



St Mary MacKillop Primary School

Keilor Downs

2020

Annual Report to the School Community



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Contact Details

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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 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

03/05/2021

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

Our School Vision

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.

2020 saw an enrolment of 577 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.

2020 class groupings comprise 22 class groups (P-6, all in straight grades) with three streams at each year level, except for Year 1 where there were four streams. Class sizes range between 24-28 children in each class group. There are 46 teaching members of staff and 11 non-teaching staff members. Specialist programs include; Physical Education, Perceptual Motor Skills Program, Digital Technologies, Visual Art, Library/Media 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, Learning Diversity Leader, Deputy Principal and Principal. SMMPS also engages the services of a Literacy Intervention teacher and a Numeracy Intervention teacher.

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 works, 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

2020 was no doubt the most challenging of years as the world faced a pandemic. One thing that will stay with us will be a new-found appreciation for our teachers. Parents have been given an insight into the work of teachers and developed a deep appreciation for how they kept schooling happening in the most complex of times. It is important that we recognise just what has happened in education over the 2020 school year. It has been the biggest educational change in more than 100 years. With little notice and minimal preparation time, teachers were able to undertake unprecedented adaptation and innovation, to ensure that education would continue during the most difficult of times.

Perhaps what has happened in education world-wide, may result in a transformation of education practice for generations. As we welcome the return to on-site teaching, I have never been so proud of my profession and I have so much admiration for our teachers and staff who have selflessly put the needs of students above their own. Many have had to juggle the needs of their own families, as well as, care and concern for their students. But this does not surprise me. This is what educators do. Our teachers routinely put the needs of the young in our school before their own. For that I am grateful.

We must acknowledge and thank our teachers. Their work is simply incredible. With virtually no notice, they adapted their pedagogy and provided remote learning which was creative and connected our kids with our school. This fact was so important for the children's wellbeing and mental health. They needed to know they belong. Their efforts went a long way to making this sense of connectedness and belonging a reality. The feedback our teachers were providing was sound, constructive and let the individual child feel acknowledged and cared about by their teacher. As a passionate Catholic leader, I appreciated the prayer they lead each morning with their class. This kept our Catholic identity shining.

We appreciated our staff onsite, day in day out, working in admin, maintenance and caring for our children who needed to be at school for whatever reason. They provided wonderful support to the children. Their commitment, humour, empathy and gentleness made our school a happy place to be. Our school leaders were working behind the scenes all week, listening to feedback, meeting and then mapping the way forward, so as to support the community by making necessary adjustments and through providing clarity. They spent a lot of time answering questions from teachers and parents and then provided them with additional resources as needed. Their work was invaluable to the success of our Remote Learning. We had many successes.

I stand very proud as Principal leader of SMMPS! The education sector was turned upside down. We moved from what we have always known into a new frontier, called Remote Learning. We had to adapt fast! And adapt we did! I stand very humbled in gratitude for the patience, parents have shown towards the school as we moved into this brave new world. We have listened as we worked this out together. I am grateful for the respectful and constructive feedback we received. We acted on that feedback and implemented changes as we have moved forward. We were learning together. We were grateful for the persons managing and supporting the children as they learnt at home. We are grateful for the boys and girls of SMMPS who engaged in their learning, as demonstrated by their many marvellous daily posts. I am proud of the independent learning that happened.

In saying all this, we did discover amongst many things, on major factor, Our students missed school and staff missed students. Technology is amazing, but it's not the same as going to school. Teachers are great at responding with solutions for complex problems, but it is wonderful to be able to learn together again, face to face!

Education in Faith

Goals & Intended Outcomes

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

Intended

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

Outcome:

Achievements

The COVID year of 2020, greatly impacted the way that we worshipped and celebrated as a school and parish community. It really clarified that, what is central to our Catholic faith, is the community coming together to pray, celebrate and give thanks. In light of these significant challenges, as a school, we worked in creative ways to continue to nurture the faith development of our students and our community through providing engaging learning opportunities in a remote learning context.

We made links with the parish where families were able to engage in weekly Sunday mass available online.

We ensured staff prayer reflections were shared before each staff meeting on Google meets.

Education in Faith maintained a high profile throughout 2020 before, during and after lock-downs.

