

ANNUAL REPORT TO THE SCHOOL COMMUNITY

**ST. MARY MACKILLOP P.S
KEILOR DOWNS**

2018

REGISTERED SCHOOL NUMBER: 1877



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Minimum Standards Attestation

I, Anthony McCluskey, attest that St. Mary MacKillop Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

3 May 2019

Our School Vision

**Inspired by the Gospels
and in the spirit of St. Mary MacKillop,
we never see a need
without taking action.**

**We live and celebrate
our Catholic faith.**

**In and through positive relationships,
we aspire to protect all children under our care,
prioritising their safety and wellbeing.**

**We learn to be,
to know,
to do,
to live together
and to change.**

We are a community of lifelong learners.

School Overview

St Mary MacKillop Primary School (SMMPS) was established in 1983 on the site of Sacred Heart School in St. Albans. In 1984 it moved to its present site in Keilor Downs, then a new and rapidly expanding suburb in the outer north west of Melbourne.

2018 saw an enrolment of 609 students of whom 49.6% come from a language background other than English. The cultural and ethnic diversity of SMMPS is greatly valued and is drawn from over fifty different nationalities.

2018 class groupings comprised 27 grades with three or four streams at each year level. There were 47 teaching members of staff and 12 support staff. Specialist programs included; Physical Education, Perceptual Motor Skills Program, STEM, Art and LOTE (Italian). The school provides targeted teaching in Maths and English. Learning programs are supported by a structure that involves an R.E. Leader, Wellbeing Leader, Literacy Leaders, Maths Leader, Inquiry Leader, Learning and Teaching Leader and a Deputy Principal.

The school has excellent facilities that are continually being modernised and upgraded. The grounds continue to be developed and enhanced with tree planting and a variety of surfaces to meet a range of student sporting and recreational needs.

The school's proximity to the parish church, with its rich collection of religious icons and art work, adds to the school's clear and strong Catholic identity.

SMMPS prides itself on providing a safe, secure and stimulating environment that directly contributes to student wellbeing and learning.

Principal's Report

Welcome to our Annual Report for 2018. St. Mary MacKillop P.S is one of two schools serving the local Catholic parish of St. Mary of the Assumption.

As a Catholic school we are placed at the 'heart of the Church'. We recognise Christ as the centre of our life; calling us to be life-giving by the way we live the Gospel in our time. We strive to empower our community to be people of hope for our world.

Saint Mary MacKillop Primary School provides an environment imbued with Christian values, where Religious Education programs lead children to be knowledgeable about the Catholic faith, where academic achievement is promoted and participation in the arts, sports and the community are strongly encouraged.

Our patron, Saint Mary MacKillop was an ordinary Australian woman, living an extraordinary life. Her determination to 'see a need and do something about it' is the challenge to which we all aspire within in our school. And in the spirit of our patron we look to 'see the hand of God in all that happens.'

A foundational principle which guides all that happens at Saint Mary MacKillop Primary School is the promotion of the wellbeing of our young people and of all members of our school community. This development of social capital motivates us as we engage with each other on all levels. We genuinely recognise and celebrate the uniqueness of each individual. We are a school setting the highest standards, always striving towards being a community of learning excellence and of personal and communal wellbeing.

Our Positive School Wide Behaviour Support Framework encourages all children and teachers to be Respectful, Responsible, Resourceful and Safe. Our school is an environment in which all children can flourish.

Education in Faith

Goals & Intended Outcomes

To further discover the richness of our Catholic community, inspired by the spirit of St. Mary MacKillop.

- That the Religious Dimension of the school supports staff and students to seek to understand the Catholic faith and traditions.

