



St Mary's School Hastings

2022 Annual Report to the School Community



Registered School Number: 1097

Table of Contents

Contact Details	2
Minimum Standards Attestation	2
Governing Authority Report.....	3
Vision and Mission.....	4
School Overview.....	5
Principal's Report	6
Parish Priest's Report.....	8
Catholic Identity and Mission.....	9
Learning and Teaching.....	13
Student Wellbeing	19
Child Safe Standards.....	25
Leadership.....	27
Community Engagement.....	33
Future Directions	36

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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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

26/03/2023

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

St Mary's aims to be a school of excellence forming lives through faith, hope and love.

Our Vision

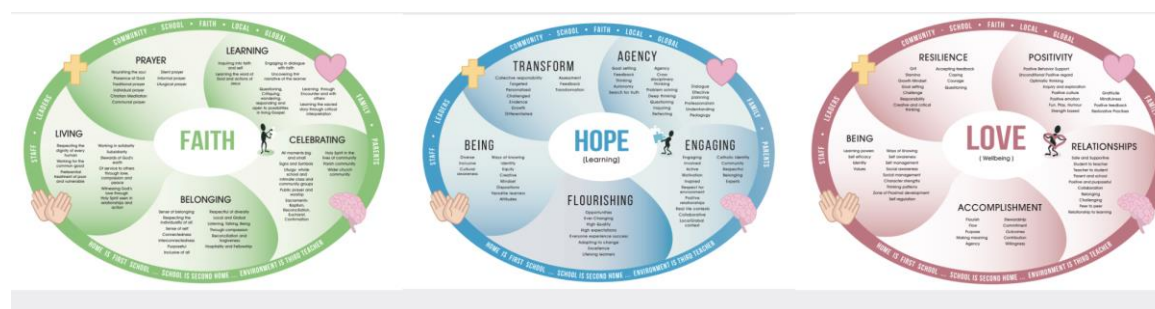
St Mary's aims to be a school of excellence forming lives through faith, hope and love.

Faith
We belong to a Catholic community who respects the dignity of each individual. We celebrate our faith in a contemporary way living out the mission of Jesus through our encounters with others.

Hope
At St Mary's we believe hope encompasses our community to empower our students to be capable and responsible learners.

Love
St. Mary's is a community where everyone is welcomed, feels a sense of belonging, and the uniqueness of each individual is valued and celebrated through respectful relationships.

School Mission
"Education through respect, compassion and inspiration"



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 105 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

2022 was a wonderful year of learning at St. Mary's where we went from strength to strength in our learning and school improvement agenda. We participated in our school review taking the opportunity to really dive deeply into an inquiry around where we were currently at in our school and what areas we need to amplify and put a lens over moving forward.

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.

The number one priority continued to be on our students. We remained focussed on keeping consistency in our school and on our big question of : Who are we as a learning and faith community? This question took on many varied meanings through 2022 as we inquired into all areas of our school scanning our current practice and developing a hunch about what was in fact happening and where our learning and action was required.

Our school review was a wonderful opportunity to really inquire into our school improvement status. Our reviewer Kylie Graham partnered with us to dive deeply into what was happening in our school as we continued to work out some anomalies in our literacy and numeracy data and the evidence in practice across many domains.

We were so proud of our result on the SIF rubric and emerged with very clear priorities moving forward.

Our three priorities emerging from our review were as follows:

Priority 1- School wide Positive Behaviour Approach

Priority 2- To build high quality pedagogy and consistency

Priority 3- Data analysis and differentiated practice

Priority 4 - Student voice and agency in learning

The focus on Positive Behaviour was a high priority in 2022 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.

We were delighted to be successful in gaining a Federal capital grant and look forward to commencing work on Stage 1 in 2023 ensuring we are providing the highest quality contemporary learning spaces for our students.

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.

Our priority on achieving academic excellence continued to be 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 we create is the third teacher. We continued to build an environment and culture where wellbeing and support is imperative to provide a platform where excellence can be achieved.

We had a high priority on ensuring consistency in our practise focussing on all staff following the plan we had co-created to ensure our students know what is expected, how this looks and what they need to do to be effective learners.

Out of our review and in line with the industry inquiring into what was occurring in the teaching profession we also delved into an inquiry into how we can ensure our teaching staff have the right conditions to have time to focus on their core work of learning and teaching. We used the Grattan Institute recommendations along with feedback from our review and from staff, and we redesigned our learning for 2023.

Our main focus was on the following three recommendations:

1. Let teachers teach
2. Work smarter across the school
3. Recognise teacher tasks and time restraints.

We came up with two clear pathways for teaching staff.

Pathway 1- Inspired and Enabled pathway to enable and engage our students to learn and grow to their full potential with a focus on Literacy and Numeracy, on strong relationships between teachers and students, a positive environment and effective evidence based pedagogical practise.

Pathway 2- Enrich and Flourish Pathway to allow students to live life to the full through inquiry and action focusing on our STEM themes, inquiry learning and opportunities to flourish in their strengths.

This allowed classroom teachers to focus on the teaching of literacy and numeracy and an additional teacher in each learning community doing all of the extra tasks and bringing alive the inquiry across the learning community.

There was so much to celebrate in 2022 at St. Mary's as we continued to strive for excellence and continually redesign and contextualise the way we work ensuring every student can reach their full potential working in partnership with our parents, staff and community in inspiring ways.

I am so proud to be Principal of this wonderful school and all we have achieved in 2022.

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.

Catholic Identity and Mission


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 2022, 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 we continue to have many vulnerable members in our school who required extensive support.

Review data showed our school is achieving great results in the area of Religious Dimension with ratings in the second top band in many areas of this domain.

