



St Mary MacKillop Primary School

Keilor Downs

2022

Annual Report to the School Community



St Mary
MacKillop
Primary School



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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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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 535.4 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 45 teaching members of staff and 18 support staff. Specialist programs include; 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. A new building; library, digital technologies studio and visual arts studio is currently being constructed to support student learning.

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

St Mary MacKillop Primary School undertook a School Review in 2022. These are the findings as presented in the reviewer's report.

St Mary MacKillop Primary School Keilor Downs has continued to advance its School Improvement Plan (SIP) over the review period despite the unexpected challenges in maintaining school improvement during remote learning. The school has worked towards strengthening its Religious Education (RE) program and its Catholic identity. There has been a focus on enhancing student learning dispositions, student social emotional learning, staff teamwork and collaboration and student and parent and engagement in learning. The school also aimed to make effective adjustments to student learning.

The Catholic identity of the school is embedded into the life of the school. The charism of St Mary MacKillop enriches its Catholic identity. Continuing to reference the charism to the life and messages of Jesus strengthens the understanding of staff, students and families. Strategies to engage student in their learning such as exploring Scripture stories by using digital technologies and Godly Play are part of the learning design. Professional learning is supporting teachers in their understanding of the Pedagogy of Encounter. The next stage is to increase teachers' confidence in implementing this pedagogy and in using deep questioning techniques with students to greater understand their reflections and viewpoints on Scripture. Increasing teacher and student understanding of iconography and other faith and cultural religious beliefs enriches the RE learning for students and contribute to designing sacred spaces around the school.

Leaders facilitate planning and discussion with teachers to ensure key elements, such as learning intentions and extension activities, are implemented in classrooms. Teachers and learning support officers (LSOs) collaborate on strategies for specific students and ensure progress against their individual learning goals is monitored and recorded. Strengthening understanding of the agreed high impact Tier 1 instructional practices that are aligned to Horizons of Hope and eXcel lead to consistency in implementing the learning and teaching and strengthening wellbeing across the school. In designing the curriculum and learning, analysis of the data and review of school strategies has improved student outcomes in the lower bands in literacy and numeracy. Teacher moderation in writing and a whole school approach to comprehension are supporting consistency and improvement across the school. Further analysis of data may well establish whether the learning could be accelerated from Prep to increase student growth and what factors would need to be considered. The implementation of Discovery (P-2), Passion Projects (Years 3- 4) and 80/20 (Years 5-6) are improving student skills in oral language. Student learning dispositions are also developed through these processes. Students are able to apply their learning about the dispositions to other curriculum areas.

The school's vision is revisited each year to clarify for staff the school's strategic directions. It is also communicated to students and parents through newsletters, assemblies and through social justice projects. Staff are encouraged to participate in professional learning to support their learning goals and directions, maintaining accreditation and leadership development. While the annual review meetings are conducted and informal opportunities for feedback do occur, our next stage is to implement a systematic approach for teachers that includes observation, feedback from leaders, peers and students and analysing of student achievement against practice as a strategy for building teacher and leadership capacity.

Staff, students and parents state that leaders are approachable and work with them to create a safe learning environment. Policies and procedures for behaviour management are monitored and there is consistency in their implementation. Students are comfortable in approaching staff regarding concerns about their safety. Undertaking professional learning on specific behaviour and continuing to monitor student safety ensures this area remains a strength. In fostering student empowerment and agency, the school incorporates opportunities for student leadership, student input into surveys, student expos and student initiated social justice activities.

Staff develop positive relationships with students and parents. The school is inclusive and parents have high levels of trust in the staff. Parents and students have a strong sense of belonging and connectedness to the school. Parents are engaged in student learning as classroom and excursion helpers and as guest speakers.

The school works in partnerships with local kindergartens, secondary schools and local schools. Staff are engaged in professional networks and clusters to improve student learning. A number of partnerships provide mutual benefits to the students and pre-service teachers from ACU and RMIT. The school's reputation is enhanced by its engagement in local organisations and community partnerships.