Achievements

- Continued appointment of a Religious Education Leader (REL) undertaking CEM led Professional Learning
- Increase in scheduled time allocation for REL to work with teachers; Mid-term unit planning, end of term unit planning Staff Meetings and PLT meetings.
- Increase in access of support and guidance by CEM Learning Consultants in Religious Education
- Whole School Lenten Celebration- (Dramatisation of the Stations of the Cross)
- Attendance at the Colloquium on St Mary MacKillop (4 staff)
- Successful Sacramental programs for Reconciliation, Eucharist and Confirmation
- REL attendance at Short Courses in Theology conducted by Australian Catholic University.
- SMMPS has a long standing and critically important connection to the Catholic Diocese. Students regularly attend Mass with parishioners and a delegation of students attend the St. Patrick Day Mass. Parish Priest Monsignor Charles Portelli provides leadership and spiritual guidance to the school.
- Religious Education is taught explicitly and is also embedded, where possible, in the broader curriculum.
- The Josephite Sisters are important friends of the school and play an important role in educating students about the life and values of St Mary MacKillop.

VALUE ADDED

In 2018, SMMPS continued to demonstrate ongoing commitment to the robust teaching of Religious Education. Both staff and student knowledge and understanding of various aspects of the Religious Education program were of focus. In collaborative support structures with the support of the Religious Education Leader, staff have further developed a deeper understanding of the Renewed Curriculum Framework Document. Units of work in Religious Education reflect evidence of pre and post testing and student initiated inquiry.

Professional Learning opportunities were made available, and widely accepted by the staff, to expand their knowledge and understanding of the Catholic faith in order to impart deeper understandings to the students and to develop their own personal faith.

The regular celebrations of prayer and liturgy continue to be a dedicated focus. Students, staff and the wider community were provided with numerous opportunities to celebrate Mass together with highlights being Ash Wednesday Mass, The Feast of St Mary of the Cross MacKillop, The Feast of the Assumption and The End of Year Thanksgiving Mass.

Students are also provided with opportunities to share in the Eucharist through weekday Mass celebrations. Every class is rostered to celebrate in Mass at least twice per Term.

The 2018 Sacramental Programs provided families with the opportunity for students to prepare for and receive the sacraments of Penance, Eucharist and Confirmation with their peers. Family Information sessions were offered prior to the celebration of each of the sacraments to support parents in their roles as the primary faith educators of their children. Student Reflection Days were also organised and held at school in preparation for Eucharist and Confirmation. These days were facilitated by experts in Sacramental preparation.

Learning & Teaching

Goals & Intended Outcomes

To build an environment which engages all students in relevant and rigorous learning, challenging and empowering all to achieve success.

- That students develop and draw on SMMPs agreed dispositions for learning.

Achievements

- Literature and Mathematics resources purchased and distributed across the school.
- Numerous staff attended Professional Learning in English and Mathematics.
- Staff engaged in a variety of professional learning including Phonics in Context, Agile Learning Sprints, Words in Context, Essential Assessment and Coding and Robotics in Mathematics.
- Continued to refine Targeted Teaching process in English and Mathematics – based on Assessment data.
- Continued developing and extending Discovery Learning to Year 2 and into 3-6 as Passion Projects and Years 5 and 6 as 80/20 Time.
- Leading school, hosting other schools wishing to explore Discovery Learning, Passion Projects and 80/20 time.
- Rich curriculum experiences in PE, Sport, PMP, The Arts (visual, music), LOTE.
- Camp program.
- Quality of Canberra/Sydney experience for Year 6 Students. (Civics / Citizenship and Our patron's heritage).
- Curriculum support in classrooms and targeted support for Graduate Teachers.
- Implementation of consistent Success Criteria in Mathematics lessons.
- Designated leaders allocated to Student Initiated Inquiry (P-2) & (3-6).
- Fortnightly Data meetings where student's results in English and Mathematics were analysed.
- Learning PLTs continued on a weekly basis.
- Whole school participation in School of Rock Performing Arts Program.
- The school collects and analyses a wide range of data including Pat R, Pat M, PROBE, SAST, student welfare, attendance and behaviour information. The data is currently stored in a number of locations and forms.
- Teachers meet regularly to discuss data from classroom tests and observations and use this data to identify students who would benefit from targeted support.
- Pat M and Pat R test results are discussed and analysed at meetings involving all teachers. The meetings are led by a Curriculum Leader. Teachers in learning groups identify and celebrate successes and develop strategies to address identified weaknesses. Many teachers were able to describe how they adjusted and improved their teacher practices as a result of the data analysis.