Religious Dimension Sphere							 CATHOLIC EDUCATION MELBOURNE	Horizons of Hope
CAPABILITY 1: Religious Leadership Transformation requires strong religious leadership, which is a responsibility shared by all within the Catholic school community. Leaders, teachers and the community come together to lead the mission of the Church, modelling the role of specialist, witness and moderator in the integration of faith, life and culture.	1.1 Leaders commit to supporting individual spirituality	1.1.0 Insufficient evidence	1.1.1 Leaders respect the diversity of individuals' spiritual paths, and their growth is supported and encouraged.	1.1.2 Leaders provide opportunity for all to appreciate that life has a purpose and meaning, present both in everyday experience and transcendence.	1.1.3 Leaders and teachers are open to conversations about life's deeper purpose and meaning. These conversations unfold in everyday situations and rituals.	1.1.4 The school embraces the spirituality of all members of the community and works to ensure that this is experienced in the deep-seated call to mission.		
	1.2 Leaders nurture religious growth	1.2.0 Insufficient evidence	1.2.1 Leaders support religious practices of formation such as theological reading, prayer, worship and service in the community.	1.2.2 Leaders enable regular participation and reflection through the religious frameworks of prayer, liturgy and formation both in everyday situations and rituals.	1.2.3 Leaders encourage religious growth by providing opportunities for members of the community to engage in theological reflection and spiritual practice to experience for themselves.	1.2.4 The school community builds an ever-present environment of religious formation that celebrates and engages both the Catholic tradition and relationship with the wider Church.		
	1.3 Leaders and teachers weave a religious narrative	1.3.0 Insufficient evidence	1.3.1 Leaders and teachers share the great stories of the Catholic tradition with the community.	1.3.2 Leaders and teachers share stories that arise from life experience and contemporary cultural issues, stimulating dialogue with the Catholic tradition.	1.3.3 Leaders and teachers share challenges framed by the gospel, charism and great stories of the Catholic tradition, enabling dialogue between faith and culture.	1.3.4 The school community makes connections between faith and culture as part of living out the Good News and illustrating a dynamic faith (recontextualisation), supporting all to take action in the community and wider Church.		
	1.4 The school cultivates relationships that lead to discipleship	1.4.0 Insufficient evidence	1.4.1 Relationships are cultivated and celebrated by members of the community, grounded in the understanding of the sacred dignity of the human person.	1.4.2 The school nurtures and sustains life-giving relationships through explicitly and routinely connecting actions to Catholic beliefs and the life of Jesus.	1.4.3 The school embeds opportunities for relational dialogue across the community, opening up spaces to explore the Catholic faith and the mystery of Christ.	1.4.4 The school nurtures discipleship in the context of the community, creating opportunities for all to take action and act for the common good in the world.		
CAPABILITY 2: Praying and Celebrating Through prayer and liturgical expression, the sacred is acknowledged, assented to and celebrated, and provides focus for the mission and vision.	2.1 The school celebrates liturgy	2.1.0 Insufficient evidence	2.1.1 The school identifies and celebrates the Eucharist, sacraments, major rituals, events and liturgical seasons of the Catholic Church.	2.1.2 Members of the school interpret and explain the meaning of Mass, sacraments, major rituals and different liturgical seasons of the Catholic Church.	2.1.3 The school acknowledges the role of liturgy in Catholic tradition, leading to a deeper expression and connection to faith.	2.1.4 The school community takes active responsibility for celebrating the Catholic tradition, and continuously enriching the life and Catholic identity of the school.		
	2.2 The school encourages engagement in prayer	2.2.0 Insufficient evidence	2.2.1 There are opportunities for the school community to engage in everyday rituals, sacraments and prayer (e.g. individual or communal, vocal or silent, informal or liturgical).	2.2.2 Staff and students take an active role in class and whole-school prayer and liturgies, which can be planned and organised by members of staff.	2.2.3 The school encourages the involvement of all in the co-design and organisation of prayer within the school community.	2.2.4 The whole school community is engaged in designing prayer and liturgies, through which people have the opportunity to encounter the sacred.		
	2.3 The school provides opportunities to develop an awareness of the sacred	2.3.0 Insufficient evidence	2.3.1 The school honours the sacred dignity of members of the school community.	2.3.2 The school provides opportunities to encounter the sacred and celebrate the mystery of Christ through sacraments, liturgy, scripture, prayer, stories, dialogue and human interactions.	2.3.3 Leaders and teachers encounter the sacred and celebrate the mystery of Christ through formation, school vision, policy development, everyday practices and interactions.	2.3.4 Staff, students and parents actively engage in opportunities to encounter the sacred and celebrate the mystery of Christ, and consider this to be an important part of the life of a Catholic school community.		
	2.4 The school provides opportunities to develop an awareness of the sacred	2.4.0 Insufficient evidence	2.4.1 The school honours the sacred dignity of members of the school community.	2.4.2 The school provides opportunities to encounter the sacred and celebrate the mystery of Christ through sacraments, liturgy, scripture, prayer, stories, dialogue and human interactions.	2.4.3 Leaders and teachers encounter the sacred and celebrate the mystery of Christ through formation, school vision, policy development, everyday practices and interactions.	2.4.4 Staff, students and parents actively engage in opportunities to encounter the sacred and celebrate the mystery of Christ, and consider this to be an important part of the life of a Catholic school community.		
CAPABILITY 3: Witness for Mission The school supports public expression and witness of its Catholic identity and mission, reflecting an informed approach to Church teachings that creates a personal life of virtue by bringing faith and culture together into a coherent synthesis.	3.1 Policy and procedure are explicitly linked to the Catholic tradition and mission	3.1.0 Insufficient evidence	3.1.1 Policies and procedures are designed to be compliant with Catholic social teaching.	3.1.2 Policies, processes and decision-making structures are designed in consultation with the community to be just and equitable.	3.1.3 Policies, processes and practices are visible, co-constructed and comprehensively aligned to Catholic tradition.	3.1.4 Policies, processes, and decision-making practices are recognised as significant levers for encouraging a whole-school approach to mission.		
	3.2 Leaders and teachers perform the role of witness	3.2.0 Insufficient evidence	3.2.1 Teachers participate in the learning community first and foremost as witnesses, sharing something of themselves in their participation in everyday rituals with others in the workplace.	3.2.2 Leaders and teachers demonstrate witness in learning relationships as co-inquirers, modelling lifelong learning through their own ongoing search for meaning and truth.	3.2.3 Leaders and teachers recognise and respectfully witness each person's spiritual journey while giving witness within the ecclesial community.	3.2.4 Leaders and teachers give witness to an inner assurance to be open and vulnerable by not assuming or pretending to have all the answers.		
	3.3 The school provides opportunities to develop an awareness of the sacred	3.3.0 Insufficient evidence	3.3.1 The school honours the sacred dignity of members of the school community.	3.3.2 The school provides opportunities to encounter the sacred and celebrate the mystery of Christ through sacraments, liturgy, scripture, prayer, stories, dialogue and human interactions.	3.3.3 Leaders and teachers encounter the sacred and celebrate the mystery of Christ through formation, school vision, policy development, everyday practices and interactions.	3.3.4 Staff, students and parents actively engage in opportunities to encounter the sacred and celebrate the mystery of Christ, and consider this to be an important part of the life of a Catholic school community.		
	3.4 The school provides opportunities to develop an awareness of the sacred	3.4.0 Insufficient evidence	3.4.1 The school honours the sacred dignity of members of the school community.	3.4.2 The school provides opportunities to encounter the sacred and celebrate the mystery of Christ through sacraments, liturgy, scripture, prayer, stories, dialogue and human interactions.	3.4.3 Leaders and teachers encounter the sacred and celebrate the mystery of Christ through formation, school vision, policy development, everyday practices and interactions.	3.4.4 Staff, students and parents actively engage in opportunities to encounter the sacred and celebrate the mystery of Christ, and consider this to be an important part of the life of a Catholic school community.		
SIF RUBRIC 2.0 - Religious Dimension Sphere							1	
SIF RUBRIC 2.0								
Religious Dimension Sphere (CONTINUED)								
CAPABILITY 4: Learning Learning within a Catholic school is an encounter that reveals a dialogical, relational and optimistic pedagogy – one that opens up horizons of hope for the future for the individual learner, their school, the Church and the wider community.	4.1 Teachers are supported in their faith formation and professional development in Religious Education	4.1.0 Insufficient evidence	4.1.1 The school supports teachers in their pathway of professional learning towards Religious Education accreditation.	4.1.2 The school enables teachers to maintain their accreditation to teach Religious Education, and provides them with opportunities to enrich their knowledge and practice.	4.1.3 Teachers are encouraged to develop their knowledge and exploration of spiritual and religious formation. They are supported to access further study as part of ongoing formation.	4.1.4 Teachers are supported to share, design and develop professional learning and faith formation activities for others across the school community. Teachers and leaders are encouraged to lead the learning, development and formation of others.		
	4.2 Teachers interpret Religious Education curriculum to ensure learning entitlement	4.2.0 Insufficient evidence	4.2.1 Teachers adhere to the formal Religious Education curriculum. They plan to teach what is expected at a designated level.	4.2.2 Teachers are supported by leaders to collaboratively plan and design learning and teaching in Religious Education, using pedagogical practices that engage students in dialogue.	4.2.3 Teachers are supported to use big ideas, concepts and real-world examples to demonstrate where the teachings of the Church and life intersect.	4.2.4 Teachers make choices in their practice which are sensitive to the entitlement, context and narrative of each learner.		
	4.3 Teachers engage learners through encounter and dialogue	4.3.0 Insufficient evidence	4.3.1 Teachers design learning experiences that support students to make connections between life and faith.	4.3.2 Teachers support students to build an openness by encountering knowledge of Catholic and other faith traditions.	4.3.3 Teachers create time and space in the classroom environment for conversation and dialogue, encouraging diverse views to be explored in relation to the Catholic tradition (recontextualisation).	4.3.4 Teachers negotiate the interconnections between faith, culture and life through a dialogue with students that honours encounter.		
	4.4 Teachers engage learners in religious and spiritual growth	4.4.0 Insufficient evidence	4.4.1 Teachers attend to the spiritual development of each student, acknowledging and celebrating the Spirit at work.	4.4.2 Teachers develop students' faith and stimulate a search for meaning and truth, where the questions of God, belief and life are explored within the Catholic tradition.	4.4.3 Teachers, through their lived-out faith and witness, provide a model for all learners in the school community.	4.4.4 Leaders and teachers in collaboration with the broader parish community work to nurture the ongoing religious learning and faith development of all learners.		

St. Mary's presented and connected faith in innovative and creative ways throughout 2022. We continued to strive to be a dialogue and recontextualised model of Catholic Education. This included the continuation of our overarching Faith and Wellbeing overview. Each week we had a whole school theme connecting faith and wellbeing. The faith leader and the wellbeing leader produced a slide show deepening our communities understanding of the theme and we drilled down to each component of our faith overview below to ensure a deep and contemporary faith experience for all of our community.



We continued our journey partnering with St Mary's Hastings in our 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 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.

Staff continued to have a strong connection to the Horizons of Hope and Pedagogy of Encounter documents and made links with teaching RE through inquiry. Staff connected scripture to their inquiry concept ensuring faith is an interwoven learning experience for all students promoting dialogue, reflection and promoting students making meaning for themselves. Staff demonstrated our model as a dialogue school and COVID times really highlighted this as we presented our faith in creative and contemporary ways .

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 school's of St Joseph's, St Brendans and St Mary's continued a "Mini Vinnies group", 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 2022 where student leaders met at Padua College in a

great day of planning and then met together on many other occasions building a vision of this wonderful program

- 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.
- 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.
- The school celebrated two of the usual Masses held on Friday 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 celebrated through prayer spaces and a whole school liturgy led by students.,

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.

Learning and 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

Throughout 2022 St. Mary's continued to work on embedding a highly professional learning design. This included ensuring a consistent understanding of our learning philosophy at our school and the execution of this learning design with many strategies and processes automatised across the school. We continued to focus on teaching students how to learn and positioning students as active partners in their learning.

We focussed on our teaching staff following the co- created learning design and plan we have been working on over many years. Our review really highlighted our wonderful strengths in our learning design and the need to allow adequate time for core teaching of Literacy and Numeracy. We are proud of the advancements we have made in this area of our school and have clear aims and procedures in place which will keep moving our learning and teaching ensuring positive growth for every student in our school.

