



St Mary's School Hastings

2021 Annual Report to the School Community



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Contact Details

ADDRESS	69 Marine Parade Hastings VIC 3915
PRINCIPAL	Gab Espenschied
GOVERNING AUTHORITY	Melbourne Archdiocese Catholic Schools Ltd
TELEPHONE	03 5979 1959
EMAIL	principal@smhastings.catholic.edu.au
WEBSITE	www.smhastings.catholic.edu.au
E NUMBER	E1095

Minimum Standards Attestation

I, Gab Espenschied, attest that St Mary's 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 2021 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 Schools.

31/03/2022

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

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

Faith, Hope and Love

St. Mary's Catholic Primary School strives to make faith real in the world for all within our care. Parents and Staff support our students to grow to their full potential as active participating members of the faith community following Christ's example.

Our educational purpose is to meet the needs of the current generation by supporting all our students to become independent and self-motivated. We encourage them to be learners who have a deep understanding about themselves, others and the world around them. We strive to develop their capacity to build and maintain relationships and actively and positively contribute to the global community.

As teachers, we see ourselves as a community of lifelong learners committed to the provision of innovative learning opportunities for every student. We believe that focussed teaching brings about powerful learning. We take advantage of contemporary tools and learning environments to support the provision of relevant, rich and personalised learning opportunities.

School Overview

St Mary's is a Catholic Primary School offering education to all people of faith but focusing on faith as experienced within the Catholic tradition. Our school is situated 60km South East of Melbourne in the beautiful harbour town of Hastings on the coast of Western Port Bay. Set on ample grounds, we offer a well-resourced learning environment to all our Prep to Year 6 students.

Most of our enrolments come from within our Parish, but some of our students come from a wider area. Many families appreciate that we are just around the corner from Padua College, Tyabb and they like the fact that all their children can attend schools close to each other. Others come from families who have had a close association with the school as past students themselves or they enrolled their children here and continue their enrolment even after moving out of the area because the school offers them what they seek in a primary education.

Whilst the majority of our students come from a Catholic faith background we also have children from families with other faith traditions. We welcome, respect and acknowledge that these faiths have great value whilst we affirm the fact that we are proud to be part of the Catholic Education System of Victoria.

Our Catholic church is located next door to the school so we see ourselves very much a vital part of our Western Port Parish Community. Our school was originally built in 1919 by the Josephite Sisters. With 11 pupils and began as a school with one building, the current library, which served as two classrooms. With refurbishments of buildings and growth in the area, over time we have seen our sister schools, St Josephs, Crib Point, and St. Brendan's, Somerville grow from the original small school. For ninety-eight years St Mary's has proudly served the community of Hastings and surrounding areas.

Each individual is at the centre of all that we do - developing a love of learning, a strong sense of self and the skills and attitudes to be successful in a changing world. Our Catholic school is a community where positive relationships and belief in people are at the core of what we do. We believe in the promotion of positive education where wellbeing and learning connect ensuring the flourishing and growth of each individual. We believe that building an understanding of self and wellbeing is as important as academic pursuits.

Principal's Report

Continuing to lead and navigate a school throughout another year of unprecedented lock downs due to Covid- 19 presented many challenges and possibilities.

Regardless of what came our way we continued to ensure our vision of growing together in Faith, Hope and Love guided all that we achieved throughout the year.

Our educational purpose at St. Mary's is to meet the needs of the current generation by supporting all our students to become independent and self-motivated. We encourage learners to inquire into a deep understanding about themselves, others and the world around them. We strive to develop their capacity to build and maintain relationships and actively and positively contribute to the global community.

Each student and family's personal narrative and ways of knowing were at the forefront of our journey as we adapted and differentiated learning and support to ensure every student continued to grow both in their learning and as magnificent human beings.

Our school community went from strength to strength throughout 2021, and it was a testament to the strong and positive relationships that are emerging at our school along with a high priority on learning. With quite a few changes in staffing our new staff brought many new ideas and allowed us to continue to build a culture where everyone's contribution is valued and one where we recognise and celebrate the range of strengths and talents our staff bring to the school.

We continued to follow the excellent school improvement plan designed for 2018 - 2022 with a high priority on ensuring there were opportunities for co- designing our learning experiences together with students, staff and parents contributing to a design that is contemporary, connecting learning and life in a meaningful way and relevant to every learner's needs.

We updated our indoor courtyard which is now a wonderful learning environment for our students with a focus on providing natural spaces for our students to learn and play in. The courtyard was recognised as a wellbeing space and was nominated as a state finalist in the 2021 Tidy Town awards.

Along with the development of an indoor space we also completed a magnificent playground upgrade which is a natural space for our students to play, imagine and innovate in. We also commenced the development of the outside area on the Parish block next door and created a running/bike track and the commencement of our school community garden.

We focussed on updating our current Master plan and look forward to applying for grants to upgrade our facilities and ensure we are providing the highest quality contemporary learning spaces for our students.

The focus on Positive Behaviour was a high priority especially the need for consistency across all members of our community. Together we continued to embed our new Positive Behaviour Approach asking students to be respectful, compassionate and inspiring. I am so proud of this wonderful team and the way they contributed to the design and then showed utmost commitment to implementing the approach across the school in a time where students were at home for a significant period of time throughout the year.

