



# St Mary MacKillop Primary School

Keilor Downs

2021

Annual Report to the School Community



Registered School Number: 1877

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## Minimum Standards Attestation

**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](http://www.acnc.gov.au)

## Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## 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 the school moved to its present site in Keilor Downs, then a new and rapidly expanding suburb in the outer north-west of Melbourne.

2021 saw an enrolment of 562 students of whom 52% 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. 2021 class groupings comprised 22 grades with three or four streams at each year level.

There were 46 teaching members of staff and 19 support staff. Specialist programs included; Physical Education, Perceptual Motor Skills Program, Library/Media, Digital Technologies, Visual Arts and LOTE (Italian). The school provides targeted teaching in Maths and English. Learning programs are supported by a structure that involves a Religious Education Leader, Well-Being Leader, Literacy Leaders, Maths Leaders, 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 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 well-being and learning.

## Principal's Report

In 2021, we celebrated 200 years of Catholic education within Victoria. It was also the year we saw the governance of the parish primary school being handed to Melbourne Archdiocese Catholic Schools. As we adapt, we look to the future in a spirit of optimism, confident our schools will remain connected to their local parish and retain their unique Catholic identity.

Despite the challenges of adaptation, an online administrative system called ICON and issues with provision of service; I stand personally grateful for the support offered by our Regional Team. Their support provided direction as we adapted and was also most appreciated as we faced the burden of constantly evolving COVID restrictions.

I am very proud of our school community; the attitude and support they displayed during the extreme challenges of living with COVID, supported us in the decisions we had to make daily in moving forward to ensure the children's ongoing education. Our community rallied as we worked together to provide an education for the children.

We have positive parents, dedicated staff and children who are grateful for the learning opportunities they were given during COVID. This gratitude extends to the now, as we move beyond lock-downs, into a COVID normal world. When the children returned to school, their smiles and sense of appreciation were obvious as the children connected back on-site with friends, teachers and a sense of routine.

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. 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 well-being 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..

The online learning grids provided to the children ensured continuity of learning. Our teachers put much effort into ensuring the learning grids were engaging and suitable for at home 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.

I conclude by saying thank you to the children of our school. Their bright smiles and cheerful attitude; relationships with each other and the teachers and their disposition for learning ensures a positive school climate.

We look back in gratitude and look forward in anticipation.



# Education in Faith

## Goals & Intended Outcomes

- To further discover the richness of our Catholic Community, inspired by the spirit of Saint Mary MacKillop.
- That the Religious Dimension of SMMPS supports the school community to seek to understand the Catholic Tradition.

## Achievements

The challenges of COVID and the resultant lock-downs, impacted the direct faith experiences in which we were able to engage. Our parish church, which is central to our faith experiences was closed for much of 2021. The opportunity to explicitly highlight matters of faith and the Catholic tradition as a whole school community was a challenge. Combine that with the fact that we were unable to celebrate First Holy Communion in Year 3, as is our parish practice, was a disappointment. We did, however, manage to celebrate Year 3 Reconciliation and Year 4 Communion as well as Confirmation toward the end of the school year.

In spite of the immense challenges our teachers stepped up and led prayer each morning with their respective classes online via remote learning. They also continued with 3 x weekly Religious Education sessions and SMMPS Religious Education leader met online with levels to highlight Church celebrations/seasons and feast days.

Our MACSIS data suggests a positive perception of the Catholic identity of our school with staff, children and parents all rating us higher overall than the average score for MACS schools.

