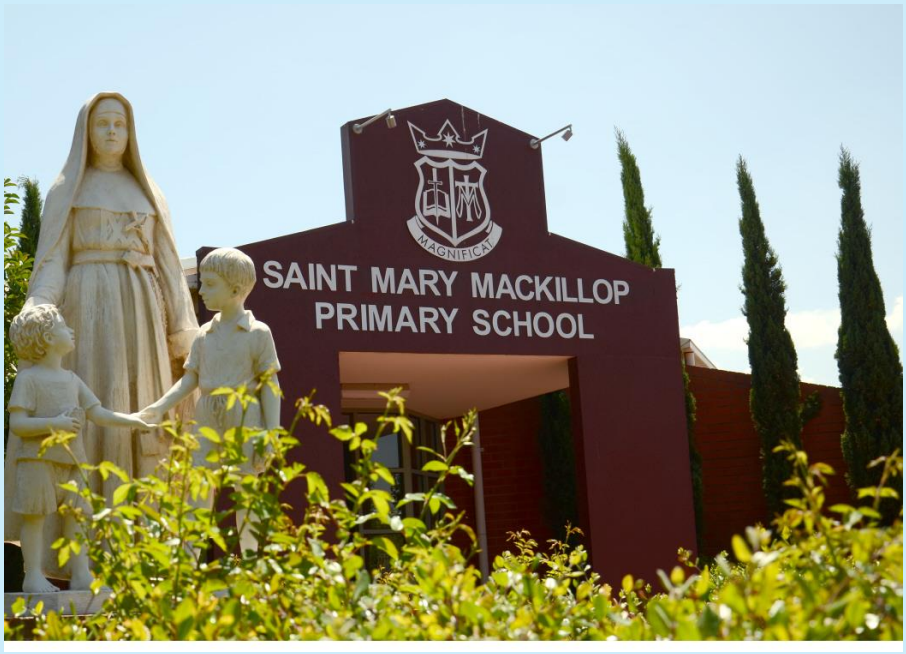

ANNUAL REPORT

TO THE SCHOOL COMMUNITY

St. MARY MACKILLOP P.S.
KEILOR DOWNS

2016

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 2007 (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 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

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.

2016 saw an enrolment of 629 students of whom 50% 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.

2016 class groupings comprised 26 grades with three or four streams at each year level. There were 51 teaching members of staff and 12 support staff. Specialist programs included; Physical Education, Perceptual Motor Skills Program, ICT, Performing Arts 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.

SMMPS Discovery Learning Program (P-2), Passion Projects (3-4) and 80/20 Time (5-6) are a key feature of our curriculum. Discovery Learning is the vehicle through which students create new knowledge either by exploring new experiences or using familiar ones to build new learning. Passion Projects are an opportunity for students to develop their own personalised learning style. 80/20 Time allows students to follow their own passions and interests, allowing learning to be more powerful, deeper, purposeful and consequently more productive.

In 2016 our students achieved many successes within our ever expanding Physical Education and Sport Program. The aim of our program is to provide our students with the skills and knowledge required to actively participate in a wide range of physical activity settings. This is achieved via the inclusion of programs such as P.M.P. Inter-School sport, Sport Education and our highly valued physical education teaching partnership with RMIT University.

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, and then many icons displayed around our school enhances 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, safety and learning

Principal's Report

Welcome to our Annual Report for 2016. St. Mary MacKillop Primary School 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 aspire 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 strengthen the Catholic identity of the school in the spirit of Mary MacKillop as a living faith community within a contemporary context.

- That student knowledge and understanding of Catholic faith and spirituality in their lives and living will improve.