The remote learning period allowed for time for staff to inquire into the approach and to fully understand the positive psychology and research behind both the policy and the subsequent strategies.

We continued to utilise and develop our home learning site where teachers provided a model of exemplary learning in a time of great uncertainty. Whilst the whole design of home learning was a significant interruption and change to the way we all operated I was so proud of the high quality and professional work that our staff produced to ensure the interruptions were kept to a minimum and learning continued.

Lessons were delivered on our home learning site every day with most of our students present on a daily basis striving to keep learning alive and to ensure every student was showing positive growth in their learning.

Our priority on achieving success for every student was at the forefront of our work, underpinned by our inherent belief that the home is the first school, school is the second home and the environment is the third teacher. We continued to build an environment and culture where wellbeing and support was imperative providing a platform where every child could shine and grow.

At St. Mary's we continued to build a supportive and caring school where students felt a great sense of belonging and where each individual is nurtured and celebrated ensuring students were working to their full potential being able to shine and flourish.

We continued to encourage our students to strive for excellence by making the best possible use of all of their talents and abilities. We believe good learners are knowledge critics, are persistent, have grit and resilience and collaborate with others. In 2021, we focussed on using data and evidence to drive all of our growth and change and above all ensuring learning connected to life to embed new knowledge and skills in deep and meaningful ways.

Parish Priest's Report

I am so proud of being as a spiritual leader of the three vibrant and distinct visionary primary catholic schools in Westernport parish. Each school is very special and unique as they approach the students in a positive way. The overall curriculum of these three schools underpins the Christian values which helps the students to face all the challenges in their lives.

"Faith and Reason" is one of the encyclical letters of late pope John Paul II. He explains it that Faith and reason are like two wings of a bird which helps to fly towards the truth. The students of our three schools have all the opportunities to learn the faith in God, reason about it and fly high to find the truth in their lives. They are encouraged and supported in different ways towards that aim. It accelerates the excellence in their performance as well as it assists to recognise their talents and uniqueness of each individual.

Our young parents, the first teachers who chose the best school have commitments to fulfil the spiritual side of their children. I believe that Parents who know what is good for their children are very keen about the importance of the spiritual nourishment. I really encourage all the parents to be aware and support the parish's and the school's collaboration of spiritual uplifting of your children.

Our vibrant and well talented Principles, deputy principles, RE Leaders, teachers and all other staffs together do a vital role fostering the students spiritually physically and mentally. It is greatly appreciated and acknowledged! Their effortless works and commitment to the school and parish will change the face of our western port parish. The Westernport parish proudly seeing their faithful service building a positive relationship with children and the young families in these three schools.

I wish all the best and pray, may the Lord of all wisdom bless you and guide you in search of truth.

Fr. Shymon Thekkekalathungal

Administrator.

Education in Faith

Goals & Intended Outcomes

- To cultivate a whole school culture characterised by animated learners inspired by the Holy Spirit who act for justice and strive for the common good.
- A unified staff who demonstrate behaviours that align with our Catholic identity.
- Students will have a deeper connection with their faith and understand its relevance to their life and the common good.

Achievements

Throughout 2021, many examples of our faith in action were evident as the St. Mary's community went into action assisting and supporting all members of our school community in significant ways. Our Catholic Social Teachings were seen in so many ways as we recognised that due to COVID 19 we had many vulnerable members in our school who required extensive support.

This included care packages and meals being delivered in a COVID safe manner to our families and many connections and check in through multiple phone calls, zooms and other modalities ensuring our families were connected and supported.

St. Mary's presented and connected faith in innovative and creative ways throughout 2021. A faith, learning and wellbeing document was produced using our Faith, Wellbeing and Learning Framework. Each week we had a whole school theme connecting faith and wellbeing. The faith leader and the wellbeing leader produced a weekly slide show deepening our communities understanding of the theme and forming the basis for our weekly prayer.

Each day throughout our online learning period staff would say the whole school prayer with the families at home and then would connect this theme in the learning throughout the week. This was also placed on the home learning site providing a wonderful faith resource for all to enjoy.

We welcomed Father Shymon to the school community celebrating our Opening school mass.

St. Mary's applied for and were accepted into a Prayer Collective working with MACS Southern Office. Working with the MACS Faith team we developed an outline for the year. The school recognised the need of guidance as to best practice in the area of labyrinths and contemplative prayer. Further development in the space of Contemplative Prayer and Christian Meditations that would allow our students and staff to build a personal relationship between God and themselves. This would be authentic, meaningful, contextual and contemporary.

VALUE ADDED

- Strong links with the Parish have continued and the special bond shared with our sister schools of St. Joseph's and St. Brendan's

A prayer collective was formed between St Mary's and St Joseph's and was a wonderful collaboration supported by MACS Southern office commencing a deep inquiry into what prayer looks like in our school and how we can deepen our students and staff understanding of prayer experiences.

