day Breakfast. Winners of the Plane making challenge.

Leadership & Stewardship

Goals & Intended Outcomes

To strengthen student outcomes by creating a professional learning community in which all staff members share educational leadership

Achievements

- Professional Development was offered and accepted by staff in a variety of areas, including Professional Learning Communities, School Wide Positive Behaviour Supports, Numeracy, Literacy and Religious Education.
- Teacher and leadership capacity increased particularly in regards to adopting contemporary learning practices.
- Link Professional Development with the Annual Action Plan and agreed staff roles.
- Provide opportunities for staff to share their new learning with fellow members of staff.
- School Advisory Council members participated in an Induction process.
- Staff participated in Annual Review Meetings with the principal.
- Leadership Meetings were held regularly between the Principal and Deputy Principals of the Bungaree Parish Schools.
- All teachers have a leadership role in a Guiding Coalition.
- Professional Learning Team meetings were prioritised which included collaboration of teaching staff from both Bungaree Parish Schools.
- Deepened staff understanding of feedback as a powerful tool for learning and continued to embed a culture of feedback across the school.
- Guiding Coalition meetings for Religious Education, Professional Learning Communities and Positive Behaviour Supports were held to prioritise development in each of these key areas. They were held on a three-week rotation with the Principal.
- Leading 4 Learning was completed by the Deputy Principal.
- All staff had a leadership role through being part of a Guiding Coalition.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

SWPBS Behaviour Support

NCCD Briefings

Learning Diversity

CPR & First Aid Management of Anaphylaxis

Essential Learning

Response to Intervention

Professional Learning Community

Mathematics Leaders P/D

Emergency Management Planning

REL Conference

Graduates P/D

Deputy Principal Conference

Writing – Misty Ad

Leading 4 Learning

NAPLAN training

Staff Retreat

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

5

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 1555

TEACHER SATISFACTION

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	99.0%
ALLSTAFF RETENTION RATE	
Staff Retention Rate	100.0%
TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	25.0%
Graduate	0.0%
Graduate Certificate	25.0%
Bachelor Degree	100.0%
Advanced Diploma	25.0%
No Qualifications Listed	0.0%
STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	6
Teaching Staff (FTE)	2.8
Non-Teaching Staff (Headcount)	4
Non-Teaching Staff (FTE)	2.3
Indigenous Teaching Staff (Headcount)	0

St. Mary's Primary School, Clarkes Hill



St Peters Church

School Mass Celebration



2019 Preps

Learning & Teaching

Goals & Intended Outcomes

To challenge and support every student to achieve continuous improvement and success informed by evidence through providing an engaging and purposeful learning environment.

Achievements

- Students were identified through assessment who would require an individual learning plan.
- Data collected by staff demonstrated improvement in literacy and numeracy skills.
- Regular professional development was undertaken by staff in the areas of Numeracy, Literacy, Religious Education, Professional Learning Communities, Positive Behaviour Supports and ICT.
- Staff worked with the CEO Education Officers throughout the year on a variety of curriculum areas.
- Literacy and Numeracy Leaders support colleagues and lead PLTs on a regular basis responding to needs of students and teachers.
- Teachers worked collegially to plan units of inquiry across both schools that would include rich learning and assessment tasks and continue to develop better links between staff and children.
- Development of common understandings, language used, progression of skills taught and a planning proforma used by all teachers.
- Staff engaged in professional discussion, collaboration and networking with other schools in relation to Professional Learning Communities and Positive Behaviour Supports
- The staff participated in a number of Professional Development Days and follow up work to establish and maintain Professional Learning Community culture ^[L]_[SEP]
- The staff continued to implement a comprehensive assessment schedule
- The staff provided regular communication to parents of Learning Intentions and student progress through the use of Data Walls displaying the children's results of formative assessments.
- Kevin Cummins worked with the staff to set up an online Bungaree Parish Schools data portal and assessment schedule for staff to record student data in a collaborative space to examine current performance and inform future direction.