Achievements

- Continued appointment of a Religious Education Leader (REL) undertaking CEM led Professional Learning
- Scheduled time allocation for REL to work with teachers in End of Term Planning and PLTs
- Whole staff reflection day on the theme of Prayer
- Whole school Lenten Celebration- (Dramatisation of the Stations of the Cross)
- Attendance at the Colloquium on St Mary MacKillop (4 staff)
- Attendance at National RE Conference in Perth (2 staff)
- Attendance at Melbourne RE Conference
- Successful Sacramental programs for Reconciliation, Eucharist and Confirmation
- 12 staff attended Grace and Mercy Short Course offered by ACU
- completed Accreditation to teach RE

VALUE ADDED

In 2016 St Mary MacKillop P.S. 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. Staff successfully trialled the use of a new planning format which aligns with the template used to plan Inquiry units of work. This facilitated the beginning of a shift in the way RE units are collaboratively planned and delivered.

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 attend Mass regularly.

Learning & Teaching

Goals & Intended Outcomes

To inspire students to be fully engaged and successful learners:

- That student outcomes in Reading and Writing will improve
- That student outcomes in Numeracy will improve.

Achievements

- Further embedding Google Apps for Education (GAFE) with staff and students
- Literature and Mathematics resources purchased and distributed across the school
- Numerous staff attended Professional Learning in English and Mathematics
- Continued to refine Targeted Teaching process in English and Mathematics – based on assessment data
- Implementation of a Mental Computation Scope and Sequence to support student numeracy skills.
- English Leaders trained in Understanding Dyslexia. One leader is now a qualified tutor.
- Continued developing and extending Discovery Learning to Year 2 and into 3-4 as Passion Projects and Years 5 and 6 as 80/20 Time
- Leading school, hosting other schools wishing to explore Discovery Learning.
- Rich curriculum experiences in PE, Sport, PMP, The Arts (visual, music), LOTE
- Camp program. Introduction of a one-night Year 4 camp to extend our Camp Program
- Quality of Canberra/Sydney experience for Year 6 Students. (Civics / Citizenship and our patron's heritage)

STUDENT LEARNING OUTCOMES

In 2016 we generally saw a positive trend in our NAPLAN scores.

Outcomes in reading, writing, spelling and numeracy saw positive gains.
We remain committed to our Explicit Targeted Teaching practices in reading in order to best meet the specific needs of the students.

Mathematics is an area of the curriculum in which we remain committed to improving student performance. To this end we look to further developing our Targeted Teaching program in Mathematics, utilizing key data collections to drive learning and teaching programs.

Our results in Mathematics in both Years 3 and 5, demonstrate a marked improvement, especially at Year 5 level.

SMMPS's Inquiry and Discovery Learning curriculum continue to deliver innovative and targeted learning experiences to our students, harnessing student interest, engagement and voice in order to drive powerful learning outcomes.

We are committed to equipping our students with the skills, knowledge and values necessary to succeed in the modern world.

Student Wellbeing

Goals & Intended Outcomes

To develop students who are active, confident, and reflective learners who have the capacity and disposition to understand self, others and the world.

- That student outcomes in Interpersonal Development and Personal Learning will improve

Achievements

- Drawing links between student wellbeing and improved student outcomes.
- Preparation with staff for the transition from Interpersonal Development to Personal and Social Capabilities in 2017 – Vic Curriculum.
- Further embedding matrix elements into classroom practices - School Wide Positive Behaviour Support with Interpersonal Development curriculum.
- Teachers trial several tools and strategies that form part of the Berry Street Education Model (BSEM) in their classrooms.
- Years 5 and Prep Buddy Program focus shifted to Yr. 5 students acting as Interpersonal Development skills coaches to Prep students

Attendance

- Parents are required to provide reasons for non-attendance at school and for late arrivals
- and early departures. Children must be signed in and out b/w 9.10am and 3.15pm.
- Teachers report extend absences to leadership
- 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.

VALUE ADDED

With Wellbeing forming a fundamental pillar of successful learning, explicit planning, training and teaching of social emotional learning and the provision of an optimal learning environment continues to form a whole school commitment.

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. Through professional development staff have spent time investigating the Personal and Social Capabilities (2017 Vic Curriculum introduction) to strengthen the links between student wellbeing and 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 practices.