- The sister schools of St Joseph's, St Brendans and St Mary's continued a "Junior Stewardship", with each school contributing 3-4 members. This team works with the members of the Parish Stewardship team and focuses on social justice issues that the schools are able to influence. This continued in 2021 where student leaders met at Padua College in a great day of planning for a collaborative project however due to lockdowns this was the only time the group met in 2021.
- St. Mary's REL participated in Southern Region network meetings throughout the year.
- Students in Gr 3 had their First Eucharist celebration and the Family Night was a great success where all families gathered in the Parish Activity Centre learning about the Last Supper and sharing a meal together. Unfortunately due to lockdown the Confirmation program and dinner was cancelled until the end of the year where we were lucky to be able to hold the Confirmation Mass.
- All staff and parent meetings commenced with a reflection or prayer and every classroom has a prayer table and places for students to reflect and pray. The school foyer, courtyard and classrooms have icons and displays that focus our thoughts on the current liturgical season of the church year, the sacrament being celebrated at the time or other significant events.
- St Mary's students visited the local elderly care facility to sing Christmas Carols at the end of the year
- The school celebrated two of the usual Masses held on Friday as a community restricted throughout most of the year due to COVID - 19. Masses being prepared by the REL and children from various classes in the school taking leading roles in each Mass.
- During Holy Week the whole school was prepared to celebrate this wonderful event through prayer spaces, but again were curtailed due to Covid.

During Covid as each day began the day was started with an online prayer time led by each class teacher and facilitated by the REL and class teachers. This was greatly received and was able to build the capacity and knowledge of the teachers and the students in what prayer can look like and how they can access it in their own homes.

Our end of year Mass was a special occasion and the Prep Nativity was filmed and was a highlight of the year with our littlest members of our school telling the story of Christmas in such an innovative and entertaining way. The community gathered at Dromana Drive in to celebrate the concert and Nativity which was a wonderful opportunity for our celebration.

Learning & Teaching

Goals & Intended Outcomes

To have a whole-school focus on quality learning and on the creation of a culture in which all students are expected to learn successfully in their own ways, at their own pace; reflective of individual talents.

(NSIT 2018 Recommendation 6)

To have a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels.

(NSIT 2018 Recommendation 8)

Achievements

- Learning leaders researched effective pedagogies and Introduced the slow release direct instruction model of I do, We do, You do, to scaffold the teaching of remote lessons and explicit teaching of literacy and numeracy skills.
- A high priority in 2021 on ensuring every child made positive growth with a focus on Mathematics. This was highlighted by leading teachers through ongoing professional learning into best practice in Mathematics.
- Whole school engaged in a Mathematics Collective with MACs and St Joseph's to build teacher knowledge and student outcomes in Mathematics.
- Languages approach redesigned for teachers to be viewed as Co Learners - Employed language assistant and engaged in professional learning for all teachers.
- Learning Leaders engaged in Renew All languages program to build pedagogy in language learning.
- Due to the COVID 19 crisis, in term 2 Round 1 of Remote learning began. All students were given an online device and where needed internet access, to access their learning.
- Hard copy home learning packs were also created by teachers and sent home to support learning in a professionally produced St. Mary's bag.
- St Mary's Home Learning site was updated and designed to help student access home learning tasks to embedded their knowledge, skills and dispositions in learning.
- During remote learning throughout the year, teachers created lessons for their class and shared them through this site. They also had learning community pages, where students had access to conference tiles where they could speak to their teachers.
- All specialist teachers also created online lessons for students to access throughout their remote learning.
- We continued to adapt this amazing home learning site resource throughout 2021 and this has continued to now be our permanent home learning site. - St. Mary's Home Learning Site

- Intervention continued online throughout remote learning, with support staff and intervention teachers designing online live lessons for students to access. When needed some students engaged in face to face lessons on site.
- The learning leader engaged in an investigation of Mathematics intervention resources and support programs. Recognising the need to support students to embed their fluency and basic skills the school purchased Dr Paul Swan's Bond Blocks system for implementation in 2022.
- Our Mini Mary's Club transition continued fortnightly from Term 3 ensuring our newest community members were ready to commence their journey. This included many parent sessions where we shared our learning philosophy and design. Some sessions were held on zooms and others onsite.
- Many Literacy intervention programs were implemented throughout 2021 including, LLI and the MacqLit Reading Intervention Program
- Introduction of the Intiallit literacy program from F-2. The program is an evidence based program that builds foundational skills in all 5 pillars of literacy. Literacy learning leaders engaged in an inquiry into the minilit intervention program and trained staff for the introduction of the program.
- An inquiry into the Arts alive began and the decision to involve the school in Wakakirri in 2022.
- We engaged students in STEM learning through Zoo's online program with special guest presenter from T.V show Totally wild.
- Created a whole school Fluency in Mathematics policy, based on research and data along with expectation of implementation of this policy and consistency in practice.
- Family Fun Fridays were introduced to build opportunities for parents to come into the junior learning communities and learn about our design from their children .
- We introduced learning communities to encourage collaborative teaching and planning for all teachers to build their practise.
- St. Mary's used a response to intervention framework throughout 2021 despite extensive lock downs with a high priority in ensuring best practice at the Tier 1 classroom level. The school has extensive enabling and extending intervention at Tier 2 and 3 level. This included Literacy, Mathematics, STEM, and SEL intervention. This continued whether it was on-site or during remote learning with many adjustments being held on google meets.