We are a proud school; one which never 'rests on it's laurels', always looking to school improvement.

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Parish Priest's Report

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School Advisory Council Report

2022 saw the establishment of SMMPS School Advisory Council (SAC). The parent members of the SAC support the Principal and Leadership with feedback and provide for parent voice.

Our aim is to gain feedback and fostering parent engagement in partnership with the SAC.

Catholic Identity and Mission

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 Catholic culture and mission of the school is underpinned by a clear focus on the role of liturgy, Scripture, the sacraments and prayer. The school draws on the charism of St Mary MacKillop in prayer at assemblies, within the classroom and at staff meetings and school Masses to foster the Catholic identity of the school. Staff, parents and students stated they are able to reflect on the key aspects of the charism and how it relates to their world and what actions they could take.

Teachers engage in ongoing professional learning on Scripture and are encouraged to complete accreditation courses. Teachers are supported in understanding the Pedagogy of Encounter, through facilitated planning. Teacher reflection using the Pedagogy of Encounter Engagement Tool is beginning to create meaningful discussion for teachers to reference when engaging with the students on Scripture.

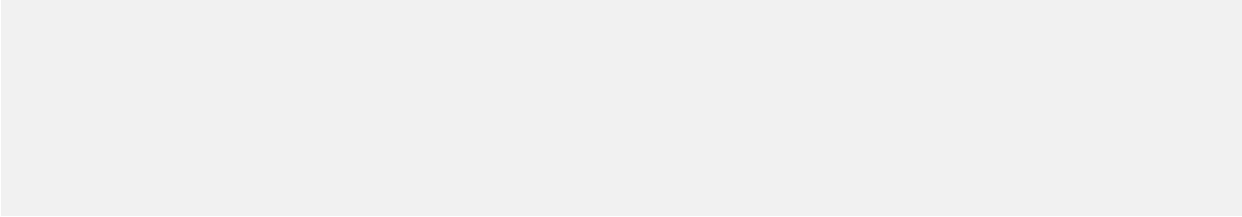
Teachers collaborate in planning RE to provide the scaffolding of the learning and its progression and identification of assessment tools. Big ideas, key understandings and assessment tasks are integrated into the planner.

Teachers implement strategies to engage students in RE. Storytelling using digital technologies and Godly Play is part of the learning experiences to engage students. Students state, that being able to lead prayers, having links from RE into Inquiry and other curriculum areas, initiating projects for social justice and being comfortable in raising questions from different perspectives, are making RE more interesting for them.

SMMPS 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 with each class group
- Principal and REL engagement with classes
- Stronger links to the new REL curriculum were highlighted in planning and in delivery of the RE program
- Many online resource 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 and 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.
- Teachers planned and implemented differentiated learning opportunities for all students.
- 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.
- Completed an Inquiry Learning Scope and Sequence review with support from an outside consultant.
- Teachers and Learning Support Officers engaged in a range of professional learning opportunities, such as student well-being, curriculum and student agency.
- Successful roll-out of a one-to-one Chromebook laptop device program from Year 3 to Year 6.
- 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 NAPLAN results demonstrate that Saint Mary MacKillop Primary School is ranked 420th in Victoria, placing us in the top 18% of over 2000 schools in the state. Approximately 98% of our Year 3 students have met or exceeded the national minimum NAPLAN standard, with an average of 45% scoring in the top two bands across Reading, Writing, Numeracy, Spelling, and Grammar. Furthermore, our Year 3 students have performed better than the Victorian state average in Writing. While they did not surpass the state average in Reading, Spelling, Numeracy, and Grammar, there has been a positive upward trend in each of these areas from previous results. Moreover, our Year 5 students have achieved very good NAPLAN results in Reading, Writing, Numeracy, Spelling, and Grammar, all of which are above the Victorian state averages.