St. Mary's Primary School, Clarkes Hill

- Use the HITS document as a tool for Professional Development, Peer Coaching and Feedback.
- Implement Bump It Up Wall for Writing in 2019.
- Develop and adopt scope and sequence for ICT in 2019
- Began the implementation of appropriate digital portfolios. Do Jos is used as the platform for the Juniors and Google Slides is the Senior platform.

STUDENT LEARNING OUTCOMES

Students in Years 3 and 5 completed NAPLAN tests during 2015, 2016, 2017, 2018 and 2019.

We are not able to show NAPLAN and the number of students meeting the minimum standards as there are less than ten students in Year 3 & Year 5 who sat the 2015, 2016, 2017, 2018 and 2019 NAPLAN. We are not able to share the data as it would breach the privacy of their results.

Teachers use a number of data sets to monitor student-learning outcomes.



Senior Room

E2048
St Mary's School, Clarkes Hill

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017	2018	2017 - 2018	2019	2018 - 2019
	%	%	Changes	%	Changes
			%		%
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	60.0	100.0	40.0	100.0	0.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	80.0	100.0	20.0	100.0	0.0
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	80.0	100.0	20.0	100.0	0.0

Wellbeing

Goals & Intended Outcomes

To develop children's capacity to become positive, resilient and independent in all aspects of their learning and behaviour.

Achievements

- Implement formalised surveying of students regarding Student Wellbeing and Safe Learning Environment.
- Scope and sequence over 2 years was implemented to explicitly teach our BRICKs. (Be Kind, Respectful, Courageous and Kind)
- The BRICK Matrix was evaluated and revised. It is now referred to as our BRICKs and outlines expected behaviours for students under the four values identified by the community of Respect, Inclusiveness, Courage and Kindness.
- Bounce Back continued to be used as primary tool to support social and emotional learning.
- A student wellbeing survey was devised and is used twice a year, in Week Five of Term One and Term Three. Results are collated to provide data over time.
- The Student Voice is a regular component of the fortnightly newsletter. Children were able to highlight their learning and other special events.
- Regular meetings between the Student Leadership group and the Principal took place.
- Regular discussions and class meetings were held with the students and lead by the teachers to aid the children in developing further social problem solving skills.
- Regular contact was maintained between the teachers and parents throughout the year.
- Learning Diversity / Wellbeing Personnel from the CEO were used to help identify needs of children with specific learning needs.
- Regular Combined Schools Days were held with our sister school in the Bungaree Parish enabling the children to establish relationships with a wider cross section of children.
- Students in Year Six took part in Transition days to aid in their move to secondary schooling.
- A Pastoral Care worker worked with children, staff and parents on a part time basis throughout the year.

St. Mary's Primary School, Clarkes Hill

- A Pre-Prep program was conducted to initiate children into school life prior to the commencement of school.
- Utilisation of current and emerging technologies to build student engagement and assist students to develop their overall knowledge and skills in using ICT.
- The children have opportunities to engage in personal learning on a daily basis.
- Camp Program continued with the children and staff from the Bungaree Parish Schools Combined. The Preps were involved in a Stay Back, the Year 1's and 2's a sleepover at St Brendan's School, and the Years 3 and 4 participated in a one night Camp at Lady Northcote Camp while the Year 5's and 6's participated for two nights at the same location.
- Major and Minor breaches of the expected behaviours continue to be referred to and used as needed.
- A behaviour tracking document and Live Diaries are used to collect data and monitor children behaviours and wellbeing over time.
- Understanding of the Brick Matrix and Major and Minor Breaches guidelines is promoted through explicit teaching opportunities as prescribed in a newly constructed Scope and Sequence.
- All children have a Buddy for support and to work with at specific times.
- Students and staff participated in RUOK day activities.