- Teachers understand the value of data analysis as a process for informing teaching practices and there is evidence of teachers' developing enhanced skills in data analysis and interpretation.
- The specific welfare and learning needs of students are identified by analysing data from a range of tests (e.g. PAT Tests, NAPLAN and teacher tests) from the advice of teachers and from discussions with students and their parents.
- Students with additional learning needs have Personalised Learning Plans that have been developed in partnership with teachers and families in accordance with NCCD guidelines.
- High performing students are supported through extension activities.
- Students from refugee families receive additional support to ensure that their transition to a new culture and curriculum is as smooth as possible.
- Digital technologies are embedded in the curriculum and teaching practices. Students in years Prep to 3 have access to iPads and students in years 4 to 6 use laptops. Teachers and students are skilled in the use of this technology and it is used to enhance the quality of learning experiences and to provide high quality differentiation.
- Curriculum documents establish a broad coherent sequenced plan for curriculum delivery. The documents are aligned to the Victorian curriculum and makes explicit what teachers should teach and students should learn.
- Discovery Learning (Years P-2), Passion Project (Years 3,4) and 80/20 Time (Years 5,6) are well documented, important and highly valued elements of the curriculum
- Teachers meet in year level teams to plan units of work, develop assessment and to moderate student standards.
- Teachers have developed strong personal relationships with students and 'know' their students as individual personalities and learners. Teachers regularly use data to confirm and enhance their knowledge of the students' learning needs and there is strong evidence of teachers using this knowledge to differentiate their teaching.
- Year level groups are taught in collaborative learning spaces with learning areas and furnishings deliberately located to support group work and individual learning activities.
- Inquiry based activities have been developed on the basis of student interests and students are highly engaged in these differentiated learning activities.
- Students who have been identified with learning difficulties receive additional support from teachers and learning support officers.
- Students, in conference with their teachers, have established individual learning goals. Most students reported that this process has focused them on achieving their goal.
- School leaders have researched pedagogical practices and used this knowledge to collaboratively develop a pedagogy focused on meeting the learning needs of the students of SMMPs. The pedagogy incorporates elements of explicit teaching.
- In all classrooms artefacts such as visible learning intentions, success criteria and the language 'I do', 'We do' and 'You do' provides evidence that explicit teaching is embedded. Inquiry based learning activities are clearly documented and high levels of engagement are evident as students work individually and in groups on these tasks.

STUDENT LEARNING OUTCOMES

In 2018 we saw a positive growth trend in our NAPLAN scores.

Our Year 3 and Year 5 students are above the state average in both writing and language conventions. We have outgrown the state average in reading, writing, spelling, grammar and punctuation and numeracy. We remain committed to our Explicit Targeted Teaching practices in literacy and numeracy to best meet specific student needs.

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
State	82	43	80	64	89
SMMPS	108	73	99	103	111
Difference	+26	+30	+19	+39	+22

The NAPLAN results of our Year 5 students demonstrated significantly high growth in all areas, with over 80% of our students achieving two years or more growth.

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Low	9%	11%	15%	17%	17%
Middle	66%	49%	57%	41%	52%
High	25%	40%	28%	42%	31%

Our school commitment to data analysis and targeted teaching has resulted in a significant improvement in NAPLAN achievement.

The school has continued to develop Student Initiated Inquiry, which provides opportunities for students to explore and investigate their passions. The focus is on creativity, problem solving, language development and social interaction. Students make choices; take risks with their learning and value mistakes as part of their learning journey. This provides teachers with the opportunities to support students in developing powerful learning dispositions and skills that are transferable across a range of contexts.