STUDENT LEARNING OUTCOMES

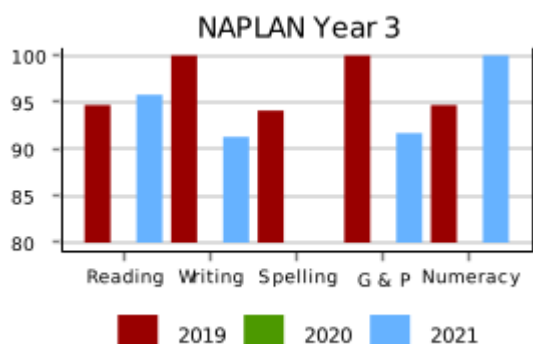
In the first Semester the growth was not at the expected rate. This was due to limited face to face class time and a commencement of a long lock down period. In the second Semester however most children made positive growth. This was testament to the high quality learning and teaching design regardless of whether the students were on site or at school in the second semester. Coming out of lock down we had a high priority on the subject areas of Literacy and Maths.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	91.7	-
YR 03 Numeracy	94.7	-	-	100.0	-
YR 03 Reading	94.7	-	-	95.8	-
YR 03 Spelling	94.1	-	-	79.2	-
YR 03 Writing	100.0	-	-	91.3	-
YR 05 Grammar & Punctuation	88.0	-	-	94.7	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	95.8	-	-	100.0	-
YR 05 Spelling	92.0	-	-	100.0	-
YR 05 Writing	91.7	-	-	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

There will be an embedded whole-school, positive behaviour support approach that promotes intellectual rigour, respect, tolerance and inclusivity.

(NSIT 2018 Recommendation 2)

There will be a high level of student engagement in learning.

There will be a high level of school connectedness.

Staff will be empowered to support positive behaviours.

There is a strong sense of belonging and pride in the school.

There will be less behaviour concerns across the school.

Interactions will be focused on the learning and wellbeing of students and on continually improving the school's ability to meet the needs of every student. Our behaviour approach will align with the Religious Education Framework and Horizons of Hope

Achievements

Wellbeing was at the forefront of everything we set out to do at St. Mary's in 2021. Firstly to create the culture and conditions for every member of our school community to thrive and flourish. We continued to have a high priority on embedding our Positive Behaviour policy including further deepening of our Positive Psychology framework complete with a social emotional tool kit and subsequent strategies.

Wellbeing continued to take on a whole new meaning with the COVID- 19 pandemic, and we were extremely proud of the significant achievements we made in this most important area especially during uncertain times when mental health of so many in our community was affected in ways we most probably did not see.

The whole school faith and wellbeing theme really was a highlight of the year. This guided our approach ensuring all of our community benefited from our highly professional frameworks. We produced our third edition of the whole school wellbeing journal which has been a wonderful resource for every student in our school.

Weekly wellbeing meetings with both our wellbeing and adjustment teams ensured all students were being monitored and support and Tier 2 interventions were implemented when required. At a Tier 1 level in the classrooms we had a significant focus on using the St. Mary's social emotional tools, strategies and procedures to ensure a consistent approach across the school.

This included further implementing many take a break zones across the school teaching students the following action plan from our positive behaviour approach. Our wellbeing room is a place where students can go and be supported to regulate, reset and re-enter the learning environment.

In 2021, we continued to embed the Making Moments Matter approach, which commenced prior to children starting school. Families were invited to attend sessions both on zoom and onsite during the Mini Mary's program to learn about ways they could engage with their children and make different moments matter.

The design and diversity of play spaces began to be designed to ensure we are fostering further opportunities to strengthen curiosity through play and engagement with nature. Our new natural indoor courtyard and outside playground upgrade were wonderful additions to our school and have built wellbeing across our school engaging our students and building a stronger sense of belonging and connectedness.

In 2021, we further developed student leadership opportunities by working in partnership with the House Spirit Initiative with our student action teams going from strength to strength and the students feeling a deeper connection and sense of belonging to their house teams. This continued throughout the remote learning period ensuring our school leaders were provided with many opportunities to shine and flourish in their leadership.

Explicit teaching of social emotional capabilities was a high priority using the domains articulated in the Australian Curriculum; Self Awareness, Self Management, Social Awareness and Social Management. We introduced a variety of Social Emotional Strategies on our school tool kit to support students.

Staff have completed Professional Learning specifically related to our Wellbeing Approach either as a whole school or as part of our induction program. St Mary's Wellbeing Strategies were displayed in each classroom - Problem Solved, Know, Do, Be of St. Mary's and most importantly our vision of 'Growing together in Faith, Hope and Love'. This has ensured a whole school approach to Social Emotional Learning as well as consistent expectations across the school.

Lunchtime activities were held every day when onsite to ensure there is extensive support in the playground. All playground incidents are recorded, analysed and acted upon to ensure intervention is in place for children showing vulnerabilities.