**VALUE ADDED**

Teacher led Daily Prayer online with each class group

Principal and REL engagement online with classes

Stronger links to the new REL curriculum were highlighted in planning and in delivery of the RE program

Many online resource were created and made available to classes: PowerPoint presentations and videos

Online liturgies to celebrate significant feast days and seasons were made available to classes

## 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.
- 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

- Literacy and Mathematics resources are purchased and distributed across the school.
- Developed a learning grid planning document to coordinate the delivery of home-based learning
- Teachers planned and delivered online remote learning using digital technologies
- Teachers planned and implemented differentiated learning opportunities for both school-based and remote learning (including online whole and small group teaching)
- Provided on-site learning for vulnerable students and children of essential workers during periods of lockdown.
- Successful rollout of digital devices, up to 300, during home-based learning
- Continued developing, extending and documenting Discovery Learning, Passion Projects and 80/20 Time.
- Rich curriculum experiences in PE, Library Media, Digital Technology, The Arts (visual) and LOTE.
- Curriculum support in classrooms and targeted support for Graduate Teachers.
- 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, Fountas & Pinnell, SAST, student welfare, attendance and behaviour information. The data is currently stored in a number of locations and forms.
- Teachers discuss data from classroom tests and observations and use this data to identify students who would benefit from targeted support.
- Continued employment of a part-time Speech Pathologist.
- Students who have been identified with learning difficulties receive additional support from teachers and learning support officers.
- 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 high-quality differentiation.
- Curriculum documents establish a broad coherent sequenced plan for curriculum delivery. The documents are aligned to the Victorian curriculum and make explicit what teachers should teach and students should learn.
- Teachers meet in year level teams to plan units of work, develop assessments and moderate student standards.
- Teachers strive to develop strong personal relationships with students and 'know' their students as individual personalities and learners.

### STUDENT LEARNING OUTCOMES

Our Year 5 students bested the State and National NAPLAN averages in Reading, Writing, Spelling, and Grammar and Punctuation, and are close to the State average in Numeracy. We significantly beat or achieved our target of increasing the percentage of high achieving Year 5 students in all subject areas.

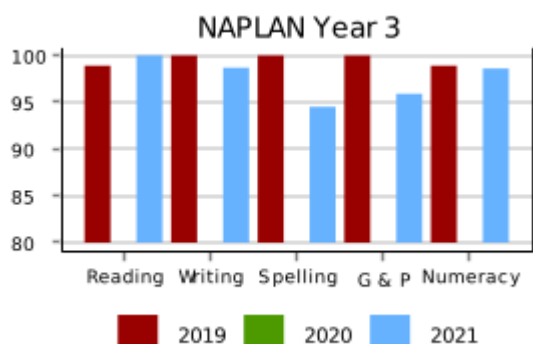
Our Year 3 students did not achieve the State NAPLAN average. We continue to investigate the impact that health restrictions, home learning, inconsistent pedagogy and lack of collective efficacy may have had on this cohort and will consider a variety of supports to improve outcomes for these valued students.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	95.9	-
YR 03 Numeracy	98.9	-	-	98.6	-
YR 03 Reading	98.9	-	-	100.0	-
YR 03 Spelling	100.0	-	-	94.5	-
YR 03 Writing	100.0	-	-	98.7	-
YR 05 Grammar & Punctuation	98.5	-	-	100.0	-
YR 05 Numeracy	98.5	-	-	100.0	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	95.5	-	-	100.0	-
YR 05 Writing	100.0	-	-	100.0	-

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

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

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



## 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 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 reported 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.
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.

**We were proud to see the overall school positive endorsement from students as reported by MACSIS was at 75%, up from 69% in 2019 and above the MACS average of 66%.**

## 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.
- Parents are notified via Icon through a text message if a child is absent with no notification.
- If the school does not receive a response from the parent, contact is made with the parent or listed emergency contact by 11:00am
- 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.

Teachers took note of children who attended online classes. In the event of absence over a few lessons; the classroom teacher or well-being leader (dependent on the known needs or complexities of the family) would make contact with the child through email or contact the parent, as to the child's welfare.

Prep	96.8%
Y 01	97.3 %
Y 02	95.75 %
Y 03	95.08%
Y 04	97.3 %
Y 05	96.3 %
Y 06	98.2 %

Overall average attendance 96.92%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.5%
Y02	94.6%
Y03	93.3%
Y04	96.2%
Y05	95.5%
Y06	93.7%
Overall average attendance	94.8%



## 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

- Professional development for both teaching and non-teaching staff
- Regular staff meetings revising and promoting child safety standards and expectations
- Established and documented Child Safety risk management standards ?
- Staff signed a code of conduct or document noting their participation in (or commitment to) school and legislative child safety practices and standards
- Staff annually update mandatory reporting training requirements
- School based online cyber safety programs for students
- Engagement of an external lawyer to investigate/manage incidents

## 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

In many ways, the implications of COVID and the subsequent lock-downs continue to impact on our 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 ongoing remote learning platform, 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 has shown great patience as the school moved into this brave new world of 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 well-being.