The Year 6 students have participated in a year-long student leadership program with a weekly session led by our Principal. The Year 5 and Prep students have engaged in a Buddy Program that has been redesigned to see the Year 5 students act as coaches to their Prep buddies through the development of learning tasks and creative games to enhance relationships and further the understanding of their emotions and actions.

In keeping with the new strategic plan for Student Wellbeing Catholic Education Melbourne, several staff have participated in the Berry Street Education Model training that seeks to strengthen the art of teaching while seeking to meet the complex needs of vulnerable students. Staff have received some training in several tools and strategies to trial in their classrooms in meeting needs.

STUDENT SATISFACTION

Data from Surveys indicate that

- 93.9% of students feel cheerful at school.
- 95.5% of students feel happy at school and
- 93.8% of students feel energized at school.

Students feel connected to the school with up to 98.5% of students commenting favourably. The students consider teacher empathy is high, teaching is purposeful and they have great learning confidence.

The students are motivated and connected to peers.

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 have been informed about the Child Safe Standards
- A Child Safety Policy has been developed 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 as a condition of continuing employment
- Staff meeting dedicated to Mandatory Reporting
- A Register has been implemented to keep all records pertaining to Child Safety (e.g WWCC, signed agreements)
- Child Safety agended in Staff meetings
- New protocols around interviewing and checking references for new staff regarding Child Safety.
- All new staff provided with copies of Child Safety Policy and Code of Conduct with Letter of Appointment.

Leadership & Management

Goals & Intended Outcomes

To build a professional culture that is characterised by shared vision, feedback and high levels of teamwork with a commitment to continuous improvement in staff and student learning.

- That staff collaborate effectively to improve learning.
- That staff learning and engagement will improve.

Achievements

- Weekly Leadership Team meetings
- Weekly Curriculum Team meetings
- Weekly Professional Learning Teams (P-2) (3-6)
- Weekly Collaborative Planning at Team level
- Provision of targeted professional learning for staff
- Increase in Teacher and Integration Aide personnel in response to student need
- Graduate mentor and additional graduate support provided
- Established weekly OHS and Emergency Management team meetings
- Regular EM drills.
- Documentation of Policy
- Regular communication to staff of OHS matters via emails and meetings
- All staff are Level 2 First Aid accredited

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING	
DESCRIPTION OF PL UNDERTAKEN IN 2016	
Expenditure & Teacher Participation in Professional Learning	
ABIA	How to Teach a Child with ASD
ACEL	Annual Membership – Staff
ACEL	Inform, Create. Realise 2016 Conference
ACUMELB	Short Course
ACUMELB	FTP Short Course
ACUMELB	Short Course in Grace and Mercy
ACUMELB	Executive Negotiation Program
AIM	Professional Membership – Staff
APNEUC	ProtectED 2016
AUTISMTEACH	Graduate Certificate – Teaching
CEOM	RE Conference
CHEAHK	Business Coaching

DEBVIETRI	Planning & Consultancy
DEBVIETRI	Professional Development
DEBVIETRI	Cluster Membership
EECW	National Catholic Education Commission
HAWBROWN	Thinking & Learning Conference
HAWBROWN	I am the future
KATBOURKE	Professional Development Coaching
LAWSENSE	School Law Seminar – Melbourne
MARIA FORDE	Staff Retreat Day
MARY MACKILLOP	Colloquium
MELBUNI	Leading Change: Wellbeing
MELBUNI	Interpersonal Group Program
MELBUNI	Melbourne University Master's Program
MICHAEL	Combined Membership
MYLEARN	School Leadership & Technology
NTAA	FBT Seminar
OXFORD	Full Day Numicon PD
POSSCHOOL	Mental Health & Wellbeing Co
ROBVIN	Professional Development Session
SISTERS ST JOSEPH	Professional Development Day Staff
SREAMS	Professional Development Seminar
Treacy College	Parish Schools- Faith and Mission PD
VICITALTEACH	VATI Congress
VIEU	Mindfull Employer Workshop Primary
VIEU	Duty of Care Teachers
WESTENG	EAL Professional Development
ZART	Zart Art Workshop
DEBVIETRI	Planning & Consultancy

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	45
AVERAGE EXPENDITURE PER TEACHER FOR PL	$2,132.91

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.