VALUE ADDED

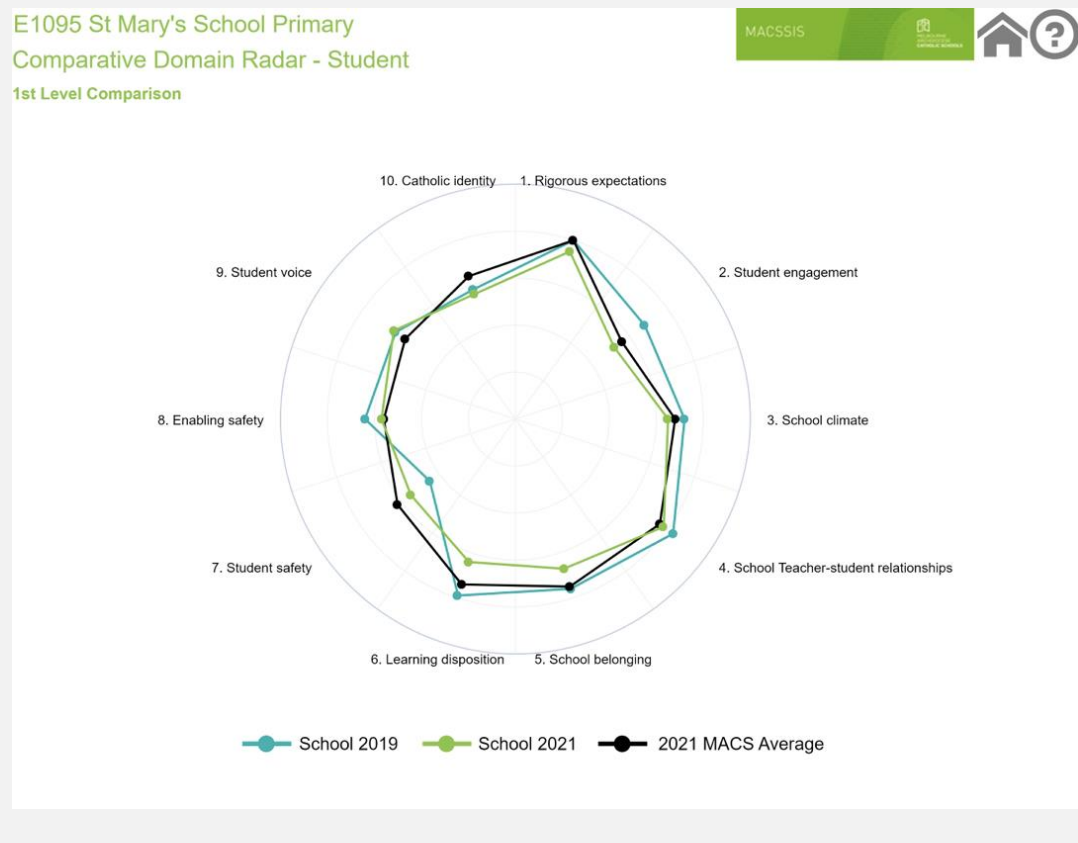
- Positive Behaviour policy based on Positive Psychology
- Positive Behaviour Toolkit, strategies, processes and procedures consistent across the whole school and resources are sent home to every family.
- Culture of unconditional positive regard for all.
- Daily meet and greet to ensure everyone is welcomed in our school with equality for all.
- Continued whole school Faith and Wellbeing framework that guides our approach.
- Whole school approach to consistent "take a break" zones in every learning space for students to reset and prepare for learning.

- Wellbeing Room is available when a student needs further support and emotional toolkit strategies, supported by staff. Students can regulate, reset and reenter their learning.
- Wellbeing journal for every student. This has been further developed with input from staff, students and parents to ensure it meets the needs of all.
- Newsletters and Home Learning Portal has the fortnightly Wellbeing Slideshow used through the Wellbeing journal and in SEL lessons, aligned to our LOVE (Wellbeing) Framework.
- Weekly scheduled well-being meetings with leadership and Wellbeing staff.
- Provision of Tier 1, 2, and 3 interventions to meet the needs of all of our students.
- Outdoor wellbeing focused learning space created for easy access for students.
- School design on entry is welcoming and inviting as a place where everyone is welcome and celebrated.
- Making Moments Matter transition program for our new students continues during their foundation year of learning.
- Family Welcome nights in Term 1 ensure our families are connected and know we work together as we recognise the home as the first school, school as the second home and the environment as the third teacher.
- Student Voice and leadership continues with students being empowered to have input into programs, activities and events in our school. House Spirit Days are all about being connected to house communities providing a further sense of belonging. Every child is seen and heard in our school.
- Explicit teaching of SEL competencies and tracking of student achievement across the areas of Self Management, Self Awareness, Social Management and Social Awareness. Individual tracking for each student on their SEL continuum ensures every teacher knows every student.
- Staff Professional development continues in regard to the Positive Behaviour model and psychology. Consistent practices and strategies are in place across the whole school ensuring students receive a consistent and stable message.
- Lunchtime activities are provided to allow all students to access a variety of programs to meet their needs on the yard.
- Wellbeing Data collection is completed regularly to give important data to ensure the needs of every student are met and actions can be taken to support as necessary.
- Student led assembly where students write the weekly script and announcements from their point of view allowing for student voice.
- Two staff completed Berry Street Training continuing the upskilling of staff in using a variety of Wellbeing practices and deepening the understanding of trauma in students
- Child safe school where the culture and dignity of all is respected. Every child knows our school is a place where they have the right to feel safe and be safe all of the time.
- Every grade has Weekly Meetings where every one is heard and students lead the meetings and set the goal for the week for the grade to achieve. The agenda for the

meetings comes from the "What I wish my teacher knew" box. Every student can use the three stars and a wish feedback form to give relevant feedback to teachers.