SIF RUBRIC 2.0

Learning and Teaching Sphere

 **CATHOLIC
EDUCATION
MELBOURNE**
Horizons of Hope

CAPABILITY 1: Teacher Professional Practice and Engagement Within a Catholic school community, all teachers are considered learners who commit to achieving the highest standards possible, based on reflective practice, using data, research and evidence to learn together, in order to ensure a positive impact on student learning.	1.1 Teachers engage with feedback on their practice (e.g. formal processes such as coaching and mentoring)	1.1.0 Insufficient evidence	1.1.1 Leaders provide teachers with formal feedback on their performance (e.g. in annual review meetings). Teachers visit other classrooms to observe teaching practices.	1.1.2 Leaders give feedback on teacher performance in both formal and informal settings (e.g. through observations, coaching). Teachers regularly participate in peer mentoring by observing each other's practice to learn with and from one another.	1.1.3 Teachers are given plentiful opportunities to receive feedback on classroom practice, as well as strategies or support to analyse the feedback. Coaching or mentoring is undertaken on a consistent basis.	1.1.4 The school's culture is one in which feedback on classroom teaching through multiple channels is readily given and received on a regular basis. Teachers are encouraged to reflect their performance via strategic and planned classroom observations, and time is allocated to enable the embedding of practice.
	1.2 Teachers engage with evidence-based professional learning and develop professional learning goals	1.2.0 Insufficient evidence	1.2.1 Teachers attend professional learning based on interest and availability, and write professional learning goals.	1.2.2 Teachers attend professional learning connected to the school's improvement agenda and their own professional learning goals. Such goals are closely linked to evidence of student learning or achievement.	1.2.3 Teachers access ongoing, targeted professional learning which is aligned with their goals. They synthesise evidence (e.g. personal reflection, feedback from leaders and peers, student assessment data) to set challenging and achievable goals.	1.2.4 Teachers are actively encouraged to pursue high-quality, ongoing professional learning which reflects specific goals set out for school improvement. They use evidence from practice and current research to set goals that are sufficiently challenging for their professional growth.
	1.3 Teachers access and draw from current educational research	1.3.0 Insufficient evidence	1.3.1 Teachers access current research through formal professional development.	1.3.2 Teachers access current research through professional development and school networks (e.g. collective, specialist, external consultants).	1.3.3 Teachers access current research in teams, and critique and adapt this research to meet the local needs of students in context.	1.3.4 Teachers synthesise research to make evidence-based changes to practice (continually refined through a cycle of inquiry in learning).
	1.4 Teachers utilise evidence within designated cycles of inquiry	1.4.0 Insufficient evidence	1.4.1 Teachers use student data as an assessment of their teaching	1.4.2 Teachers use student data to identify areas of need in student learning and their own teaching practice.	1.4.3 Teachers use student data to formulate questions and generate hypotheses to investigate the impact of their teaching on student learning, with the intention of improving outcomes.	1.4.4 Teachers use student evidence and data (embedded in cycles of inquiry), focused on improving their practice and the outcomes of students.
CAPABILITY 2: Powerful Teaching Powerful teaching in a Catholic school seeks to develop deep learning and create animated learners, inspired by the gospel and led by the Holy Spirit to act for justice and the common good.	2.1 Teachers use student background data (e.g. family history, talents, learning needs) to inform teaching	2.1.0 Insufficient evidence	2.1.1 Teachers access student background data and refer to this information periodically (e.g. in term planning). Background data may be seen as a barrier to student outcomes.	2.1.2 Teachers take student background into account when planning for learning. Information about how students learn is considered regularly in order to plan teaching.	2.1.3 Teachers consider students' learning background as a key factor in all planning for learning. They make teaching adjustments in light of this information and record it in formal documentation.	2.1.4 Teachers use sophisticated approaches to ensure that the knowledge of their students is shared and known to all those that support student learning and development. They embrace the diversity of all learners in the way they plan for teaching.
	2.2 Teachers interpret the curriculum to ensure learning entitlement	2.2.0 Insufficient evidence	2.2.1 Teachers adhere to the formal curriculum. They plan to teach what is expected at the designated level.	2.2.2 Teachers adapt and adjust the formal curriculum to suit students with identified learning needs.	2.2.3 Teachers collaboratively design the curriculum for all students, moving across levels and bands as required.	2.2.4 Teachers use concepts and ideas to collaboratively design the curriculum, spanning progressions of learning (broad).
	2.3 Teachers plan targeted learning experiences	2.3.0 Insufficient evidence	2.3.1 Teachers plan whole-class lessons.	2.3.2 Teachers work collaboratively to plan additional for students with identified learning needs.	2.3.3 Teachers plan for targeted instruction, including adjustments to content or materials, so that all students experience challenge in their learning.	2.3.4 Teachers plan instruction that challenges all students at different stages on the learning continuum.
	2.4 Teachers maximise student engagement in learning	2.4.0 Insufficient evidence	2.4.1 Teachers identify links between curriculum and student interests.	2.4.2 Teachers engage students in exploring personal passions and interests linked to the formal curriculum.	2.4.3 Teachers share teaching in contexts that are authentic to the life and world of their students.	2.4.4 Teachers embrace approaches which encourage student self-efficacy and agency in learning.
	2.5 Teachers use evidence-based teaching strategies	2.5.0 Insufficient evidence	2.5.1 Teachers utilise a selection of frequently used strategies.	2.5.2 Teachers select strategies to meet the needs of cohorts of students.	2.5.3 Teachers adapt strategies, taking into account both the cohort and individual needs of students.	2.5.4 Teachers critique their use of teaching strategies, dependent on context and evidence.
	2.6 Teachers communicate learning intentions and success criteria to students	2.6.0 Insufficient evidence	2.6.1 Teachers communicate the focus and intention for the lesson.	2.6.2 Teachers communicate learning intentions for the learning area and capability (content and skill).	2.6.3 Teachers model what success will look like, linked to specific learning intentions, and engage students in the process.	2.6.4 Teachers use a number of strategies (e.g. rubrics, worked examples, formative assessment strategies) to co-construct success criteria with students at a range of levels.
	2.7 Teachers create a classroom culture of high expectation	2.7.0 Insufficient evidence	2.7.1 Teachers' expectations of students are based on general inferences of them as learners.	2.7.2 Teachers have high expectations of students across cognitive domains based on evidence.	2.7.3 Teachers have high expectations of all students across all domains (cognitive, physical, organisational, emotional and social).	2.7.4 Teachers' expectations across the school foster a strong culture of learning and the full flourishing of every student.
	2.8 Teachers partner with non-teaching staff (e.g. learning support officers, speech pathologists, visiting teachers) to enhance learning for every child	2.8.0 Insufficient evidence	2.8.1 Teachers work closely with non-teaching staff to determine the next steps for children with identified learning needs.	2.8.2 Teachers draw on the knowledge of non-teaching staff to enhance their own pedagogical practices for identified groups of students.	2.8.3 Teachers engage non-teaching staff in the collaborative planning process to assist in the identification of appropriate strategies to effectively teach and scaffold learning for targeted groups of students.	2.8.4 Teachers and non-teaching staff work in close collaboration to maximise learning for every child.

Horizons of Hope

SIF RUBRIC 2.0 - Learning and Teaching Sphere


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Horizons of Hope

SIF RUBRIC 2.0 - Learning and Teaching Sphere |

SIF RUBRIC 2.0

Learning and Teaching Sphere (CONTINUED)