Student Wellbeing

Goals & Intended Outcomes

To build student capacity to manage their physical and social emotional well-being.

- That students are resilient, relational and self-regulating.

Achievements

- Strategic focus on drawing links between student wellbeing and improved student outcomes.
- Years 5 and Prep Buddy Program saw the Yr. 5 students acting as Interpersonal Development skills coaches to Prep students.
- Further embedded matrix elements into classroom practices - School Wide Positive Behaviour Support.
- Staff utilised the Personal and Social Capabilities – Vic Curriculum.
- Social Emotional Learning continues as a focus – in particular Professional Development in the areas of Stress and Adverse Child Experiences.
- Introduction of the provision and documentation of adjustments to learning for students with specific needs using the National Consistent Collection of Data (NCCD).
- Cyber Safety Education for both staff, students and the wider school community.
- Building teacher capacity in the area of Autism Spectrum Disorder through participation in online Professional Development.

VALUE ADDED

St Mary MacKillop Primary School remains fully committed to developing the wellbeing of all through designing curriculum that draws from Personal and Social Capabilities (Vic Curriculum), explicit teaching of social emotional learning and employment of evidence based practices in optimal learning environments. The curriculum is designed as a process that builds students' capacity to regulate their physical wellbeing, identify and manage their emotions, cultivate resilience and build their character strengths. Strengthening student wellbeing leads to improved student outcomes.

In keeping with the key initiatives from the National Safe School Framework, Cyber-Citizenship, Drug Education and elements of Child Safe Curriculum form part of the school's wellbeing practice. Helping parents to understand some of the rapid changes in the use and effects of social media was a feature endeavour.

Staff have continued to embed the explicit values of the school into their classroom programs while furthering student understanding of the behavioural expectations that form the School Wide Positive Behaviour Support Framework. (SWPBS).

Provision of additional support for students with specific needs through the National Consistent Collection of data (NCCD), replacing the Students with Disabilities Program was a major undertaking for the staff building on developing effective personal learning plans.

STUDENT SATISFACTION

- The National School Improvement Tool Reviewer found that the school culture is underpinned by the spirit of St. Mary MacKillop 'we never see a need without taking action'.
- A high priority is placed on wellbeing and engagement in learning. Students are very happy at SMMPS and the level of student engagement in learning is outstanding. Social and Emotional and Religious Education learning programs support this.
- The Parish Priest, parents and students express a high degree of confidence and trust in the Principal and staff of the school.
- The Positive School Wide Behaviour Support Framework guides the school's learning culture. The expectations of Respectful, Responsible, Resourceful and Safe are known by all students.
- Visitors to SMMPS comment on the calm and welcoming atmosphere within the school.

STUDENT ATTENDANCE

- Children must be signed in and out b/w 9.10am and 3.15pm.
- Teachers report extend absences to leadership.
- An Extended Leave Form must be completed by the parent or guardian if it is known students who will be absent from school for more than three consecutive days
- Parents are required to provide reasons for non-attendance at school and for late arrivals and early departures.
- Where attendance becomes an issue; a meeting is convened with parents and school leadership.
- An Everyday Counts expectation is in place and an Extended Leave Policy is also available on our website.

Child Safe Standards

Goals and Intended Outcomes

We aspire to further develop our absolute commitment to Child Safety:

- Embedding culture through leadership
- Managing risk
- Building foundations through practice
- Empowering our community
- Selecting, monitoring and engaging our people.
-

Achievements

- Our governing authority (PP), all members of staff and parent community are regularly engaged in formal and informal conversations around the Child Safe Standards and Legislation
- Our Child Safety Policy is annually reviewed and presented to the PP, staff and parent community
- A Staff Code of Conduct has been developed in consultation with staff and signed off by all staff annually as a condition of continuing employment
- A Register is regularly updated to keep all records pertaining to Child Safety (e.g WWCC, signed agreements)
- Child Safety is agendaed in Staff meetings
- Protocols around interviewing and checking references for new staff regarding Child Safety are enforced
- All new staff provided with copies of Child Safety Policy and Code of Conduct with Letter of Appointment.
- Volunteers induction and agreement and must be completed and signed before anyone can volunteer in the in the school. A register is kept.