STUDENT SATISFACTION

We continued to gather feedback from students and check in on how they were travelling in such unprecedented times. There were regular check ins with students on our home learning site and close communication between home and school to ensure every student was continuing to grow and flourish. In particular we showed growth in the area of student voice as we strive to ensure our students are active participants in the learning process.



STUDENT ATTENDANCE

Attendance: During the 2 Remote Learning periods the attendance by students at their daily zoom lessons was very consistent.

Students did a morning check and completed 2 lessons online with their Teachers.

Onsite: During the Remote Learning periods the school provided lessons at school for Vulnerable students or students of parents who were both working. We had an average of 15 Students on most days.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	89.8%
Y02	90.1%
Y03	92.0%
Y04	90.1%
Y05	93.7%
Y06	84.6%
Overall average attendance	90.1%

Child Safe Standards

Goals & Intended Outcomes

At St Mary's we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel.

- To maintain a culture of Child Safety
- To maintain compliance as a Child Safe School
- To maintain clarity of acceptable and unacceptable behaviours toward Children
- To maintain compliance of expectations around supervision of students and Outline behaviours and procedures that keep children safe at school

Achievements

- Compliance with requirements under Ministerial Order No. 870 Child Safe Standards • Consistent and regular newsletter communication
- Human Resources practices include interviewing parent volunteers and completing reference checks where required that include Child Safe questions for potential new staff
- All staff are required to read, understand and sign the Child Safety and Code of Conduct as part of their letter of appointment
- Strategies to embed an organisational culture of child safety such as electronic sign in for all visitors
- A Statement of Commitment to Child Safety is on our school website
- Child safety Code of Conduct - Volunteers is displayed on our website • Child safety Code of Conduct - Visitors is displayed on our website
- St Mary's Child Protection - Reporting Obligations Policy is displayed on our website • Child Safety Policy is on our school website
- Procedures for responding to and reporting suspected child abuse
- Strategies to identify and reduce or remove risks of child abuse
- Strategies to promote child participation and empowerment
- Procedures for staff and volunteers to express agreement with Child Safe • Code of Conduct has been embedded
- Chaplaincy program

Leadership & Management

Goals & Intended Outcomes

To have an effective performance and development culture that ensures the continual improvement of outcomes for all students.

(NSIT 2018 Recommendation 3)

There will be personalised Professional Learning Plans for all staff that align with school improvement goals and support professional growth.

(NSIT 2018 Recommendation 5)

There will be a common language and shared understanding of what effective teaching looks like within a Catholic context.

Every staff member will have a personalised plan that aligns with school priorities, AITSL Standards for Teachers and their own interests and passions.

Achievements

Our main aim in 2021 was to build an effective performance and development culture that ensured continual growth for both all members of our wonderful school and most importantly our students. Much work was done on building positive relationships ensuring a high level of psychological safety for everyone in our community.

There was a significant focus on what values we aimed to see on our staff and the importance of the way we interacted with each other on a daily basis. With changes in staff we had to continue to ensure we all contributed to the positive culture that grew throughout the year especially in light of the significant uncertainty everyone experienced with COVID- 19.

Macsis data for 2021 demonstrated the strength of our performance and development culture in our school. We are extremely proud of the staff data in 2021 showing growth in all areas of the survey.

In 2021, we continued work on an agreed and consistent whole school approach to pedagogy that enabled and expected all teachers to display high levels of competency and ensure growth for all of our students.

We focussed on our professional learning team meetings with all staff meetings being PLT'S with minimal operational tasks permitted. Throughout 2021, there were two after school PLT's whether onsite or on zoom with a high priority on learning and teaching. We did not allow COVID 19 to interrupt our professional development as we recognised this is an area where many great achievements will springboard from.

Weekly team planning was facilitated by our Deputy Leader of Learning, Pedagogy and Data assisted by other leaders of learning. We worked on consistent planning documents to ensure our curriculum design was of a high standard. There was a high priority on ensuring we work together in learning communities and recognition of our students in our learning community as opposed to my students in my class.

Despite COVID all staff embarked on new Teacher Action Inquiry Research projects in the best possible way. This included an in-depth self-analysis based on evidence and data. This was used to form the individualized goal each staff member. All staff participated in a coaching session with the Principal and then an additional session with a member of the leadership team.

We updated our indoor courtyard which is now a wonderful learning environment for our students with a focus on providing natural spaces for our students to learn and play in. The courtyard was recognised as a wellbeing space and was nominated as a state finalist in the 2021 Tidy Town awards.

Along with the development of an indoor space we also completed a magnificent playground upgrade which is a sensational natural space for our students to play, imagine and innovate in. We also commenced the development of the outside area on the Parish block next door and created a running/bike track and the commencement of our school community garden.

We engaged with Joe Pane to work with our leadership team on emotional fitness and Edisc with our profiles guiding our interactions and understandings of the energy we bring to the tasks we engage in on a daily basis.

Leaders also engaged with Noel Dillon on effective leadership teams.

We provided a range of opportunities for coaching, mentoring and team teaching to improve classroom practice.