We now recognise more authentically that the living and celebration of our faith is alive in community where people can gather, listen, share and continue the mission of Jesus through their lives.

VALUE ADDED

Opportunities which ensured our Catholic Identity remained living and active were:

- Planning Religious Education sessions with year levels via Google meets.
- Preparing liturgies on video for important celebrations such as Holy Week, Easter, Anzac Day, Feast of St Mary MacKillop and the Feast of the Assumption.
- Weekly prayer video resource provided which had a focus on quotes from St Mary MacKillop.
- Sharing the 'Joke of the Day' via Chatterpix which help to lift our spirits, just as Jesus would do.

- Daily prayer for all students live-streamed by teachers via Google meets.
- Inviting Bishop Mark Edwards to answer questions from Yr 2 students via Google meets.
- Live-streaming our Confirmation and Graduation ceremonies.
- Creating video resources to support the learning and teaching of Religious Education.
- Keeping connected with families by uploading to Seesaw all resources created for parents to access and use.

Learning & Teaching

Goals & Intended Outcomes

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

Intended Outcomes:

Students develop and draw on SMMPS agreed dispositions for deep learning.

Staff are proficient at using data to inform teaching and maximise growth for all.

Achievements

- 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.
- Literacy and Mathematics resources purchased and distributed across the school.
- Teachers planned and delivered remote learning using digital technologies.
- Successful roll-out of digital devices during home based learning.
- Teachers planned and implemented differentiated learning opportunities for both school based and remote learning.
- Staff participated in Professional Learning in English, Mathematics and Inquiry.
- Continued to refine Targeted Teaching process in English and Mathematics - based on Assessment data.
- Continued developing, extending and documenting Discovery Learning, Passion Projects and 80/20 Time.
- Rich curriculum experiences in PE, The Arts (visual) and LOTE.
- Curriculum support in classrooms and targeted support for Graduate Teachers.
- Designated leaders allocated to Student Initiated Inquiry (P-2) & (3-6).
- Inquiry based activities have been developed on the basis of student interests and students are highly engaged in these differentiated learning activities.
- 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.

- Appointment of a part-time Speech Pathologist.
- Students who have been identified with learning difficulties receive additional support from teachers and learning support officers.
- 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.
- 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 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.
- Teachers meet in year level teams to plan units of work, develop assessment and to moderate student standards.
- Teachers strive to develop strong personal relationships with students and 'know' their students as individual personalities and learners.
- Year level groups are taught in collaborative learning spaces with learning areas and furnishings deliberately located to support group work and individual learning activities.
- Visible learning intentions, success criteria and the language 'I do', 'We do' and 'You do' provides evidence that explicit teaching is embedded in our curriculum and classrooms.

STUDENT LEARNING OUTCOMES

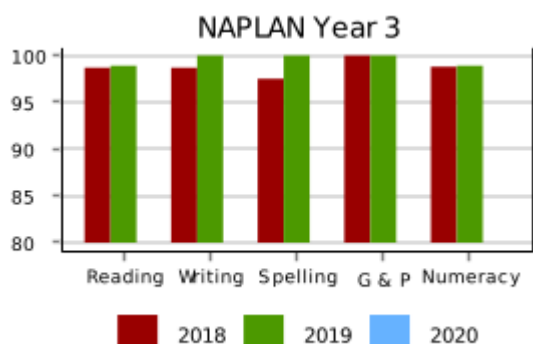
Our Progressive Achievement Test (PAT) results in Mathematics and English show that the majority of students at SMMPS are at or above when compared to other Australian students. SMMPS has also outperformed other Australian schools in the way that we have targeted and raised the achievement scores of low-attaining students.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	100.0	0.0		
YR 03 Numeracy	98.8	98.9	0.1		
YR 03 Reading	98.7	98.9	0.2		
YR 03 Spelling	97.5	100.0	2.5		
YR 03 Writing	98.7	100.0	1.3		
YR 05 Grammar & Punctuation	94.3	98.5	4.2		
YR 05 Numeracy	98.9	98.5	-0.4		
YR 05 Reading	97.7	100.0	2.3		
YR 05 Spelling	97.7	95.5	-2.2		
YR 05 Writing	97.7	100.0	2.3		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

To build student capacity to manage their physical and social emotional wellbeing. That students are resilient, relational and self-regulating.

