

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

ST MARY'S Primary School
COHUNA

2019

REGISTERED SCHOOL NUMBER: 1253



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Contact Details

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Minimum Standards Attestation

I, Jasmine Ryan attest that St Mary's Primary School Cohuna 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

1st June 2020

Our School Vision

At St Mary's all will be included, nurtured, faith filled, respected and inspired to reach their full potential.

Our Graduate Outcomes

St Mary's endeavours to educate learners who are:

- *Respectful*
- *Resilient*
- *Confident*
- *Critical Thinkers*
- *Lifelong Learners*
- *Faith Filled and Socially Just*

School Overview

2019 was an incredible year with much excitement, progress and achievement for both staff and our learners. Another year where our valued partnership with our community is key to the success of our children.

The year began with 116 Learners enrolled and 20 staff, 12 in a teaching capacity and 8 in a non-teaching role. Our staff continue to strive to provide exceptional education, weave magic and make a difference to every learner at St Mary's Cohuna.

This year we welcomed Gracecen Cartwright as a Graduate teacher from Latrobe University. Graecen began her teaching career in Year One and completed her VIT registration before the conclusion of the year. We had some changeover of staff throughout the year for maternity leave and overseas travel. We welcomed Janette Colbert and Alex Martin in replacement roles. Our learning support officers grew their team with the employment of Megan Wood. The staff are exceptional in their efforts and dedication to the learners and wider St Mary's community.

St Mary's began the building of stage two of the master plan which saw the construction of the new administration, six unisex toilets, adequate meeting and break out spaces and a staffroom to accommodate the school's growth. The space is not only aesthetically pleasing yet functional, and child safe. St Mary's completed the project to budget and looks forward to applying for further Victorian Government grants to continue to improve the facilities and resources.

Learning Discovery and NAPLAN data, short sharp learning sprints to support misconceptions or reiterate a concept for consolidation has proven successful. Marie Kelly has continued in the Learning Discovery role both supporting learners with extension and intervention. St Mary's academic data clearly shows value added for all learners, particularly the middle to upper learners who in the past had not gained adequate growth.

St Mary's School Board and Parents and Friends Association have continued to be an incredible support network to all stakeholders within the school. The Board has been critical in questioning and problem solving around the new building works, while the P&F have worked tirelessly to fund raise in support of school needs. Both groups are diligent on ensuring that the realistic needs and demands of our community are at the core of all we do.

Principal's Report

I would like to take this opportunity to thank the St Mary's staff, learners, families, school board and Parents and Friends association. Collectively, these stakeholders make up our community and work in collaboration and partnerships for the best for our children. St Mary's is supported by an active parent community and learners that love their school. St Mary's will continue to nurture these relations to ensure we are personalising and meeting the needs of our learners.

Father Novelito Lim is a kind and compassionate church leader who places great trust in myself and the staff of St Mary's. I thank Father Novie for his ongoing support of myself and the school. Father Novie is always supporting school initiatives and is very present in the lives of the learners in the school. St Mary's with the guidance of Father Novie, Adelia Muldoon as REC and Catholic Education Sandhurst continues to have a strong faith focus. The teaching staff and REC work collaboratively to plan rich, real and relevant faith based education to foster our learners spirituality. This year St Mary's and the Charism team explored the story of St Mary's the school and co-created curriculum that will allow our current and future learners to know the foundations and values of who we are as a community.

St Mary's welcomes any formal review process as it allows us to not only affirm good practice but plan for an improved future. This year St Mary's underwent two formal reviews; Pastoral wellbeing and VRQA Child Safe Standards. As a result of our reviews future improvements will include the implementation of ACER Social Emotional Learning survey to track and monitor our learners. St Mary's also formalised the Pastoral wellbeing team in support of sustaining a well community.

As a professional learning community St Mary's continued to explore tools that would support and direct teacher growth. St Mary's underwent a trial in term 4 to explore the use and resources of PIVOT. The staff found the tool purposeful and look forward to using it officially in 2020 to direct professional goal setting and development. Lauren Spence and Jacqui Deola completed their first year of their Masters. Lauren is completing her masters of Clinical Teaching and Jacqui in Special Education.

Throughout the year St Mary's continued with professional development on the use and analysis of data to drive our teaching and learning. The commitment to this area is seeing a growing understanding of data analysis and explicitly targeted teaching to improve learner outcomes. It has provided the staff with evidence based data to discuss and collaborate on. We are seeing corresponding growth in our learners and having robust conversations as teachers to continue to improve learner outcomes.