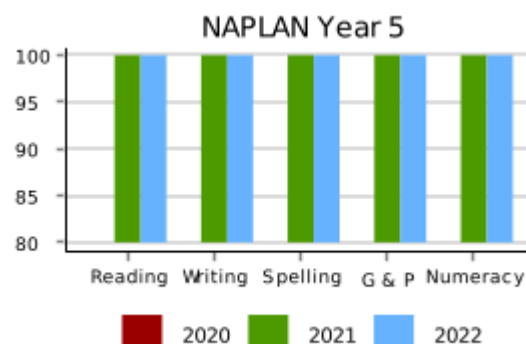
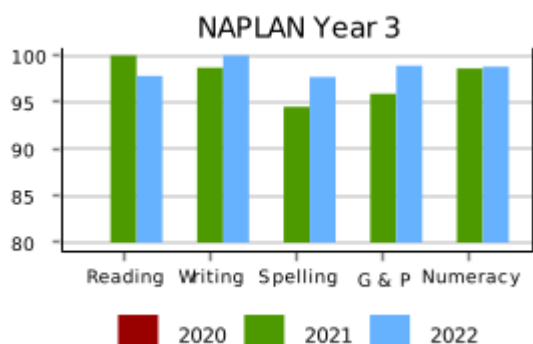
Our school is dedicated to improving student learning outcomes, and we have implemented a range of strategies and programs to achieve this goal. Our curriculum is designed to meet the diverse needs of all students, including those who are at risk. Our teachers use data-driven instructional practices to identify areas for improvement and tailor their teaching to meet the needs of individual students. Our school has established processes for setting goals and targets for student outcomes, including regular reviews of student progress and achievement data. For students who are at risk, we have intervention programs that provide additional support and resources to help them achieve their full potential. By continuously monitoring and adjusting our approach, we strive to ensure that every student at our school can achieve academic success and reach their full potential.

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | |
|--|------|-------|---------------------|-------|---------------------|
| NAPLAN TESTS | 2020 | 2021 | 2020 – 2021 Changes | 2022 | 2021 – 2022 Changes |
| | % | | | % | |
| | * | | * | | |
| YR 03 Grammar & Punctuation | - | 95.9 | - | 98.9 | 3.0 |
| YR 03 Numeracy | - | 98.6 | - | 98.8 | 0.2 |
| YR 03 Reading | - | 100.0 | - | 97.8 | -2.2 |
| YR 03 Spelling | - | 94.5 | - | 97.7 | 3.2 |
| YR 03 Writing | - | 98.7 | - | 100.0 | 1.3 |
| YR 05 Grammar & Punctuation | - | 100.0 | - | 100.0 | 0.0 |
| YR 05 Numeracy | - | 100.0 | - | 100.0 | 0.0 |
| YR 05 Reading | - | 100.0 | - | 100.0 | 0.0 |
| YR 05 Spelling | - | 100.0 | - | 100.0 | 0.0 |
| YR 05 Writing | - | 100.0 | - | 100.0 | 0.0 |

* 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

Leaders and staff demonstrate a shared responsibility in creating a welcoming and safe learning environment for students. Policies for behaviour management are in place and implementation is monitored. The use of restorative practices, behaviour reflection sheets, setting classroom expectations, circle time, tracking and notifying staff of any relevant behaviour issues are implemented consistently. Alternative supervised play experiences are provided for students with additional needs at recess times. Students stated that there are not many issues regarding behaviour concerns, and when they arise, teachers address the issues in a way which is consistent with the school policies and processes. They are also comfortable approaching any staff member for assistance or to raise a concern.

The school is increasing opportunities to promote student empowerment and agency. The appointment of school captains, student leaders for peer tutors, sport and ICT, surveys, Year 6 student expos to showcase learning and social justice activities are some examples of these opportunities. The student-initiated projects and Inquiry demonstrate how the students can be effectively involved in curriculum design, promoting higher levels of engagement and positive student outcomes. Student empowerment and agency across the school, could include strengthening student feedback on learning, student providing feedback on learning and teaching and wellbeing. Students' role as co-designers in curriculum design and wellbeing strategies could be increased.

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 Positive Behaviour for Learning Framework.
- Provision of additional support for students with specific needs through the National Consistent Collection of data (NCCD).
- Staff building skills and competency on developing effective personal learning plans.
- Student Voice is encouraged and prioritised.
- Appointment of a two day a week school counsellor through Catholic Care.