Achievements

- Continued development of the provision and documentation of adjustments to learning for students with specific needs using the National Consistent Collection of Data (NCCD).
- Further embedding of matrix elements into classroom practices - School Wide Positive Behaviour Support.
- A continued focus for staff utilising the Personal and Social Capabilities - Vic Curriculum.
- Social Emotional Learning continues as a focus - in particular Professional Development in the areas of Stress and Trauma informed practices.
- Building teacher capacity in the area of Autism Spectrum Disorder through participation in online Professional Development.
- Years 6 and Prep Buddy Program and the Year 5 and Year 1 Buddy Program saw the Year 6 and Year 5 students acting as Interpersonal Development skills coaches to the Prep and Year 1 students.
- Wellness Wednesdays during Melbourne Lockdowns - screen free day of activities to enhance Personal and Social Capabilities.
- Online / phone support for students, parents and staff regarding needs during lockdowns.
- Students participating in the School Counselling service - moved to online/Tele Health format.

VALUE ADDED

- 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.
- In response to the lockdowns experienced by SMMPS, the move to online learning required a number of responses.
- Students of 'essential workers and vulnerable' were supported at school by staff with some additional learning opportunities.

- Online/telephone support was made available to families and staff to discuss needs, how they were managing. Calls were made to individual students to assist when the situation became challenging.
- Wellness Wednesdays were initiated to provide students with activities to engage in outdoor or non - classroom related learning. This initiative gave students activities in Art, Physical health (exercise and skills), games to play solo and with family members and ways to care for self during lockdown. An additional benefit was that it gave students 'off screen' time so they could take exercise and contact their friends digitally.
- Upon return from lockdown in September /October a two-week period of 're-engaging' and rebuilding the class community and school community physically was instituted.

STUDENT SATISFACTION

At the beginning of the school year, teachers used the previous year's student data during planning time with Wellbeing Leader, to consider the needs of their new cohort. Students in Years 5 and 6 completed a school based classroom climate Google Forms survey to ascertain their perspectives. This was to occur several times throughout the year for comparison, but the Lockdowns experienced by our school stopped this.

After the end of the lockdown, the students reflected on their experiences of online line and identified positive outcomes for themselves and the areas of challenge. This was used in the online student/parent /teacher conversations.

Responses from Students

1. Many that they had made progress in their organisational and time management skills.
2. They missed 'playing sport' and games on the playground with friends.
3. They missed the structure of the classroom routine.
4. They enjoyed how the teachers tried to make the online learning sessions fun e.g. Dress up Friday, Hat day.
5. They enjoyed the Wellness Wednesdays -not on screen to do other things

Responses from Parents and Staff

6. It was noted how 'independent' and organised students were -especially students in the P-2 area.
7. Many parents commented positively on the Wellness Wednesdays -off-screen time for the children and a break from parental supervision of learning.
8. A small percentage of parents found the online learning experience challenging. Some made suggestions as to how to improve online learning.

STUDENT ATTENDANCE

- Children must be signed in and out b/w 9.00am 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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	94.5%
Y02	94.2%
Y03	95.8%
Y04	96.3%
Y05	95.4%
Y06	95.4%
Overall average attendance	95.3%

Child Safe Standards

Goals & 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, parent community, volunteers and contractor 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 must be completed and signed before anyone can volunteer in the school. A register is kept.
- A new WC facility has been constructed for parent and visitor use (eliminating the need to use children's WC facilities).
- Implementation of 'PROTECT Protocols, Identifying and Responding to all Forms of Abuse in Victorian Schools'

Leadership & Management

Goals & Intended Outcomes

Goal :To build strong partnerships for learning

Intended Outcome: That the school community will work together in partnership for improved student outcomes

Achievements

In many ways, the implications of COVID and the subsequent lock-downs have impacted on our initial plans to build strong partnerships for learning. In saying that though, the school community worked exceptionally well in partnership for improved student learning. With the sudden advent of remote learning, teachers had to revisit pedagogy and very quickly parents and staff realised that we would need to work in partnership to ensure the students engaged in their learning.