The end of 2019 farewelled some staff from their time at St Mary's. Teigan Arthur and Asta Paige both relocated with their husbands. Anne Grogan retired after approximately forty five years in Catholic Education and Adelia Muldoon and Elaine Keely took leave for twelve months to explore alternate career paths. We thank all of these incredible educators for their dedication and professionalism while at St Mary's and wish them ongoing success with their next adventures.

Parish Priest's Report

St. Mary's Primary School, Cohuna Parish Priest Report 2020 (AGM) The parish and the school had a great year last year, 2019. A few activities between the parish and school had happened, the Family Masses in celebration of the different Sacraments were a great success thanks to the great support from Jasmine, Adelia and all the teachers who helped make this Masses possible. We hope that this will continue more, and this is what we wanted that is to have a strong bond between the two, to make the relationship stronger. The goal is not to have two distinct organisations but one identity and that is Catholic but with great respect with all the different denominations. Last year, we made a slight change in celebrating the Sacramental program. We started separating the celebration of the Sacraments of Eucharist and Confirmation and moving it into the 4th Grade. While the Sacrament of Reconciliation will be done by the 3rd Grade students. This is to focus on the children's understanding and have more time for them to comprehend on the real meaning of these sacraments. We had around 15 candidates for the Sacraments of Eucharist and Confirmation and also around 15 candidates for the Sacrament of Reconciliation. It has manifested to the children that they know the sacraments they undertook and had a deeper understanding of the different sacraments. We farewelled Bishop Les Tomlinson last October and welcomed our new Bishop, Bishop Shane Mackinlay last October with a Mass of Installation in Bendigo. We look forward to working hand in hand with the school and as a parish. The great strength of this school for me are the liturgies. The great excitement from the children and the enthusiasm to read and be part of the School Masses, the beautiful voices during the singing of the different hymns and the full participation School Masses. A big thank you to all the teachers and staff of St. Mary's.

Fr Novelito Lim Parish Priest
Kerang, Cohuna and Pyramid Hill Catholic Parishes

School Education Board Report

Board Chair Report, AGM 2020.

2019 has been another busy year for St Mary's school and our wider community. This year has seen significant growth in learners, staff and our environment. The major component being our new building and the completion of stages 2 and 3 of the development master plan. This new addition has provided modern administration facilities, modern sanitary facilities for learners and has most importantly made available additional learning space for our most valuable assets. The new facility has been in development for some years and has taken incredible resources, consultation, revisions and community engagement to achieve an outcome that satisfies the needs of our growing school. Congratulations to all involved.

Last year also saw a scheduled review of Pastoral Wellbeing in our community. Compliance was achieved and improvement areas identified for the modification of Policy/Procedures and Practices into the future.

I thank all board members for their contribution in 2019 with a special thank you to Ian Trevena following his completion of 4 year's service contributing to St Mary's school board. All the best Ian.

I would also like to take this opportunity to congratulate Jasmine Ryan, her leadership team and staff for their fabulous and unwavering commitment to the school and learners throughout 2019.

On behalf of the school board I look forward to continuing the pursuit of excellence for our community in 2020.

Rob Merkel

Education in Faith

Goals & Intended Outcomes

To explicitly connect our curriculum to our beliefs and traditions

- Complete the learnings and documentation of our charism for staff, learners and our wider community
- Leadership to have collective and cohesive understanding of our ESCIP data and the contribution it makes to our story / charism

To build positive relationships with our Parish through regular participation in Mass

- Increased attendance and participation in school and family masses
- Learners more connected through word and action with the true meaning of the mass

Achievements

- All teachers supported by the REC to plan class masses
- Class masses scheduled and attended regularly by the whole school
- Charism team (Adelia Muldoon, Jasmine Ryan & Sarah Toll), with CEO Sandhurst support documented St Mary's Charism curriculum which was launched in the 2020 academic year
- Continued collaboration of RE Curriculum, supported by REC's at St Patrick's Pyramid Hill and St Joseph's Kerang
- Sarah Toll applied for RE Accreditation with CEO Sandhurst for 2020
- ESCIP was completed by staff, learners and some parents / carers
- REC provided in class support to model and support the teaching of religious education
- The Sacramental program provided learners with First Eucharist, Confirmation and Reconciliation. The curriculum of these sacraments was provided by the school and Father Novie to ensure it had rigor and relevance.