Leadership & Management

Goals & Intended Outcomes

To build strong partnerships for learning

- That the school community will work together in partnership for improved student outcomes

Achievements

- The school has developed a School Improvement Plan 2018 – 2021 and an Annual Action Plan 2018. The 2018 Plan identified Education in Faith, Learning and Teaching, English, Mathematics, ICT, Wellbeing and School Community as areas for focus in 2018. Responsibilities of school leaders for implementing the plan are clearly documented.
- Weekly Leadership Team meetings
- Weekly Curriculum Team meetings
- Weekly Wellbeing Meetings
- Weekly Professional Learning Teams (P-3) (4-6)
- Weekly Collaborative Planning at Team level

Teachers are familiar with the priorities identified in the Improvement Plan and are very supportive of and committed to the priorities.

- Provision of targeted professional learning for staff

The school leadership team place a very high priority on professional learning opportunities for staff. There is alignment between the professional learnings by teachers and the priorities identified in the School Improvement Plan.

- Increase in number of Learning Support Officers in response to student need
- Graduate mentor and additional graduate support provided.

Graduate teachers are supported by a mentor who provides both personal and professional support. An induction program supports teachers new to the school.

All teachers meet annually with the Principal to discuss their achievements and challenges during the year. Teachers report that this meeting is valued.

- Teachers receive regular feedback from their students and their parents, and from informal conversations with their colleagues. Most feedback is in the form of an affirmation.
- The presentation of school grounds, facilities and classrooms remain a priority and provide an environment, which is conducive to high quality learning.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

ACEL	Ben Walden Conference Melbourne
ACEL	Encourage Teach Support Conferenc
ACEL	Professional Development Course
ACEL	Visible Learning Plus Conference
CATH EDUC	Catholic Education Melbourne RE Conference
CATH EDUC	Sponsored Study Grad Certificate
CRITERON	Unpacking Coding Design Basics
DAVID HORNSBY	Curriculum Day Phonics
DEB VIETRI	Planning & Consultancy
DEB VIETRI	Professional Development
DEB VIETRI	Cluster Membership
EDUC EVENTS	Attwood - Understanding ASD
EDUC EVENTS	OnLine Course - Understandin
HELEN BOTHAM	CUED Articulation Course
INSTITITUE OF POSITIVE EDUCATION	Brain Breaks Pocketbook
INSTITITUE OF POSITIVE EDUCATION	Character Strength Card
INSTITITUE OF POSITIVE EDUCATION	Mindful Moments Pocketbook
KATRINA BOURKE	Coaching Staff
KATRINA BOURKE	Embrace You! 12 Session Coac
MARY MACKILLOP	Colloquium
MATHS ASSOCIATION	Mathematics Association of Teachers PD
NATH WILLIS	Nathan Wallis Melbourne
NTAA	FBT Seminar
PARENT WORKSHOP	Tough Conversations
PRACTICAL PD	Unpacking Digital Curriculum
SIMPLY MATHS	Whole School Approach
SIMPLY MATHS	Maths Coding PD
SREAMS	Professional Development Seminar
NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018	47
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$2,245.85

TEACHER SATISFACTION

Teacher investment in SMMPS is high, as demonstrated by the positive interactions and comments made during Annual Review Meetings and whole staff reviews.

Our Curriculum Processes are a strength within our school showing a strong commitment to instructional leadership, ensuring student learning is a priority. This is commented on favourably by the staff.

School morale is high and 100% of staff take pride in the school. Supportive Leadership and approachability is high. Teamwork and support are considered particularly strong.

100% of staff see that the school has a clearly stated set of objectives. Professional growth is encouraged.

School Community

Goals & Intended Outcomes

To develop dynamic partnerships that nurture and enrich learning for all.