STUDENT SATISFACTION

The results of our 2022 MACSSIS student satisfaction survey are at or significantly above the MACS schools average across Melbourne.

Our students believe that our teachers encourage them to meet high expectations in areas like effort, understanding, persistence and performance. They feel attentive and invested in our school and have positive perceptions of our social and learning climate. Our students feel that they are valued members of our community and recognise our school's strong Catholic identity. They hold positive mindsets about themselves as learners and understand that they have a voice and agency in their learning. Overall, there is a strong sense of belonging and safety.

Our students are still at or significantly above the MACS average in overall positive school endorsement. We continue to investigate the impact of COVID on our 2022 results as students returned to regular classroom and school routines, and we continue to encourage student voice in helping us to shape the school as work towards a shared vision.

We were proud to see the overall school positive endorsement from students as reported by MACSSIS is at 70% and above the MACS average of 64%.

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.

Overall student average attendance 90.1%

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | |
|---|-------|
| Y01 | 88.4% |
| Y02 | 89.8% |
| Y03 | 89.4% |
| Y04 | 88.0% |
| Y05 | 90.1% |
| Y06 | 90.2% |
| Overall average attendance | 89.3% |

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

- 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

Leadership

Goals & Intended Outcomes

- To build strong partnerships for learning.
- That the school community will work together in partnership for improved student outcomes.

Achievements

The annual revisiting of the vision and strategic direction of the school provides ongoing induction for staff and clarity on the school's directions for that year. Staff value the opportunity to dialogue with leaders on the vision and identified that the induction process is thorough.

Staff stated that leaders are approachable and that staff well-being and professional needs are considered in school directions. Leaders identify relevant resources and support for staff. Staff are able to discuss with leaders concerns or suggestions with the confidence that this discussion is conducted in a professional and dialogical manner.

Leaders are proactive in planning and implementing continuous professional learning to build staff capacity in school directions and processes. Staff are encouraged to attend network meetings and other external learning opportunities related to the school goals. Middle leaders are also invited to participate in leadership development. Staff state that the professional learning opportunities provided at staff meetings are high quality. Teachers engage in informal feedback on their practice through team meetings, collegial discussions and observations and annual review meetings.

Leadership are committed to providing the best facilities for gathering and learning. In 2022, the school

- Completed the redevelopment of the Mary of the Cross Building (Prep and Year 3 classrooms)
- Commenced construction of the dedicated Prep Play Space and Outdoor Learning Space.
- Commenced construction of new Library, Visual Arts Studio, Digital Technologies' Studio and Meeting rooms under Supplementary Capital Grants
- Increased the time allocation of an externally employed Speech Pathologist

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- 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

- Domain leaders engaged in external professional development within their specialist areas, including Mathematics, English, Learning Diversity, Religion and Well-being
- Learning Support Officers meet weekly to engage in in-house professional development facilitated by the Learning Diversity leader
- Teachers engaged in professional development of speech-related issues and phonics with our externally engaged Speech Pathologist
- Staff received coaching and professional development from an external consultant on well-being, time management and giving/receiving feedback.
- Professional Learning Teams in English and Maths and other subject area as identified as priority at any given time.
- Cluster meetings
- Weekly Collaborative Planning
- Individual support from school leaders and colleagues.

| | |
|---|-------|
| Number of teachers who participated in PL in 2022 | 45 |
| Average expenditure per teacher for PL | \$650 |

TEACHER SATISFACTION

Our 2022 MACSSIS staff survey results demonstrated a strong culture of learning, collaboration and self-efficacy. Teachers felt strongly that they have the knowledge and skills to improve instruction, provide quality feedback to students and peers, maintain positive learning and professional relationships with families, students, staff and members of the wider community, and are satisfied with the high-quality professional development opportunities that they have received.

Our staff value the Catholic identity of our school, hold positive views towards collaboration, and feel supported to take educated risks and explore innovative learning opportunities for their students.