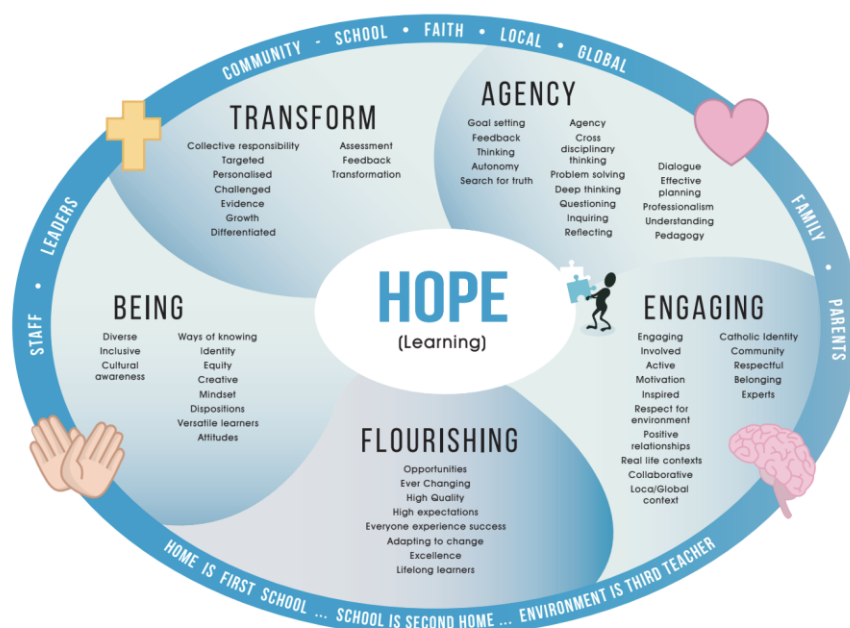
Horizons of Hope

CAPABILITY 3: Assessment and Monitoring of Progress Assessment in a Catholic school is a means of uncovering the narrative of learners: their growth, progress, success and challenges in learning. Through such assessment, teachers gain valid and reliable evidence of a student's learning, which enables them to make precise decisions for the growth and progress of their learners.	3.1 Teachers select assessment tools to collect student learning data	3.1.0 Insufficient evidence	3.1.1 Teachers use assessment tools to collect data about what students have learned.	3.1.2 Teachers are selective about the assessment tools they use to elicit student progress data.	3.1.3 Teachers modify their use of assessment tools, dependent on their students and contextual factors.	3.1.4 Teachers collaborate to critique, adapt and design assessment tools to suit a range of assessment opportunities.
	3.2 Teachers analyse student learning data	3.2.0 Insufficient evidence	3.2.1 Teachers determine whole-class patterns in data.	3.2.2 Teachers identify individual or small groups of students with particular learning needs.	3.2.3 Teachers reflect on patterns in data, at cohort, individual and small group levels, and appraise the data's reliability.	3.2.4 Teachers synthesise all evidence sources to critique the value of the data with which they are working.
	3.3 Teachers respond to student data	3.3.0 Insufficient evidence	3.3.1 Teachers refer to student data at formal settings (e.g. team meetings)	3.3.2 Teachers independently examine data and consider the information when designing learning.	3.3.3 Teachers collaboratively consider data and evidence, and determine next steps for individual or target groups of students when designing learning.	3.3.4 Teachers use data regularly in cycles of inquiry (with other teachers) to make changes to practice that are transferable.
	3.4 Teachers establish challenging goals for students	3.4.0 Insufficient evidence	3.4.1 Teachers set goals for focus areas for their classes.	3.4.2 Teachers work with students to establish individual and small group goals.	3.4.3 Teachers routinely monitor student goals and adjust them accordingly with students during learning conversations.	3.4.4 Teachers, in partnership with students and families, frequently and continuously adapt learning goals based on evidence of student progress and growth.
CAPABILITY 4: Reflective Practice Teachers engage in reflective practice to evaluate their teaching and learning, and to make adjustments to their practice to improve student learning.	4.1 Teachers provide feedback to students	4.1.0 Insufficient evidence	4.1.1 Teachers give feedback to students linked to summative tasks (e.g. grades, percentages, comments).	4.1.2 Teachers provide formative and summative feedback to students through everyday teaching.	4.1.3 Teachers maximise the use of ongoing, timely and consequential feedback to enable the progress and growth of learners.	4.1.4 Teachers use feedback as an integral part of the learning process, enabling students to self-regulate, self-assess and reflect on their own learning.
	4.2 Teachers provide scaffolds for students to monitor learning (including those that support metacognition)	4.2.0 Insufficient evidence	4.2.1 Teachers verbally encourage self-monitoring (e.g. in the introduction of learning intentions, lesson reflections).	4.2.2 Teachers provide students with specific tools to track and monitor their own learning, and support students to identify their learning strengths or goals.	4.2.3 Teachers explicitly teach metacognitive and reflective strategies so that students can identify the next steps in their learning.	4.2.4 Teachers extend and challenge students' metacognitive and reflective abilities in the self-assessment of their learning goals in order to articulate their progress.

Horizons of Hope

CATHOLIC
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Horizons
of Hope

St Mary' School has a philosophy of learning that is evident throughout the school. The school offers a wide range of learning opportunities for students, using the students' backgrounds and the school's local context to engage them in meaningful learning opportunities. With direct links to Indigenous culture, each year level has an overarching theme that relates to the context of the local environment where the focus for student learning is living and connecting to local community.



Teachers focussed on exploring vehicles to expand the ways they capture and analyse evidence to move student learning forward. They focussed on being better able to monitor and track growth in student learning progress throughout a unit or term as a priority for their own professional learning. Teachers embedded effective student tracking documents to ensure growth for every student.

A focus on data hour continued to be a high priority with individual teachers meeting with a leader of learning to discuss student data and keep a focus on ensuring growth for every student. Updated assessment and tracking tools with a focus on student growth continued to be best practice in our school.

Discussions with leaders and teachers indicated that having leaders of learning assisting planning and working closely with teams has been effective in supporting staff to continually improve their teaching as well as increasing the consistency of teaching practices across the school.

Achievements in the area of Learning and Teaching included the following:

- 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 2022 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.

- 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 2023.
- 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 2022 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.
- We held a highly successful Wakakirri performance and concert which was a highlight of the year
- We engaged students in STEM learning through our learning community themes.
- 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 continued building opportunities for parents to come into the junior learning communities and learn about our design from their children .
- Learning communities planned and collaborated in teaching and planning for all teachers to build their practise.
- St. Mary's used a response to intervention framework throughout 2022 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.

STUDENT LEARNING OUTCOMES

- In reading, our 2021 NAPLAN data showed both our Year 3 and 5 cohorts were below the state mean, however with the embedding of our intialit literacy program, in 2022 year 3 improved to slightly below and 5 were at the state mean.
- In 2022 for writing year 3 were slightly below state mean and year 5 were at the state mean. This was an increase for year 5 who were below in 2021.
- Year 3 an 5 spelling data showed some improvement between 2021 and 2022, however it was still below state mean. This has resulted in a review of our junior and senior spelling program and ways to embed learning.

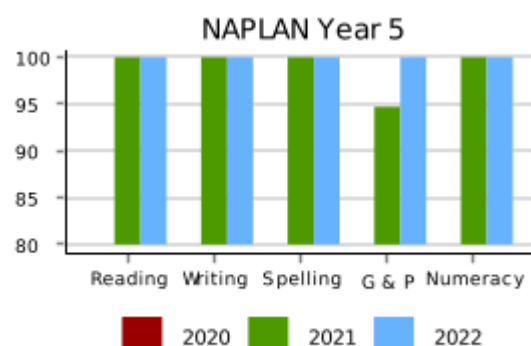
- In Numeracy Year 5 were below standard in 2021 and increased to be at state mean in 2022. Year 3 results were below state mean and have resulted in a focus on embedding number fluency with a consistent approach to Mathematics from Foundation to Year 6.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021	2022	2021 – 2022
	%		Changes	%	Changes
	*		*		
YR 03 Grammar & Punctuation	-	91.7	-	100.0	8.3
YR 03 Numeracy	-	100.0	-	90.0	-10.0
YR 03 Reading	-	95.8	-	100.0	4.2
YR 03 Spelling	-	79.2	-	88.9	9.7
YR 03 Writing	-	91.3	-	100.0	8.7
YR 05 Grammar & Punctuation	-	94.7	-	100.0	5.3
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

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.

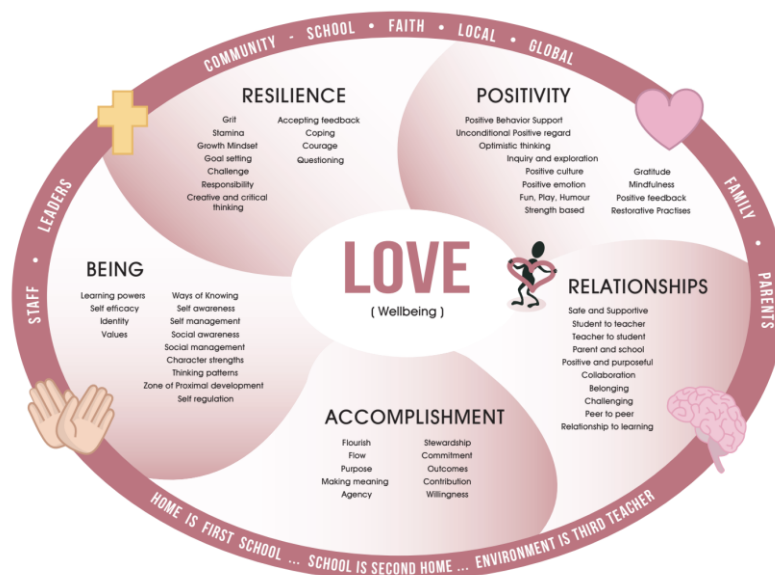
There is a strong sense of belonging and pride in the school.

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 2022. 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.



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.

Our review report highlighted the growing strengths we have in this area of our wonderful school as we strive to ensure every student has the necessary support to shine, grow and flourish as an important member of our school. We are proud of our results from our review in this area of our school.