Our parent community have shown great patience as the school moved into this brave new world where Remote Learning happened. We listened to each other as we worked it out together. SMMPS is grateful for the respectful and constructive feedback we received. We acted on that feedback and implemented changes as we moved forward. We were all learning together, and we recognised that parents and/or carers, were the persons managing and supporting their children, as they learnt at home. This was an authentic partnership.

Feedback received from parents through emails and in person was positive and affirming of our efforts. This feedback was also provided by the parents of essential workers who needed to bring their children to school. They appreciated our generosity of spirit and our care for their children whilst they needed to work. Parents also commented on our care for their children's mental health and wellbeing.

Other initiatives included:

- Online professional learning for Learning Support Officers.
- School Leaders meeting weekly to ensure continued and visible leadership.
- Teacher and Principal meetings to provide support, affirmation and direction.
- Online Parent/Teacher Conversations to ensure ongoing the ongoing partnership with the home.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

[PLUndertaken]

Number of teachers who participated in PL in 2020	62
Average expenditure per teacher for PL	\$520

TEACHER SATISFACTION

2020 proved an enormous challenge to our teachers and staff as they adapted their pedagogy on no notice and with minimal preparation time. In effect teachers kept schooling happening in the most complex of times. The world was face with a pandemic, yet our teachers, despite their fears and apprehensions, worked with the utmost of dedication and commitment. Teachers were able to undertake unprecedented adaptation and innovation, to ensure that education would continue.

I have never been so proud of my profession and I have so much admiration for our teachers and staff who have selflessly put the needs of students above their own. Many have had to juggle the needs of their own families, as well as, care and concern for their students. But this does not surprise me. This is what educators do. Our teachers routinely put the needs of the young in our school before their own.

Our community has acknowledged and thanked our teachers. They appreciated our innovative online learning and comments included,

- This connection was so important for the children's wellbeing and mental health.
- The children felt cared for by their teacher.
- Prayer and humour was important.

Teachers appreciated the support they were offered. Our initiative, " Wellness Wednesday", provided a day of no online learning for teachers and students. On this day, teachers were able to plan and evaluate. This initiative was appreciated and valued by teachers.

Morale amongst staff at SMMPS remains high. Our staff retention rate testifies to this fact.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	97.1%
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ALL STAFF RETENTION RATE

Staff Retention Rate	84.6%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	21.1%
Graduate	18.4%
Graduate Certificate	0.0%
Bachelor Degree	81.6%
Advanced Diploma	18.4%
No Qualifications Listed	5.3%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	47.0
Teaching Staff (FTE)	39.0
Non-Teaching Staff (Headcount)	21.0
Non-Teaching Staff (FTE)	15.3
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

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

Intended Outcome: That students will have the skills, knowledge and dispositions for a positive future.

Achievements

It goes without saying 2020, presented unprecedented challenges. Metropolitan Melbourne and beyond was locked down for a large part of the school year. Opportunities to engage in any connected community activities were virtually nil. Even when lock down ended, we were unable to gather onsite.

Despite these demanding challenges we made attempts to keep our community connected. The school developed a twice weekly communication which was forwarded home via online means, tilted **Staying Connected**. This communication was aimed at keeping families connected to the school and certainly tried to convey a positive message despite the restrictions.

We also meet with parents online (Parent Teacher Conversations) and individual student and student groups met with teachers and LSO's. The Principal regularly met with Year 6 cohorts of students, continuing in his role as their Life and Faith Coach. We were very cognisant of children that were not connecting online and made attempts to reach out to them via phone or other means.

Teachers met weekly online to plan and to support each other.

We remain proud of our attempts to keep our community connected.

PARENT SATISFACTION

Feedback from parents was largely positive despite the isolation and challenges of the 2020 year. They were most appreciative of our attempts to provide relevant and quality online learning. The fact that there were few phone calls or emails from parents expressing concern was noted and demonstrated the confidence that was shown in the school.

Parents of essential workers were sure to thank us each day when they dropped off and collected their children. Their genuine gratitude was noted and appreciated.

Parent greeting and responses when we were permitted to reopen the school to all children were also most appreciated.