Overall, the positive endorsement of staff satisfaction is at 77%, compared to the MACS average of 67% (MACSSIS).

TEACHING STAFF ATTENDANCE RATE

| | |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 94.8% |
|--------------------------------|-------|

| ALL STAFF RETENTION RATE | |
|---------------------------------|-------|
| Staff Retention Rate | 86.4% |

| TEACHER QUALIFICATIONS | |
|-------------------------------|-------|
| Doctorate | 0.0% |
| Masters | 23.3% |
| Graduate | 11.6% |
| Graduate Certificate | 0.0% |
| Bachelor Degree | 83.7% |
| Advanced Diploma | 16.3% |
| No Qualifications Listed | 4.7% |

| STAFF COMPOSITION | |
|---------------------------------------|------|
| Principal Class (Headcount) | 2.0 |
| Teaching Staff (Headcount) | 51.0 |
| Teaching Staff (FTE) | 40.4 |
| Non-Teaching Staff (Headcount) | 27.0 |
| Non-Teaching Staff (FTE) | 22.3 |
| Indigenous Teaching Staff (Headcount) | 0.0 |

Community Engagement

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

We pride ourselves on being a highly connected community. Our *Staying Connected* parent newsletter aims to keep families connected and informed on important learning, information, the Catholicity of our school and community achievements. We also made excellent use of SMS alerts to complement our other forms of communication.

We met with parents and students online in three-way Learning Conversations, as well as in-person Program Support Group (PSG) meetings with families. Teachers also communicated with parents online via SeeSaw, phone and other off-line means. The Principal regularly met with Year 6 cohorts of students, continuing in his role as their Life and Faith Coach.

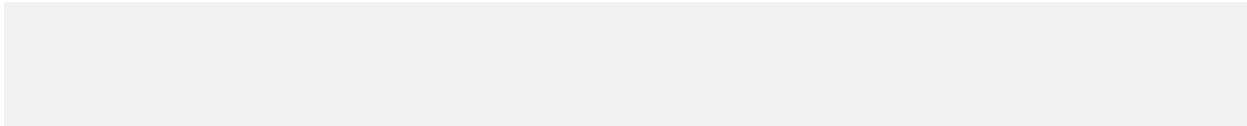
Our School Advisory Council (SAC) and Student Representative Council (SRC) met regularly to discuss student and parent voice and to initiate new and innovative ideas for the school, fund-raisers and create opportunities to raise money for charitable causes. This included events such as the Saint Mary MacKillop's Got Talent show and the highly successful Colour Run. Community events, such as Christmas carols in the Church, were also well-attended. Other groups, such as our School Captains, also continued to meet and support our community through their tireless efforts and passion for our school.

PARENT SATISFACTION

Our 2022 MACSSIS family survey results are similar to or above the MACS average. Families believe that we are partners in their child's learning and that we work hard to reduce barriers that might hinder a family's ability to interact or become involved with the school.

Our families believe that we meet the developmental needs of their children and have a positive view of our social and learning climate. The frequency and quality of our communication is strong and so is parental engagement with the Catholic identity of the school.

Overall, school positive endorsement was at 70%, compared to the MACS average of 69%.



Future Directions

As St Mary MacKillop Primary School Keilor Downs engages in the process of strategic thinking and planning, manifesting in the development of its School Improvement Plan for the next four years, the school reviewer recommended that the school:

- Strengthens learning and teaching and wellbeing through identifying the high impact Tier 1 instructional practices that are aligned to Horizons of Hope and eXcel to be implemented across the school to improve learning and wellbeing outcomes for students
- Further develops student engagement in RE and their understanding of Catholic identity by embedding teacher confidence in implementing the Pedagogy of Encounter through professional learning including using effective questioning techniques to draw out students' deeper levels of reflection on the Scriptures
- Increases the role of staff, student and parent empowerment and participation in school improvement by implementing a systematic approach to teacher observation and feedback, strengthening student engagement in co-designing the learning and giving feedback and fostering parent engagement in partnership with the SAC.