SIF RUBRIC 2.0

Student Wellbeing Sphere

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of Hope

CAPABILITY 1: Safe, Positive and Enabling Learning Environments The school promotes inclusivity and reflects a culture of hope, faith and belonging for students, staff, families and the broader community. Justice, equity and respect are actively demonstrated and evident in school policies and practices. Leaders, staff, students and families work collaboratively to create and strengthen child-friendly environments for learning.	1.1 Leaders create collaborative processes that ensure safe and positive environments for learning.	1.1.1 Leaders share information with teaching staff about safe and positive learning environments that align with legislation and Catholic Education Melbourne guidance.	1.1.2 Leaders encourage teachers to work collaboratively to plan for safe and positive environments for learning.	1.1.3 Leaders create opportunities for teachers, students and families to have input on learning environments that are inclusive and safe, and reflect a culture of hope, faith and belonging.	1.1.4 Leaders participate and lead collaborative planning of learning environments that are child-friendly, safe and positive places of Catholic learning.
	1.2 Policies, procedures and practices promote positive behaviour in learning environments.	1.2.1 Policies and procedures meet minimum legislative and Catholic Education Melbourne child safety compliance requirements.	1.2.2 Policies and procedures provide information and strategies indicating actions that promote positive behaviour in learning environments.	1.2.3 Policies and procedures include references to scripture, canon law and Catholic social teaching affirming the promotion of positive behaviour in learning environments.	1.2.4 Policies, procedures and practices result in learning environments that are consistently safe and characterised by positive behaviours which are identifiable Catholic social beliefs and values.
	1.3 Teachers plan student wellbeing and behaviour initiatives.	1.3.1 Teachers focus on enhancing student wellbeing and positive behaviour when planning for learning.	1.3.2 Teachers use school-based and Catholic Education Melbourne policies to design learning activities that support wellbeing and positive social and emotional behaviour.	1.3.3 Teachers work collaboratively in lead or learning-area teams to create, analyse and use data to inform and develop responsive wellbeing and positive behaviour initiatives.	1.3.4 Teachers lead professional learning that builds the capacity and capabilities of all teaching staff to develop student wellbeing and positive behaviour.
	1.4 Students develop their own individual and collective wellbeing.	1.4.1 Students reflect on their own wellbeing and behaviour.	1.4.2 Students participate in learning activities that incorporate self-reflection about the wellbeing and behaviour of themselves and their cohort.	1.4.3 Students provide input to school leaders and teachers when planning wellbeing activities and positive behaviour initiatives.	1.4.4 Students regularly self-reflect and provide input on individual, cohort and whole-school wellbeing and positive behaviour initiatives across a range of formats and opportunities.
	1.5 Families engage with schools to support safe and positive learning environments.	1.5.1 Families have access to school policies and procedures regarding child safety and positive behaviour in learning environments.	1.5.2 Families discuss positive behaviour support strategies with teachers and school leaders.	1.5.3 Families are consulted and included when schools design and review child safety policies and positive behaviour initiatives.	1.5.4 Families engage with child safety and positive behaviour experts at school-organised events.
CAPABILITY 2: Resilience, Identity and Growth Wellbeing encompasses dimensions of life and includes nurturing the whole person – their spiritual, cognitive, physical, emotional and social selves. Students are better placed to develop a deep understanding of their inherent dignity and unique potential when they have explicit opportunities to improve their social and emotional competencies.	2.1 Curriculum planning and implementation are explicit in focusing on social and emotional growth and development.	2.1.1 Teachers plan to teach students how to develop socially and emotionally using the mandated curriculum.	2.1.2 Teachers collaboratively monitor individual and cohort student wellbeing, and plan additional social and emotional learning experiences as required.	2.1.3 Leaders and teachers collaboratively review achievement, wellbeing and behaviour data to inform annual action planning, and to improve student social and emotional learning.	2.1.4 Leaders and teachers engage with a range of evidence-based research and learning expertise to inform whole-school curriculum planning for social and emotional learning.
	2.2 Teachers plan learning that explicitly teaches personal and social capabilities.	2.2.1 Teachers teach students the recognition and expression of emotions, the development of resilience, and the appreciation of diversity of gender, age, language, culture and religion.	2.2.2 Teachers draw on core areas of curriculum (particularly both Religious Education and Visual Arts) to integrate and enrich the teaching of personal and social capabilities.	2.2.3 Teachers work collaboratively to explore additional content and strategies appropriate to school and student context to strengthen whole-school curriculum planning.	2.2.4 Teachers develop school-specific learning materials and strategies that enrich and extend students' personal and social capabilities, and share these with colleagues at school or system level.
	2.3 Teachers make pedagogical decisions that nurture the whole person.	2.3.1 Teachers use language that explicitly addresses social and emotional issues.	2.3.2 Teachers design social and emotional learning activities that aim to improve students' resilience.	2.3.3 Teachers work collaboratively to design learning that makes development visible.	2.3.4 Teachers reflect on feedback about pedagogical decisions and strategies to inform future planning for innovative and responsive teaching.

Diocese of Hope

SIF RUBRIC 2.0 – Student Wellbeing Sphere 1

SIF RUBRIC 2.0

Student Wellbeing Sphere (CONTINUED)

CATHOLIC
EDUCATION
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Horizons
of Hope

CAPABILITY 3: Student Agency and Empowerment Practices that encourage active participation and authentic student voice enhance children's and young people's academic and wellbeing outcomes, as well as their capacity to contribute to their community and make meaningful decisions about a range of issues that affect them and their world.	3.1 The school commits to empowering student voice through respectful and active participation.	3.1.1 The school has whole-school policies, practices and structures providing opportunities for students to participate in student representative councils, school improvement surveys and/or committees.	3.1.2 The school has a range of authentic student committees that focus on empowering students to participate in student representative councils and community issues.	3.1.3 The school empowers student participatory responses to arising community issues, identified through student voice or student leadership opportunities.	3.1.4 The school works collaboratively with system and cluster networks to provide opportunities for students to engage with external providers specialising in student agency and active community participation.
	3.2 Teachers plan for student agency.	3.2.1 Teachers identify opportunities in the curriculum to develop student agency.	3.2.2 Teachers plan learning experiences that include students making decisions, sharing opinions and respectfully contributing to group discussions.	3.2.3 Teachers design learning activities that use peer feedback and self-reflection as a regular part of practice to empower students.	3.2.4 Teachers work collaboratively with external community partnerships to develop opportunities for student empowerment as informed by feedback and evidence.
	3.3 Students participate in a range of empowering and meaningful decisions about a range of issues that affect them and their world.	3.3.1 Students are provided with opportunities to participate in student representative committees of choice.	3.3.2 Students participate in a range of teacher-led committees and groups that provide feedback about learning, safety and wellbeing.	3.3.3 Students are valued and active decision-makers and innovators in their school community on matters of student learning, wellbeing, safety and responsibility.	3.3.4 Students confidently identify and make innovative decisions about wellbeing, learning, safety and social justice issues through a diverse range of student-led committees and teacher-led initiatives that connect them with local and global communities.

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.

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 natural indoor courtyard and outside playground continue to be well used and have built wellbeing across our school engaging our students and building a stronger sense of belonging and connectedness.

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.

Our Defence Force Transition aide also assisted with the implementation of wellbeing initiatives and supported all students with their transition to and from St Mary's along with breakfast club and many other initiatives led by our school chaplain.

VALUE ADDED

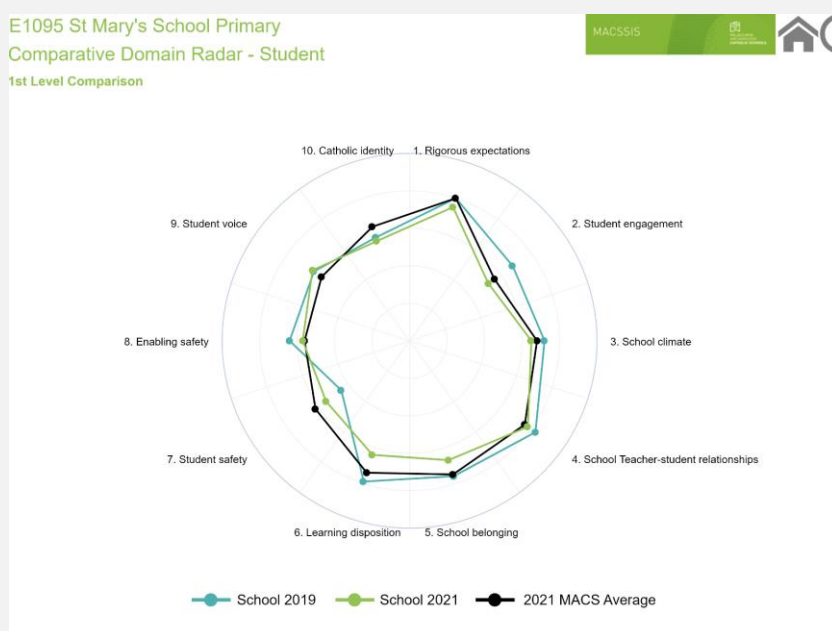
- Positive Behaviour policy based on Positive Psychology
- Positive Behaviour Toolkit, strategies, processes and procedures consistent across the whole school and resources are sent home to every family.
- Culture of unconditional positive regard for all.