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.
- Ensured Victorian Government mandates were met regarding vaccinations and risk aversion.

We also

- Finalised the redevelopment of the Penola (Year 6) building
- Began the redevelopment of the Mary of the Cross Building (Prep and Year 4)
- Appointed Law Architects to design SMMPS's new Library, Visual Arts Studio, Digital Technologies' Studio and Meeting rooms under Supplementary Capita Grants
- Increased the time allocation of an externally employed Speech Pathologist

- Engaged in ICON implementation and training

<b>EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING</b>	
<b>Description of Professional Learning undertaken in 2021</b>	
<ul style="list-style-type: none"> <li>• Classroom teachers and leaders worked with an external consultant each term to improve their capacity to plan, implement and assess student and teacher-initiated Discovery and Inquiry approaches to learning and teaching</li> <li>• Domain leaders engaged in external professional development within their specialist areas, including Mathematics, English, Learning Diversity, Religion and Well-being</li> <li>• Learning Support Officers meet weekly to engage in in-house professional development facilitated by the Learning Diversity leader</li> <li>• Teachers engaged in professional development of speech-related issues and phonics with our externally engaged Speech Pathologist</li> <li>• Staff received coaching and professional development from an external consultant on well-being, time management and giving/receiving feedback.</li> <li>• Professional Learning Teams in English and Maths and other subject area as identified as priority at any given time.</li> <li>• Cluster meetings</li> <li>• Weekly Collaborative Planning</li> <li>• Individual support from school leaders and colleagues.</li> </ul>	
<b>Number of teachers who participated in PL in 2021</b>	<b>47</b>
<b>Average expenditure per teacher for PL</b>	<b>\$640</b>

**TEACHER SATISFACTION**

2021 continued to provide 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 well-being 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.

Overall school positive endorsement of staff satisfaction is at 70% up on the MACS average of 67% (MACSIS)

Morale amongst staff at SMMPS remains high. Our teaching staff retention rate of 97.1% and overall staff retention rate of 91.3% testifies to this fact.

#### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	86.4%
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#### ALL STAFF RETENTION RATE

Staff Retention Rate	93.6%
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#### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	22.0%
Graduate	14.6%
Graduate Certificate	0.0%
Bachelor Degree	87.8%
Advanced Diploma	17.1%
No Qualifications Listed	2.4%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	47.0
Teaching Staff (FTE)	37.9
Non-Teaching Staff (Headcount)	22.0
Non-Teaching Staff (FTE)	15.7
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

- To develop dynamic partnerships that nurture and enrich learning for all.
- Families are supported to be actively involved in the school community.

### Achievements

It goes without saying 2021, continued to present massive 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 on-site as a community

Despite these demanding challenges we made attempts to keep our community connected. The weekly communication was forwarded home via online means, was deliberately 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.

- Increased the frequency of Principal communication with the school community using newsletters, Google Meet video conferencing, and SMS alerts.
- Developed and deployed a school website aimed at welcoming and on-boarding new prep students and their families with engaging video content by their new teachers and targeted information about our school community.
- Provided live and recorded video streams, such as messages to the community and school sacraments, to increase community participation and connectedness during COVID restrictions.
- Utilised Google Meet video conferencing to provide an alternative to in-person meetings during COVID restrictions.

Despite the challenges, we rose to the occasion and moved forward with a positive outlook.

## PARENT SATISFACTION

Feedback from parents was largely positive despite the isolation and challenges of the 2022 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 reopened the school to the children were also most appreciated

Overall school positive endorsement was at 72%, which is slightly higher than the MACS acreage of 69% (MACSIS)