- That students will have the skills, knowledge and dispositions for a positive future.

Achievements

- Parent Helper Register with 63 parents registered to support the school with fundraising, class and school activities, excursion and requested assistance.
- Good attendance by parents to formal Parent Teacher Meetings throughout the year
- Ongoing support with Parents as Reading Partners
- Ongoing support through support at PMP, excursions and class events.
- Ongoing partnership with Australian Catholic University and pre-service teachers
- Parent support and attendance at school community events, e.g. Sporting events, Christmas Carols, Mother's Day, Father Day Breakfasts, which are all important events in the school calendar.
- Ongoing use of the Parent Portal for communication.
- Increasing options to access through E News, Care Monkey,
- RMIT Sport's Partnership

RMIT and the school have developed a mutually beneficial partnership with significant numbers of physical education pre-service teachers doing their practicum at the school and in return providing quality coaching and support for the school's sporting program.

PARENT SATISFACTION

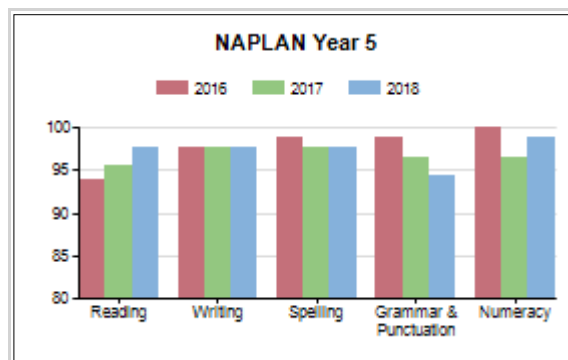
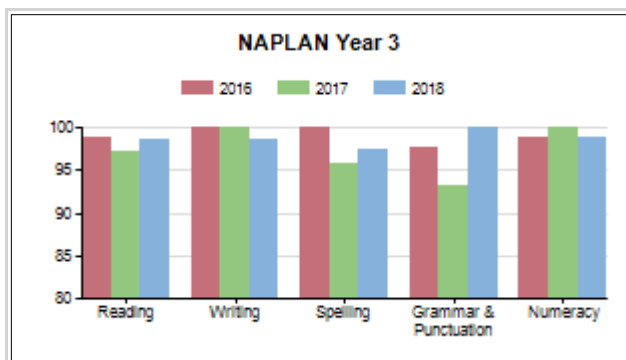
Parent feedback, both formal through emails and informally through conversation is also most positive.

School Performance Data Summary

E1333
St Mary MacKillop Primary School, Keilor Downs

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	97.7	93.2	-4.5	100.0	6.8
YR 03 Numeracy	98.9	100.0	1.1	98.8	-1.2
YR 03 Reading	98.9	97.3	-1.6	98.7	1.4
YR 03 Spelling	100.0	95.9	-4.1	97.5	1.6
YR 03 Writing	100.0	100.0	0.0	98.7	-1.3
YR 05 Grammar & Punctuation	98.8	96.6	-2.2	94.3	-2.3
YR 05 Numeracy	100.0	96.6	-3.4	98.9	2.3
YR 05 Reading	94.0	95.6	1.6	97.7	2.1
YR 05 Spelling	98.8	97.8	-1.0	97.7	-0.1
YR 05 Writing	97.6	97.8	0.2	97.7	-0.1



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	94.0
Y02	93.6
Y03	93.1
Y04	92.7
Y05	93.6
Y06	93.4
Overall average attendance	93.4

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	91.7%

STAFF RETENTION RATE	
Staff Retention Rate	91.8%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	23.9%
Graduate	19.6%
Graduate Certificate	2.2%
Bachelor Degree	87.0%
Advanced Diploma	21.7%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	52
Teaching Staff (FTE)	41.6
Non-Teaching Staff (Headcount)	15
Non-Teaching Staff (FTE)	12.7
Indigenous Teaching Staff (Headcount)	0

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