VALUE ADDED

- Community Involvement – Masses at the nursing village, class masses, ANZAC Day and Remembrance Day
- Connections to parish – Sacraments, Advent and Lenten masses, Feast Day celebrations
- Building community – Beginning and End of Year Masses and gatherings, Mother's & Father's Day Liturgies and Celebrations, Grandparents Day
- Continuing our connections - Northern Plains (Hub) Mass, the Good Samaritan Cup, Spirituality Day
- Social Justice – Project Compassion, CARITAS, Harmony Day, Neighbourhood House
- Learner's Collaborative Spirituality Day – St Patrick's Pyramid Hill was the Host

Learning & Teaching

Goals & Intended Outcomes

To teach and learn collaboratively

- Curriculum planning to be leader lead
- Expert teachers sharing practice and strategies with graduate and early years teachers
- Shared accountability of learners
- Learners to be involved in a variety of collaborative learning experiences
- Learning spaces open and fluid

To develop a rigorous Data & Assessment policy

- Assessment and data to be collected and analysed in accordance with St Mary's Assessment & Data Policy
- Continuous monitoring and collection of data is used to drive teaching & learning
- Regular focus conversations on specific learners when needed
- St Mary's to collaboratively compose annual benchmarks to monitor growth throughout the year

To implement practices to ensure the Learners voice is included in the learning journey

- Learners voice will be sought regularly around learning, wellbeing and safety at St Mary's

To use coaching and mentoring procedures to build professional capacity

- Staff will learn a variety of strategies to have coaching / mentoring conversations to build the capacity of one another

Achievements

- Exclusive role of leader of Learning and Teaching – Adelia Muldoon
- Leader of Learning Adjustment – Jacqui Deola
- Mentoring of Graduate and early years staff
- Data discussions, shared learning spaces and targeted teaching to share academic accountability of learners in levels
- Termly assessment and testing to gather learner data and target teaching
- PLT's & PLC's to focus on the use of data to track and target teaching
- Shared accountability and supports for all learners to improve learner outcomes – Learner Discovery Team
- Introduction of PIVOT – Teacher Performance & Development
- Full VIT registration of Graecen Cartwright from Graduate Teacher
- Successful completion of Jules – The Musical

STUDENT LEARNING OUTCOMES

Number of learners:

Year 3: 17

Year 5: 9

Year 3 - School Summary report indicates the school mean is below but within range of the state, except in numeracy where the school is significantly below the state mean.

Year 5 - School Summary report indicates the school mean is within range of the state, being above in spelling and grammar and punctuation.

Reading:

Year 3: 5 year trend data in reading indicates the majority of St Mary's learners are within the 50th - 90th percentile with minimal learners within the 10th percentile. This indicates that we are growing our lower learners and have continued to increase our scale score mean from 2017. St Mary's mean is below the state mean.

Year 5: 5 year trend data in reading indicates a decrease since 2017 and is lower than the state.

Writing:

Year 3: 5 year trend data in writing indicates a gradual increase since 2017 with a significant increase in the scale score mean from 385 in 2018 to 425 in 2019

This scale score is still below the state mean.

Year 5: 5 year trend data indicates an increase since 2018, only being slightly lower than the state.

Spelling:

Year 3: 5 year trend data in spelling indicates a gradual increase since 2017 with a significant increase in scale score mean from 386 in 2018 to 426 in 2019. The school mean is slightly below the state.

Year 5: 5 year trend data in spelling indicates an increase since 2018 with scale scores higher than the state.

Grammar and Punctuation:

Year 3: 5 year trend in data grammar and punctuation indicates a gradual increase since 2017. The school mean is below the state.

Year 5: 5 year data in grammar and punctuation indicates an increase since 2018, with the school mean slightly lower than the state and scale score above the state.

Numeracy:

Year 3: 5 year trend data in numeracy indicates growth since 2017. The school mean is significantly lower than the state.

Year 5: 5 year trend data in numeracy indicates significant growth in 2019, with the school mean slightly lower than the state.

St Mary's relative growth from Yr 3 to Yr 5 is significantly higher than the state with the majority of learners displaying medium to high growth. The difference of growth between the state and St Mary's is doubled in all areas except writing.

The breakdown of growth from Yr 3 - Yr 5 in subject areas are as follows:

Reading - medium to high growth

Writing - low to high growth

Spelling - high growth

Grammar and Punctuation - Medium to high growth

Numeracy - medium to high growth

Recommendations

Continue to grow middle to high learners in both Years 3 and 5 in all areas to increase our top 50% of learners.

Writing is an area for focus in 2020 and numeracy in Yr 3

Pastoral Wellbeing

Goals & Intended Outcomes

St Mary's staff will actively teach Child Safe curriculum regularly

- RRRR and Bounce Back

St Mary's will agenda Child Safe standards, procedures, curriculum and practices regularly during professional meeting times

- Child safe team to lead staff with new knowledge and practice during PLT's/PLC's
- Collaborate with Northern Plain Schools to share practice and implementation strategies

St Mary's staff will have relevant data to support Child Safe curriculum to monitor and grow our learners social and emotional wellbeing.