- 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:

Once our students returned to full time onsite schooling we were diligent in analysing our well-being data weekly and addressing any students with low well-being presentations with many support processes in place.

Some students required periods of time where they were working remotely due to COVID -19 and we continually adapted their programs to ensure they were accessing their learning.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	88.3%
Y02	85.9%
Y03	84.6%
Y04	84.2%
Y05	87.1%
Y06	85.2%
Overall average attendance	85.9%

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

St. Mary's Hastings continued to hold the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the gospel. St. Mary's Hastings acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

Throughout 2022 Child Safety and OHS practices were at the forefront of all we achieved with the COVID 19 pandemic resulting in a year of ensuring we had the highest of standards and COVID checks in place. St. Mary's performed outstandingly ensuring all recommendations from Catholic Education were implemented in a timely manner. We continue to liaise with local CFA to build our fire safe practices.

In 2022 the school participated in the VRQA compliance audit and achieved outstanding results with the reviewer commenting on the extensive data and evidence presented and the excellent procedures in place.

The school has implemented the Ministerial Order 1359 and the new 11 child safe standards and had extensive evidence in all 11 areas.

- Child Safety Standards remained a regular agenda item at School Board meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed.
- Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and students management, duty of care, and reporting requirements
- All teaching & non-teaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually.

- Volunteers are provided with regular briefings on acceptable behaviours and are required to read and sign the school's Child Safety Code of Conduct every time they enter the school
- Staff members have completed the Victorian Department of Education and Training's on- line Mandatory Reporting module.
- St. Mary's Hastings continued to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct, and its expectations of those who intend to participate in 'Child Connected Work'.
- The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via parent information nights, the school newsletter and website.
- St. Mary's Hastings remains committed to ensuring the well-being and safety of all students under its care by actively implementing, reviewing and improving its child safety strategy.
- The embedding of policies and commitments into every day practice in line with new MACS policies
- Implementation of Ministerial Order 1359 and the new 11 Child Safe Standards to a high standard
- Professional learning of teachers, non-teaching staff and volunteers
- Continued Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'
- Student participation and empowerment strategies including the implementation of a student child safety team who met regularly to discuss important issues relating to students.
- Strategies to establish a culturally safe environment including extensive work in the area of embedding first nations perspectives and the school continues to exhibit exemplary practice in this most important area
- Extensive strategies that ensure equity is upheld and diverse needs are respected including the child safety team, friendship seat, respectful relationships program
- Promotion of safety and wellbeing in the physical and online environments of the school through education and communication of key factors to parents in newsletter
- Engagement and involvement of Families and communities in promoting child safety
- Human Resources practices, including volunteers, (recruitment, supervision, performance review)
- Child safety - Risk Management practices and complaints handling processes
- Chaplaincy program

Leadership

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 2022 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

In 2022, we continued to strive for 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 achieved very positive results in our review in the area of leadership and management and we are very proud of all we are achieving in this area to ensure our school has the highest standards of management, leadership and conditions for our staff, students and community.

SIF RUBRIC 2.0 Leadership and Management Sphere

CAPABILITY 1: Formation of Self and Others Leaders in a Catholic school draw from the deep well of Catholic faith and bear witness to Scripture, sacraments, stories, symbols and beliefs. An enduring commitment to one's own personal, spiritual and professional growth enhances the capacity of the leader to extend and support the growth of others.	1.1 The school has a documented and planned approach to professional learning	1.1.0 Insufficient evidence	1.1.1 The school's approach to professional learning responds to requests by staff to improve their practice or work via individual professional learning plans for all staff (teaching, non-teaching and leading)	1.1.2 The school enables professional learning through strategic planning, school structures and the allocation of time. Professional learning activities align with the priorities of the school.	1.1.3 The school engages staff to develop and localise professional learning that aligns with both the school improvement plan and identified challenges for student learning	1.1.4 The school maintains a high-performing culture of ongoing and responsive professional learning underpinned by continuous feedback, data and research.
	1.2 The school develops a culture of professional learning that is research and evidence-informed	1.2.0 Insufficient evidence	1.2.1 Teachers and staff access professional learning based on the school context and their personal needs	1.2.2 Professional learning enables all staff to access regular and effective feedback on performance, and improve professional practice through individual and collaborative learning	1.2.3 Professional learning draws on a range of adult learning pedagogies (andragogy) and collaborative models (professional learning team, professional learning community, action research and discipline inquiry) to develop staff across career progression	1.2.4 Professional learning has a clear and disciplined focus on continual improvement, performance and development, and empowers all staff as members of a learning community
	1.3 The school cultivates leadership development and practice	1.3.0 Insufficient evidence	1.3.1 The school has a documented plan for developing effective leaders	1.3.2 The school's leadership plan extends to providing opportunities for recognising and developing the leadership aspirations of all staff, as articulated in individual professional learning plans	1.3.3 The school's leaders actively work to identify and create challenging roles, responsibilities and opportunities for all staff	1.3.4 The school's leadership development initiatives are focused on succession planning and sustaining effective leadership practices
	1.4 The school has developed formal and informal induction programs	1.4.0 Insufficient evidence	1.4.1 The school inducts graduates and new staff through formal meetings where ways of operating are shared and explained	1.4.2 The school provides ongoing mentoring and support networks as part of induction practices for graduates and new staff, where shared experiences are noted and communicated	1.4.3 The school provides induction processes when staff progress to new roles within the school, as well as ongoing opportunities for existing staff to refresh or update knowledge and practices	1.4.4 The school commits to rigorous monitoring and professional development of induction processes and materials. The community takes responsibility for successful induction of graduates, new staff and those aspiring to career progression
CAPABILITY 2: Leading Learning, Innovation and Improvement Leaders in a Catholic school remain ever conscious of the interplay between the present and future. They create an articulate and compelling vision for improvement and change, informed by the context and character of their school, and this serves as a constant point of reference.	2.1 The school has a documented plan for whole-school improvement	2.1.0 Insufficient evidence	2.1.1 The school has an explicit plan for whole-school improvement that identifies measurable and targeted improvement goals (School Improvement Plan and Annual Action Plan)	2.1.2 The school collaboratively develops a plan for whole-school improvement that is informed by a wide set of data relating to community expectations about student learning	2.1.3 The school community is actively engaged in data-informed cyclical review, planning and action to strategically improve learning outcomes for students	2.1.4 The school has a visible, comprehensive and explicitly planned approach to whole-school improvement, focused on data-informed, evidence-based and co-constructed action that is collaborative and aligned to improving student learning outcomes
	2.2 Policies, processes and practices support accountability	2.2.0 Insufficient evidence	2.2.1 Policies, processes and practices are designed to be compliant with legislation and regulation	2.2.2 Policies and processes are designed in consultation with stakeholders	2.2.3 Policies, processes and practices are visible and aligned with evidence-informed best practice	2.2.4 Policies, processes and practices are recognised as significant levers for implementing coordinated, collaborative and pragmatic whole-school improvement
	2.3 School leaders effectively lead and manage change	2.3.0 Insufficient evidence	2.3.1 School leaders are responsible for leading and managing change initiatives focused on improving student outcomes	2.3.2 School leaders leverage internal and external networks to explore the research, evidence and strategies that identify the ways they can create and manage the conditions for effective change in their community	2.3.3 School leaders engage in school improvement initiatives that progress and develop effective change, leading to whole-school improvement	2.3.4 School leaders confidently manoeuvre across individual student-focused classroom practices and large-scale improvement initiatives, focused on whole-school improvement that maximises outcomes for all students
	2.4 The school community fosters a culture of learning	2.4.0 Insufficient evidence	2.4.1 School artefacts (policies, documentation, communications, online portals, social media) contain visible evidence of a Catholic focus in improving learning outcomes	2.4.2 School artefacts and learning environments reflect leaders and teachers enabling a learning-focused Catholic culture, where visible strategies and work to monitor and progress student learning	2.4.3 School artefacts, student learning, teacher professional learning, leadership development, and the school physical and digital learning environments are explicitly Catholic places, focused on improving student learning outcomes. There is a visibly embedded whole-school culture of high expectation and continuous data-informed improvement	2.4.4 School physical and digital learning environments are integrated, desirable and innovative sites of dynamic, data-informed professional practice where successful strategies, effective administration and confident Catholic leadership converge. The school leverages digital affordances that enhance learning and teaching within networked communities beyond the school
CAPABILITY 3: Strategic Planning, Leadership and Management Leaders in a Catholic school ensure a holistic and considered approach to the development of initiatives and school-wide strategies, which are based on an analysis of their particular community, context, system priorities and the growth of all learners within the school community.	3.1 The school has documented plans, structures, practices and processes to support the delivery of a high-quality curriculum	3.1.0 Insufficient evidence	3.1.1 The school has a documented plan for delivering a high-quality curriculum, with evidence that teaching and learning are inclusive of the individual learning needs of students	3.1.2 The school plans initiatives for delivering an inclusive and high-quality curriculum where improving student learning outcomes is a specified and measurable focus	3.1.3 The school's plan for delivering a high-quality curriculum for students informs current and future capital investment and planning of physical and digital learning infrastructure	3.1.4 The school's plan for delivering a high-quality curriculum engages the whole school community in planning and documenting innovative learning and teaching practices that produce a range of data to measure the impact of teaching initiatives and learning outcomes
	3.2 Leaders measure impact on student outcomes	3.2.0 Insufficient evidence	3.2.1 School leaders support school-wide inquiries into the impact of change on student outcomes	3.2.2 School leaders actively seek ways to effect positive change for learners in their schools, drawing on research, data and professional networks to develop proposals for addressing challenges and opportunities to improve student outcomes	3.2.3 School leaders actively partner with classroom teachers to measure the impact of practice on student learning outcomes and to design appropriate interventions	3.2.4 School leaders work collaboratively to isolate patterns in student assessment and achievement, correlate interventions, and localise, co-construct and lead contextualised improvement strategies