Combined Schools Day - Staff Dressed as Super Heroes (Being Ourselves)

VALUE ADDED

- The school Matrix has been evaluated, revised and amended to be more explicit.
- Behaviour tracking document, Wellbeing Surveys and Live Diaries provide further data for all staff to monitor student wellbeing.
- The Bounce Back program was utilized to provide the children with strategies to recognise and control emotions.
- The Bounce Back program was utilized to promote and foster anti bullying. Behaviour Monitoring forms are used to help proactively manage behaviours.
- A Student Leadership Policy defines procedures to promote student leadership opportunities throughout the school.
- Regular Student Voice articles were published in the weekly school newsletter which outlined to the community what the children were learning and what special activities were taking place.
- The Pastoral Care Worker has provided the children with an opportunity to seek and gain counselling advice, and provided a conduit for families to gain access to community support services as needed.
- Individual learning plans enable specific programs to be provided to children with specific needs
- Special Needs / Welfare is a special agenda item at least once a term at staff meetings to identify students at risk.
- Student Support Group Meetings are held at least once a term for children with additional needs.
- The Pastoral Care Worker provided a series of transition sessions for the Year 6's to prepare for Secondary School.

STUDENT SATISFACTION

Student satisfaction in our school is gauged through participating in school events and by their willingness to engage in activities, which lead them beyond the classroom learning environment. Our students indicate a genuine willingness to involve themselves in community events and to represent our school in a variety of different circumstances.

- Our students maintain a high interest in our school with a positive attitude to learning.
- Students have opportunities to develop leadership skills through the Buddy program, Peer Tutoring, School Captains and Leadership Team and classroom meetings.
- Attendance rate for students is high.

The Student Wellbeing Aggregate Indicator assesses student emotional wellbeing, the quality of teacher student relationships and student engagement in learning. The 2017 results have all improved since 2015 with the mean score of St. Mary's inline with the mean of 66% of Australian schools .



STUDENT ATTENDANCE

Staff complete attendance records for all students, with attendance being checked and marked twice daily. This is done electronically through SIMON. Students are not reported as being absent when they are on school-approved activities such as camps/excursions, sporting events etc

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	94.4
Y02	92.0
Y03	92.4
Y04	98.5
Y05	86.6
Y06	93.1
Overall average attendance	92.8

Non – Attendance

If a child comes late to school, they must report to the office and receive a late pass which is given to the class teacher so that the role can be completed accordingly. If office is unattended, the children come straight to class and report to their class teacher. Parents of absent students are required to notify the school of the absence and reasons for the absence either by phone, email, via Flexibuzz. If no notification has been received by 9:10am then the parent is contacted via phone call. Staff members are to bring to the attention of the Principal any student/s whose attendance is irregular or whose absences appear unwarranted. The Principal will, after consulting with the class teacher, contact parents to discuss. If support is needed, then strategies will be implemented to assist the family so attendance can resume



Student Leadership Easter Egg Hunt



Golf Clinic

Child Safe Standards

Goals and Intended Outcomes

To ensure all children are safe, feel safe and act in ways that keep themselves safe.

In response to Ministerial Order 870 St Mary's has focussed intently on achieving each of the prescribed child Safety standards.

- 1: Organisational culture of child safety Standard
- 2: Child safety policy Standard
- 3: Code of conduct Standard
- 4: Staff screening, supervision and training Standard
- 5: Responding to and reporting child abuse Standard
- 6: Identifying and removing risks Standard
- 7: Empowerment of children

Achievements

- All staff have been made aware of implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' and displays of procedures are visible in the office and staff room.
- The school matrix of expected behaviours has been revised by staff and students with the section on Inclusion being made much more specific.
- All staff complete Mandatory Child Safe modules annually
- We have updated policies and procedures as stipulated by the CEOB. Included with this are a Child Safety Policy and Code of Conduct. These are available for perusal on the school website.
- It is compulsory that all volunteers and people entering the school have a Working with Children check.
- The Vision and Mission Policy have been updated.
- A social worker continues to work in the school and is available for students, parents and staff.
- Awareness of changes and initiatives regarding Child Safety have been made through the School Newsletter, through Advisory Council meeting and Parents and Friends meetings. The staff have been briefed along the way through regular Staff Updates and Staff Meetings.
- A weekly staff update is circulated by the Principal. This forum keeps staff informed of weekly events, as well as emphasises the need for awareness around Child Safety, learning and behaviour matter.