Data surveys show that staff morale is high. 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 an inclusive, engaging and mutually respectful environment where productive partnerships flourish.

- That student learning will improve through authentic engagement with families, community groups and other educational settings.

Achievements

- Active Parent's Association
- Appointment of a staff member as a Parent Liaison
- Good attendance by parents to year level events
- Good attendance by parents to formal Parent Teacher Meetings throughout the year
- Successful School Springtime Carnival
- Parent support and attendance at school community events, e.g. Christmas Carols, Mother's Day, Father Day Breakfasts.
- Ongoing use of the Parent Portal for communication
- Increasing options to access through E News
- RMIT Sport's Partnership
- Partnership with ACU and pre-service teachers
- Parent Helper Programs
- Transition program

PARENT SATISFACTION

Data suggests community engagement continues to improve and is above target.

Parents generally consider the staff in this school collaborate effectively with parents to optimise the learning of students. They consider the teachers dedicated, energetic and they take a great deal of pride in their work.

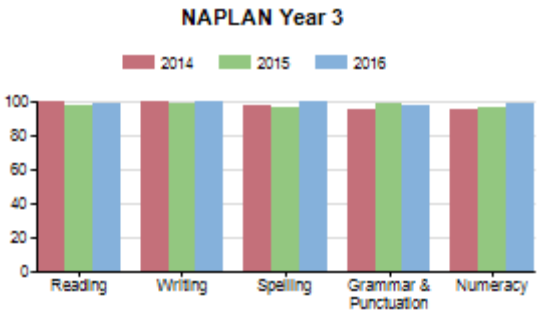
The Religious Education program and Catholic culture rates highly with parents.

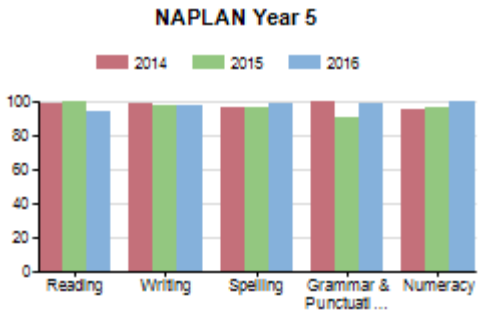
VRQA Compliance Data

E1333
St Mary MacKillop Primary School, Keilor Downs

PROPORTION OF STUDENTS MEETING THE MININUM STANDARDS

NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
YR 03 Reading	100.0	97.8	-2.2	98.9	1.1
YR 03 Writing	100.0	98.9	-1.1	100.0	1.1
YR 03 Spelling	97.8	96.6	-1.2	100.0	3.4
YR 03 Grammar & Punctuation	95.6	98.9	3.3	97.7	-1.2
YR 03 Numeracy	95.5	96.7	1.2	98.9	2.2
YR 05 Reading	98.9	100.0	1.1	94.0	-6.0
YR 05 Writing	98.9	97.6	-1.3	97.6	0.0
YR 05 Spelling	96.8	96.3	-0.5	98.8	2.5
YR 05 Grammar & Punctuation	100.0	90.2	-9.8	98.8	8.6
YR 05 Numeracy	95.7	96.4	0.7	100.0	3.6





AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y02	94.37
Y04	94.64
Y06	93.94
Y05	92.32
Y03	93.52
Y01	90.70
Overall average attendance	93.25

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	89.84%

STAFF RETENTION RATE	
Staff Retention Rate	90.48%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	24.32%
Graduate	16.22%
Certificate Graduate	2.70%
Degree Bachelor	89.19%
Diploma Advanced	18.92%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	51
FTE Teaching Staff	41.500
Non-Teaching Staff (Head Count)	12
FTE Non-Teaching Staff	8.432
Indigenous Teaching Staff	0