Horizons of Hope

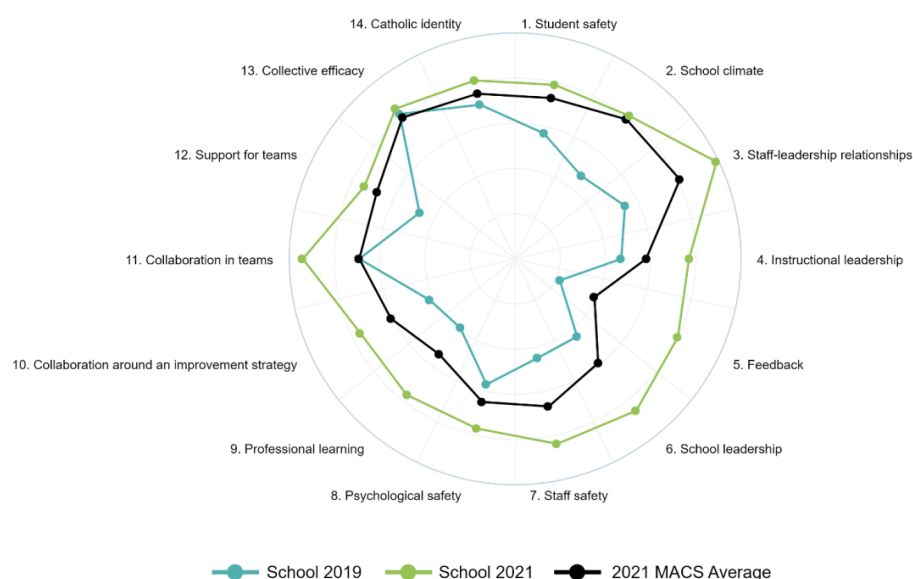
SIF RUBRIC 2.0 - Leadership and Management Sphere 1

SIF RUBRIC 2.0 Leadership and Management Sphere (CONTINUED)

CAPABILITY 3: Strategic Planning, Leadership and Management Leaders in a Catholic school ensure a holistic and considered approach to the development of initiatives and school-wide strategies, which are based on an analysis of their particular community, context, system priorities and the growth of all learners within the school community.	3.1 The principal supports the future sustainability of the school	3.1.0 Insufficient evidence	3.1.1 The principal, supported by leaders, articulates strategies to promote the school as the place of first choice for Catholic families	3.1.2 The principal draws from a range of data and reports relating to current and projected enrolment trends, and seeks opportunities to engage with stakeholders and resources that promote the school's existing and potential families in the community	3.1.3 The principal maintains community partnerships that ensure the school's standing and presence in the community, and takes with key external stakeholders and feeder schools to support sustainable environments	3.1.4 The principal and school leaders collaboratively focus effort and investment on strengthening connection and belonging to the school in order to sustain current and future enrolment, becoming an integral part of the local community
	3.2 The school has employment of staff which align with legislation and regulation, included in these are the expectations around the school's Catholic ethos and this relationship in the daily operations of the school	3.2.0 Insufficient evidence	3.2.1 The school has clear guidelines for the process of employment of staff which align with legislation and regulation, included in these are the expectations around the school's Catholic ethos and this relationship in the daily operations of the school	3.2.2 The school has clear processes to ensure staff are aware of the educational goals and Catholic mission of the school. The principal, in alignment with legislative requirements, provides an equitable workload for all staff	3.2.3 The school has clearly articulated policies and procedures for human resource management, aligned with the Catholic mission of the school. Policies are available to staff and are communicated in a number of ways	3.2.4 The school has developed an organisational structure that is led collaboratively by the leadership team and governing body, and promotes the delegation of responsibilities across the school to key personnel
	3.3 The principal uses a range of methods to ensure that the school's resources (financial, physical, staff) are effectively managed	3.3.0 Insufficient evidence	3.3.1 The principal has an awareness of the key performance indicators that underpin the management of finances and resources at the school level. The principal and school leaders work with key staff (finance managers) to effectively track budgets and allocations	3.3.2 The principal, in partnership with finance experts, regularly reviews the school's budget to ensure there is sufficient cash flow to maintain the resources for the current and future school years	3.3.3 The principal builds personal business acumen to ensure organisational sustainability through management of finances and resources. In line with compliance, a five-year forecast based on the school's current position and future projections is used	3.3.4 The principal is responsible for the transparent, ethical and moral use of resources and allocation of funds. The school has a well-defined business plan encompassing future growth of resources and infrastructure developed through sustainable strategic management processes
	3.4 Members of the board build and maintain positive and effective partnerships with the principal to develop the strategic direction of the school	3.4.0 Insufficient evidence	3.4.1 Members of the board understand the Catholic identity of the community and the advisory role the board plays in its contribution to the governance of the school	3.4.2 Members of the board are known to the school community, present at school events, and can articulate and communicate the role and functions of the board to the community. Members are provided with opportunities to engage in forums so that effective governance practices are in place	3.4.3 In partnership with the principal, the board builds and sustains the culture of the school to improve student outcomes. There are clearly established risk management processes in relation to overseeing the financial management of the school	3.4.4 In partnership with the principal, the board is accountable to the governing body for oversight of the development and communication of policy to guide strategic directions for improvement, student outcomes and the financial health of the school

Macssis data for 2022 demonstrated the strength of our performance and development culture in our school. We are extremely proud of the staff data in 2022 showing growth in all areas of the survey with results above all MACS averages.

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



In 2022, 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 2022, there were two after school PLT's whether onsite or on zoom with a high priority on learning and teaching.

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.

Staff participated in a Action Inquiry Research projects. 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 continued to upgrade our facilities and resources including our successful capital grant application which will see a refurbishment of our current facilities in 2023.

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 continued embedding our 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 2022 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 Oh the Places we' will go coming out of review. 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 2022

We participated in a range of different professional learning experiences throughout 2022. This included a comprehensive range of professional learning. Professional learning experiences involved all staff building capacity in many different areas as outlined below:

- 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
- Multit 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 2022

11

Average expenditure per teacher for PL

\$2988

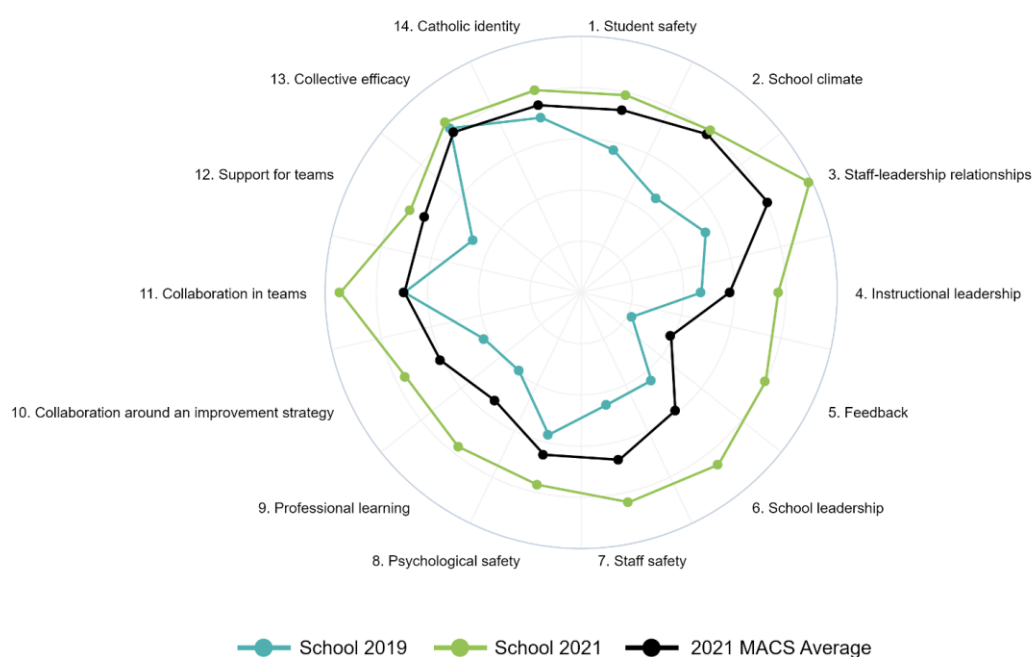
TEACHER SATISFACTION

Macssis data for 2022 demonstrated the strength of our performance and development culture in our school. We are extremely proud of the staff data in 2022 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 psychological 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

85.1%

ALL STAFF RETENTION RATE

Staff Retention Rate	68.2%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	0.0%
Graduate	25.0%
Graduate Certificate	0.0%
Bachelor Degree	50.0%
Advanced Diploma	37.5%
No Qualifications Listed	25.0%

STAFF COMPOSITION

Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	18.0
Teaching Staff (FTE)	11.3
Non-Teaching Staff (Headcount)	17.0
Non-Teaching Staff (FTE)	12.1
Indigenous Teaching Staff (Headcount)	1.0

Community Engagement

Goals & Intended Outcomes

How do we best create the conditions for all members of our community to grow and flourish?