We engaged in a wonderful Maths initiative with MACS and were so capably supported by Jo and Jan in ways that have seen a substantial shift in the Maths pedagogy and practise. We introduced many initiatives in Maths fluency and structure of our Maths lessons under the leadership of our Deputy learning and teaching.

We introduced a new Literacy approach after an indepth inquiry into the latest research and many staff were trained in the Initialit program and extensive resourcing was put in place to ensure a high quality literacy approach.

We continued to build staff wellbeing to empower all staff to take responsibility for their wellbeing and their stress. This was a high priority in 2021 considering the significant impact the COVID 19 pandemic had on our ability to function in our day-to-day work. Our staff were supported in many ways including care packages, regular check ins and regular zoom sessions to ensure everyone was travelling ok in such uncertain times. Staff were offered EAP support and many staff also took up coaching sessions with leadership to set weekly goals and action plans.

We had a wonderful staff conference at Presentation Sisters in Balnarring where staff went on an inquiry into Pope Francis message of pathway to peace through a culture of care. Staff explored what this meant for care for self, care for others, care for students and care for community and the world.

Decision making processes were improved with regular meetings for the curriculum team, consultative team and staff wellbeing team ensuring voice from all staff.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

We participated in a range of different professional learning experiences throughout 2021. This included a comprehensive range of professional learning despite being in lockdown for a significant period of time. Many professional learning experiences were held via zoom and involved all staff building capacity in many different areas as outlined below:

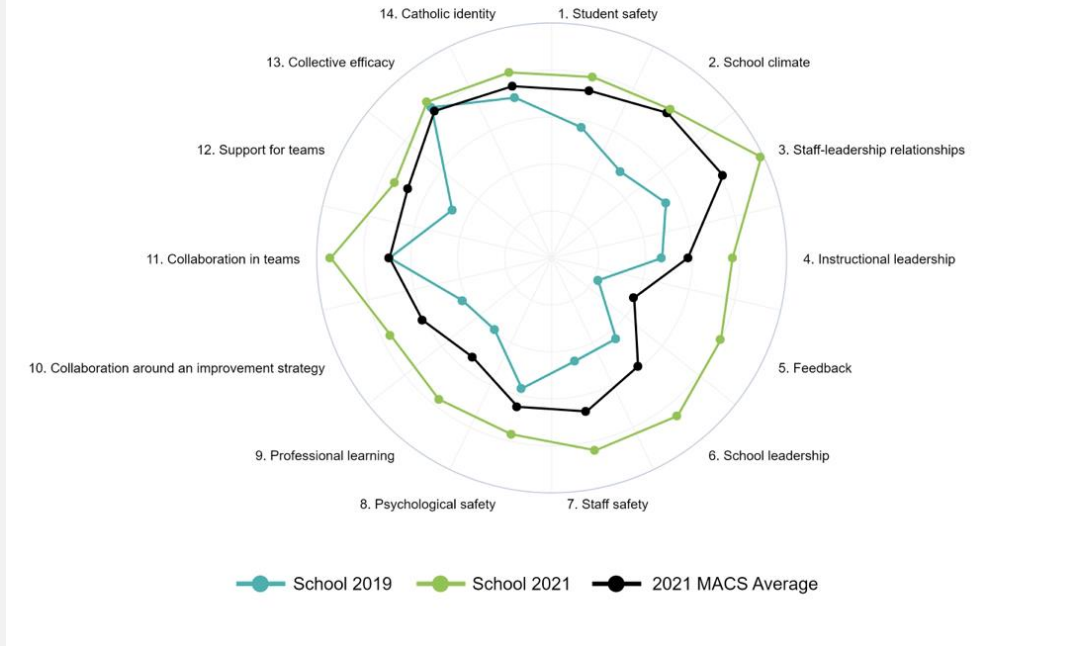
- Joe Pane human behavioural expert worked with leadership on dispositions and impact on leadership team
- Staff being trained in Berry St
- Staff participating in Maths Professional Learning facilitated by MACs
- Professional learning in Numeracy led by our Learning Leader Sue Jackson and Ed partnership consultant Kelli Simmons ensuring an effective planning process.
- Staff trained in Colourful Semantics
- Multilit training and professional learning opportunities
- Senior teachers built their Mathematical knowledge and pedagogy through the Developing Mathematical Understanding in Geometry online professional learning.
- All staff completed the Intervention Modules designed by the CEM to engage staff in understanding of the universal design for learning and the intervention process.
- Professional Development with Patrice Wiseman CEM on Positive Behaviour and setting of SMART goals.
- Inquiry through Pedagogy of Encounter
- 10 characteristics of prayer and identifying the characteristics in a variety of prayer experiences
- Collecting evidence for assessment in RE
- Modeling prayer experiences which can be used for contemplative prayer with students

Number of teachers who participated in PL in 2021	11
Average expenditure per teacher for PL	\$1988

TEACHER SATISFACTION

Macssis data for 2021 demonstrated the strength of our performance and development culture in our school. We are extremely proud of the staff data in 2021 showing growth in all areas of the survey. We continued to gather feedback and reflected on how the school was performing and in particular how are staff were travelling in such unprecedented times. There were regular check ins with staff to check teacher satisfaction levels including remote learning google forms. Staff indicated their levels of wellbeing and pyschological safety and felt extremely supported throughout the year.