- ACER Social & Emotional Wellbeing Survey to be used to gather school wide data
- St Mary's will utilise the 2019 Pastoral Wellbeing Review to audit and improve current practice and policy

St Mary's staff are well and feel supported and valued within their roles in the school - Staff morale and culture is positive

- Termly meetings with a staff wellbeing focus / learning
- Wellbeing of learners can be tabled at Pastoral Wellbeing meetings by teachers
- Use of Insight SRC data to goal set & action plan

Achievements

- Pastoral Wellbeing Leader – Lauren Spence
- Leader of Learning Adjustment – Jacqui Deola
- Professional development for personal / professional resilience of staff – Springfox
- PLT's & PLC's – NCCD, PBIS, Pastoral Wellbeing initiatives
- Termly PSG's for families with SWAN learners
- Camp Program from Years 2 – 6
- Prep / Year 6 Buddy Program
- PBIS – Fortnightly Blitz
- Introduction of ACER Social & Emotional Learning survey
- Kid's Briefing – what's happening in our school?
- Behavioural Tracking on SIMON
- Assemblies / Masses
- Seasons of Growth – 2 cycles per year
- Successful completion and use of recommendations from CEO Sandhurst Pastoral Wellbeing Review
- Successful completion and use of recommendations from external reviewer – Child Safe (VRQA audit)

VALUE ADDED

- Year 6 – We are all leaders program
- Leadership roles for Senior Learners
- Inclusion of Learner Voice – PIVOT, RRR Awards & Incentives
- Year 5 & 6 Leadership Conference – The Northern Plains
- Friendship Saver group
- Staff Briefings weekly

STUDENT SATISFACTION

- On analysis of Insight SRC, St Mary's Learners enjoy coming to school and have a strong connectedness
- St Mary's learners are engaged by the curriculum and motivated to learn

STUDENT ATTENDANCE

At St Mary's attendance is monitored twice daily using SIMON. If a child is absent the family has until 10am to inform the school via phone, email, school App or PAM. If the family has not informed the school by 10:30am, a reminder SMS is sent from the administration staff. If contact can still not be made, the emergency contacts are called by the Principal until a record of absence can be documented. Absenteeism of three consecutive days is followed up by a phone call from the class teacher. St Mary's often uses the newsletter as a means to communicate the importance of attendance and that everyday counts. Concerns of ongoing attendance are discussed in private forums and often documented in school reports. Attendance is encouraged through the newsletter and individual plans are made for learners who need them.

Child Safe Standards

Goals and Intended Outcomes

St Mary's staff will use relevant data to support Child Safe curriculum, processes and practices to monitor and grow our learners social and emotional wellbeing and ensure the school is child safe at all times.

Achievements

- Embedding child safe policies and practices into every day practice at St Mary's
- Professional learning of teachers, non-teaching staff and volunteers
- Ongoing child safe education via the School board, P&F, newsletter and website is frequent and ongoing
- Staff are educated on protecting the safety of children and Mandatory reporting (DEECD) module completed annually
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'
- Child safety Team structures
- Engagement of Families and communities in promoting child safety
- Human Resources practices in line with CECV are used to employ staff
- Child safety – Risk Management practices
- Children active in RRRR curriculum
- Successful completion of Child Safe Standards Review 2019

Leadership & Management

Goals & Intended Outcomes

Composition of roles and responsibilities for St Mary's

- Staff collectively compose and create role descriptions for all roles within the school
- Roles & responsibilities, within offer of employment letter, contracts and Induction to the year day

A larger leadership team with specific roles and responsibilities

To develop learning areas that engage and promote success

- Agreed learning norms will be consistently evident in learning spaces
- Collaboration of staff and learners will be consistent and evident in planning and teaching & learning

Achievements

- Deputy Principal lead learning and teaching
- Lauren Spence undergoing Masters in Clinical Teaching – Melbourne University
- Introduction of formal data wall and tracking for collective accountability
- Pastoral Wellbeing Review – Successful completion & valid recommendations
- Performance and Development Sessions for all staff termly
- Introduction of PIVOT Survey in Term 4
- Testing formalities & expectations
- Collaborative teaching and learning sessions
- Formalised Induction of new staff

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

- Completion of First Aid Course & Update
- SMART Spelling Course
- Continued Collaboration Teaching & Learning: St Patrick's / St Joseph's
- NDHC: Diabetes
- Springfox: Resilience & Wellbeing
- Child Safe Standards: Frances Browne
- Growth Coaching Course
- Social Media & Education
- Graduate Conference: Graecen Cartwright
- NCCD Training
- Critical Incident Training