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

2022 continued to be a year of 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 Hastings

We achieved positive results in our 2022 review in the area of Community.

<div> <div>SIF RUBRIC 2.0</div> <div>School Community Sphere</div> <div>  <div> <div>Catholic Education Melbourne</div> <div>Horizons of Hope</div> </div> </div> </div>					
CAPABILITY 1: Belonging, Welcome and Positive Relationships A culture of welcome and hospitality permeates the school. Across the community, students, staff and families feel known and valued. Diversity is considered integral to the identity of the community whose collective voice informs and supports the culture and educational approach of the school. Trusting relationships and positive regard form the foundation for learning, and enable the school to work through challenge and adversity.	1.1 The school fosters a culture of welcome.	1.1a Insufficient evidence	1.1.1 The principal fosters a sense of welcome through school promotional materials and activities. School leaders provide support and information to new members of the community.	1.1.2 School leaders support students and staff to include new students and families, encouraging connections and belonging. The school provides orientation activities for new students and families.	1.1.3 Staff, students and parent leaders are involved in the design and coordination of orientation initiatives for new staff, students and families. These include regular structured opportunities that enable new and less-identified members to be part of the community.
	1.2 The school celebrates difference and diversity.	1.2a Insufficient evidence	1.2.1 The school complies with anti-discrimination legislation and regulation, and has developed strategies to enable all students and staff to participate in the school.	1.2.2 The school reduces barriers for individuals or groups to enable access and participation at school. Curricular and co-curricular programs promote respect and reflect the diversity of students and families.	1.2.3 School programs, functions and environment are designed to connect, respect and appreciate the diversity of the community.
	1.3 The school engages with feedback to enhance the culture of the community.	1.3a Insufficient evidence	1.3.1 The school utilizes feedback from students, staff and families. The principal invites input to inform school planning.	1.3.2 School leaders regularly consult with students, staff and families to gain insight into different perspectives across the community to provide a variety of feedback mechanisms.	1.3.3 School leaders ensure that all feedback mechanisms are visible and accessible to all members of the school community, using the multiple perspectives of all members of the community.
	1.4 Leaders build positive relationships across the school community.	1.4a Insufficient evidence	1.4.1 Relationships across the school community are positive. The principal and staff respond respectfully when challenges arise.	1.4.2 School leaders take steps to foster positive relationships between staff, students and families. The school has intentional, ongoing and effective practices that support leaders to develop effective relationships with staff members.	1.4.3 School leaders prioritise relationships and draw on the strength of these to enable progress, growth and learning for all members of the school community.
CAPABILITY 2: Catholic Mission The school identity is based out through a distinct pattern of celebrations, rituals and traditions. The school story grows richer and stronger with every student enrolled, every staff member employed and every partnership formed. The school and its community have a clear purpose for being, deeply rooted in the Catholic tradition and local context.	2.1 Leaders and teachers support the Catholic vision and mission of the school.	2.1a Insufficient evidence	2.1.1 Leaders articulate and promote the school's vision, mission and founding story. Staff embrace the school's vision for how it embodies the teaching and tradition of the Catholic Church.	2.1.2 Leaders and staff nurture the vision, mission and liturgical life of the school, making explicit its connection to traditions, celebrations and programs.	2.1.3 Leaders and teachers embrace the mission and vision, creating a community of life and learning where staff, students and parents have a strong commitment to live out the teachings and traditions of the Catholic Church.
	2.2 The school is a community that works in the service of others.	2.2a Insufficient evidence	2.2.1 School leaders identify social justice initiatives that are relevant and important to the school community and its identity.	2.2.2 The school participates in a range of social justice initiatives through a planned and structured approach to charitable work, aligned with the mission of the Catholic Church and the local community, and linked to the school's vision and mission.	2.2.3 The school uses a Catholic frame to plan and coordinate social justice and outreach initiatives. School leaders and teachers empower students, staff and families to advocate for and lead whole-school action for justice and the common good.
					2.3.4 The school story and tradition are used consistently and coherently as the foundation for learning, reflection and engagement. All members of the community demonstrate commitment to the Catholic mission of the school through all words, deeds and actions.
					2.3.5 The school community, driven by its mission, partners with the parish, broader Church and wider community in its commitment to service and social justice, bringing faith, life and culture together in a vibrant synthesis.

2022 was a year for furthering the 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.

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.

Whilst the focus in 2022 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 2022.

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 2022 of the learning philosophies of the school.

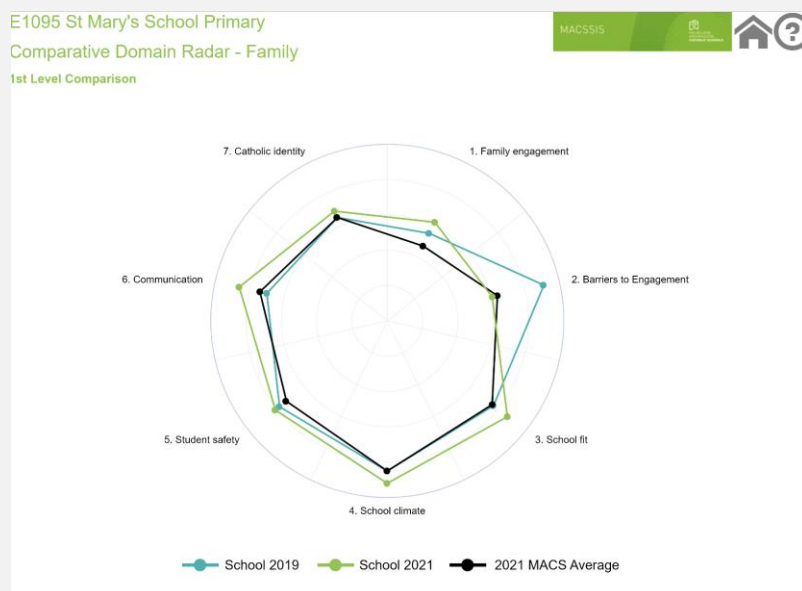
Highlights mentioned regularly were the sense that the school promotes a feeling of belonging and is a caring and happy place. There was recognition that teachers at the school know their students well and all members of the school community are seen as learners and create a sense of welcome, which is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

Parents were engaged in our monthly masses, assemblies and presentations

We engaged in the Fathering project to enhance the relationships between home and school and held a really successful launch with so many Dads in attendance and we look forward to building our community as we partner together.

PARENT SATISFACTION

Feedback from parents were regular as parents communicated how amazing our team was throughout the remote learning period. Macssis 2022 data showed strengths in communication and family engagement.



Future Directions

As we head into 2023 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. 2023 will see us embark on our 2023- 2026 school improvement plan with clear priorities for our school to grow, shine and develop in.

Our three priorities emerging from our review were as follows:

Priority 1- Positive Behaviour Approach

Priority 2- Build high quality pedagogy and consistency

Priority 3- Data analysis and differentiated practice

Priority 4- Student voice and agency in learning

We will work to ensure these priorities are in the forefront of all that we do in our wonderful school.

Our strategic intent moving forward from 2022- 2026 are as follows giving us clear direction into the new horizons for our community.

Our Strategic Intent
<i>(brief overarching statement outlining what the school is looking to achieve over the next four years)</i>
Next Horizons for our Faith Community.
Investigation: How do we strengthen, lead and celebrate our faith community forming lives of faith, hope and love in the light of Jesus Christ?
Next Horizons for Children
Investigation: Who Am I? How do I belong, connect and grow?
Next Horizon for Staff
Investigation: What do we need to do to strengthen the quality of our learning and assessment designs and how do we translate these into strong pedagogical enactments that ensure the progress and flourishing of every child?
Our Next Horizons for School Leaders
Investigation: How do we best create the conditions for every member of our community to learn, thrive and grow as learners?

We look forward to commencing our new capital grant application where we will upgrade and refurbish our classrooms ensuring contemporary and adequate learning spaces for all of our students.

We will also look forward to opening our community garden and all that this wonderful project will build in our school.

I look forward to leading this magnificent school to greater heights in 2023 and feel privileged to have the opportunity to work with such a talented team.

Our theme for 2023 will be 'What We' build" co- creating and building our together future.

Yours in Partnership,

Gab