E1095 St Mary's School
Comparative Domain Radar - Staff
1st Level Comparison



TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	97.3%
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ALL STAFF RETENTION RATE

Staff Retention Rate	83.3%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	0.0%
Graduate	33.3%
Graduate Certificate	0.0%
Bachelor Degree	50.0%
Advanced Diploma	50.0%
No Qualifications Listed	16.7%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	18.0
Teaching Staff (FTE)	12.7
Non-Teaching Staff (Headcount)	12.0
Non-Teaching Staff (FTE)	10.2
Indigenous Teaching Staff (Headcount)	1.0

School Community

Goals & Intended Outcomes

A performance and development culture will be expanding beyond the boundaries of the school.

Parents and families will increasingly see themselves as valued partners in student learning.

Parent and parish community involvement in the school will be strengthened.

Maintained alliance with local schools and early years centres.

Achievements

2021 was a year for extraordinary support for every member of our school community. It was an unprecedented year where mental health and wellbeing was at the forefront of all that we did at St. Mary's in Hastings.

This was particularly evident during the COVID lockdown where many of our families were affected in many ways including financially and through isolation from family and friends.

There was a significant need in the school community to assist families. We were able to send home hamper packs to families in need through donations of food from Vinnies in Hastings.

Technology and Ipad support was necessary for quite a few families who did not have the equipment necessary for their children involved in Remote Learning. We were able to loan out many devices to families

Over the Phone Check ins zooms and other emotional support was provided. Each classroom teacher made contact with each family in their class. Leaders and staff were continuously in communication with many of our families. Follow up calls were made to parents requiring extra assistance and counselling on a weekly basis.

Whilst the focus in 2021 was on supporting our families through the COVID- 19 pandemic we kept a high level of focus partnering with parents through the learning process. Parents were involved in their child's learning in ways totally unimaginable and we could not be more proud and grateful for the significant commitment parents made to remote learning in 2021.

Through engaging parents in home learning and in other learning opportunities such as the home learning site, see-saw, newsletters, assemblies and social media parents become more aware in 2021 of the learning philosophies of the school.

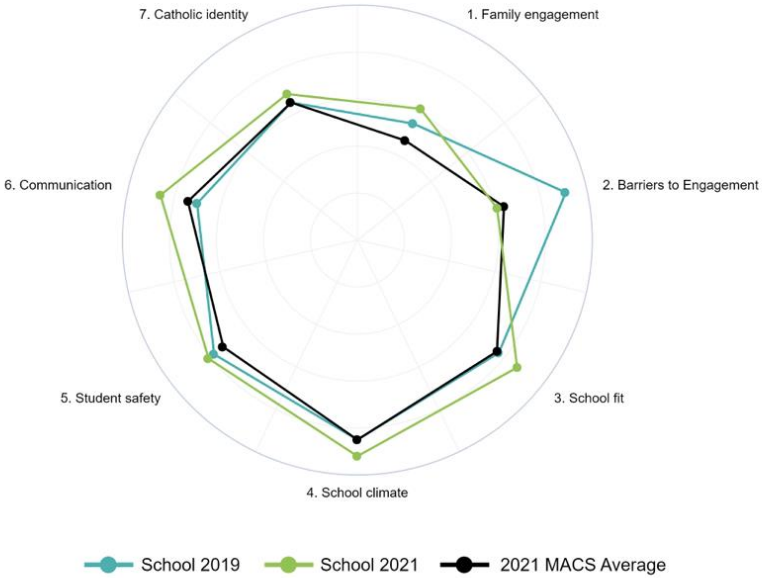
Highlights mentioned regularly were the sense that the school promotes a feeling of belonging and is a caring and happy place. There was recognition that teachers at the school know their students well and all members of the school community are seen as learners and create a sense of welcome, which is evident in the daily meet and greet from staff.

Parents were engaged in our monthly masses, assemblies and presentations whether this was onsite pre COVID or via online platforms these continued to be a high priority in our school throughout the whole of 2021.

PARENT SATISFACTION

Feedback from parents were regular as parents communicated how amazing our team was throughout the remote learning period. Macssis 2021 data showed strengths in communication and family engagement.

E1095 St Mary's School Primary
Comparative Domain Radar - Family
1st Level Comparison



Future Directions

We look forward to continuing on with our school improvement agenda in 2022.

This will include working on our curriculum design and on continuing a high priority on building an effective performance and development culture through an action inquiry process.

We look forward to many new adaptations to our physical environment at St Mary's. This will include submitting a capital grant application to commence the upgrade of all facilities and learning areas at St. Mary's.

We also look forward to connecting in learning, partnering in learning and collaborating in learning with our Parish and wider community.

Above all we look forward to ensuring our students remain in the driving seat with a high focus on ensuring every student at St. Mary's makes positive growth and flourishes and shines.

As we head into 2022 we will continue our focus on improved growth for every student in our school and striving to achieve academic excellence in all that we do. 2022 will see us embark on a school improvement review for our school where we look forward to celebrating all that we have achieved in the past four years and the areas of our school that we need to grow and develop in.

In 2022, we will embark on a deep inquiry and review into our school using VRQA compliance and School Improvement Framework tools to take stock on where we are as a school community and how we have performed according to the following new horizons that emerged from the 2018 school review.