- Brene Brown Conference
- Improving Learner Outcomes in Writing – Catherine Bonhom
- Charism Curriculum – Kylie Smith

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019	22
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$456.00

TEACHER SATISFACTION

On analysis of our Insight SRC data;

- Teachers provide engaging and motivating curriculum
- Staff are intrinsically supportive of the schools goals
- Staff are personally enthusiastic and passionate about their work
- Staff are supportive of one another – working toward constructively challenging
- one another

Stewardship of Resources

Goals & Intended Outcomes

To develop a culture of continuous school improvement

- To commit to the current Master Plan
- To embed professional processes and procedure to ensure accountability.

Achievements

- Continued engagement of Peter Byrne from b3Architects to facilitate the Master Plan and construction
- Completion of Stage 2 Master Plan – New Administration Block & Internal toilets for Learners
- Successful grant of additional funds of Minor Capital Works to upgrade electrical supply to school site
- A highly engaged and energetic P&F Association: President Casey Spring
- Beginning and end of year Mass and BBQ
- Celebrations of Learning to invite and connect families with the learning community
- Mother's / Father's, Grandparents Day Celebrations highly followed by our Parent community.
- Successful Child Safe Review – External Reviewer: Jan Hayes

PARENT SATISFACTION

From analysis from our Insight SRC data;

- Parents observe that their children are engaged by their learning
- Parents observe that their children enjoy going to school

Future Directions

Catholic Identity

- Leadership to have collective and cohesive understanding of our ESCIP data and the contribution it makes to our story / charism
- Learners more connected through word and action with the true meaning of the mass
- Catholic Social Teachings & shared Christian Praxis will be evident in planning and practice - facilitated by the Inquiry process
- Greater capacity and confidence in teaching RE
- Professional reflection on the teaching & learning of our Charism
- Our learners will be able to retell our story, inclusive of people and values

Leadership

- Leaders have clearly defined roles & responsibilities
- To use coaching and mentoring procedures to build professional capacity
- To develop pedagogical understanding of 'teachers make the difference'

Learning & Teaching

- To teach and learn collaboratively
- Understand and use data to triangulate and target teaching
- To implement practices to ensure the Learners voice is included in the learning journey
- To improve learner outcomes in writing

Pastoral Wellbeing

- To continuously monitor and use data to ensure social and emotional wellbeing is discussed, and programs aligned for safe and inclusive practices
- To explicitly teach and integrate Indigenous curriculum
- To build staff capacity of child safe strategies and interventions

Stewardship of Resources

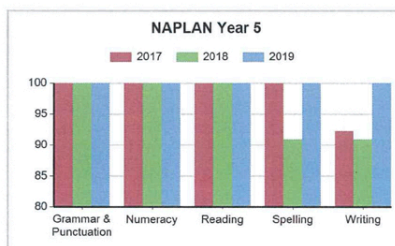
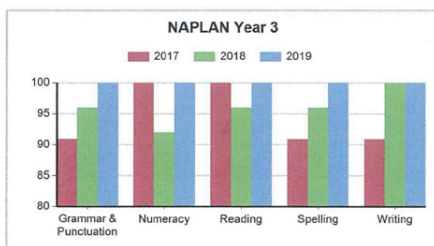
- To commit to the current Master Plan
- To embed professional processes and procedure to ensure accountability
- To invite informal community voice

School Performance Data Summary

E3033
St Mary's School, Cohuna

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	90.9	96.0	5.1	100.0	4.0
YR 03 Numeracy	100.0	92.0	-8.0	100.0	8.0
YR 03 Reading	100.0	96.0	-4.0	100.0	4.0
YR 03 Spelling	90.9	96.0	5.1	100.0	4.0
YR 03 Writing	90.9	100.0	9.1	100.0	0.0
YR 05 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	90.9	-9.1	100.0	9.1
YR 05 Writing	92.3	90.9	-1.4	100.0	9.1



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	90.7
Y02	88.2
Y03	91.9
Y04	87.6
Y05	88.9
Y06	90.7
Overall average attendance	89.7

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	86.0%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	80.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	9.1%
Graduate	18.2%
Graduate Certificate	0.0%
Bachelor Degree	72.7%
Advanced Diploma	18.2%
No Qualifications Listed	18.2%

STAFF COMPOSITION	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	14
Teaching Staff (FTE)	9.9
Non-Teaching Staff (Headcount)	8
Non-Teaching Staff (FTE)	5.5
Indigenous Teaching Staff (Headcount)	0