



St Mary's School Cohuna

2022 Annual Report to the School Community



Registered School Number: 1253

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Contact Details

| | |
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| ADDRESS | 45-49 King Edward Street Cohuna VIC 3568 |
| PRINCIPAL | Jarrold Mullavey |
| TELEPHONE | 03 5456 2062 |
| EMAIL | principal@smcohuna.catholic.edu.au |
| WEBSITE | www3.smcohuna.catholic.edu.au |
| E NUMBER | E3033 |

Minimum Standards Attestation

I, Jarrod Mullavey, 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.

31/03/2023

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

The 2022 Catholic Education Week theme “Tell the Good News” expresses both the joys and challenges of offering Catholic education across the Sandhurst diocese.

We continue to be committed to providing contemporary and innovative learning environments that value diversity, promote care, respect and co-operation. In 2022 our schools diligently responded to the transition back to continued face to face learning against the disruptive backdrop of the previous two years. This transition was exacerbated by staff and student absences due to COVID 19 quarantine requirements. However, school communities demonstrated outstanding resilience to find creative and sustainable pathways to ensure continuity of learning was maintained and the Good News continued to be heralded.

Our changed governance structure continues to mature, with both CES Ltd and SCECEC Ltd committed to ensuring the highest quality student outcomes in a safe and nurturing environment. A future focus that offers direction and solidarity will find expression in the development of a diocesan-wide Strategic Plan, 2023-2027.

Partnerships between schools and parishes remain a priority as parish priests continue their vital leadership role in support of the spiritual and pastoral needs of the school community. The sacramental life of both school and parish expresses and invites participation in the evangelizing mission that brings Good News to all.

Significant investment in new learning facilities and school infrastructure through the Catholic Capital Grants Program and the hard work of our school communities have ensured the provision of high-quality learning and teaching facilities for both staff and students.

The nation-wide shortage of teachers has had an impact on all schools, demanding new and innovative ways to attract and retain high quality and committed Catholic educators. Strategic initiatives will prioritize workforce placements that are sustainable and ongoing with particular attention given to our remote and smaller communities.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2022 of personnel in our schools and in the Catholic Education Office. They continue to work tirelessly for the students and families, telling the Good News every day.

Yours sincerely,

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

Vision and Mission

OUR MOTTO

In All Things May God Be Glorified

St. Mary's Parish Primary School is a Catholic Community following in the Good Samaritan tradition where God is glorified in all things

OUR IDENTITY

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

GRADUATE OUTCOMES

St. Mary's endeavours to educate Learners who are:

- Respectful
- Resilient
- Confident
- Critical thinkers
- Lifelong Learners
- Faith filled and Socially just

VISION STATEMENT

Respectful - we have respect for ourselves, others and the environment

Resilient - to empower learners to seek solutions, overcome challenges and celebrate success

Confident - to nurture healthy self-esteem, that gives learners the confidence to challenge themselves and follow their dreams

Critical thinkers - to develop curious, creative thinkers that question and wonder about the world around them.

Lifelong learners - to foster self-motivated learners with a passion for pursuing knowledge and understanding of their world

Faith-filled and Socially Just - to be inspired by the story of Jesus and walk in his footsteps. To become global citizens who treat everyone with compassion and empathy.

St Mary's Cohuna is where in all things may God be glorified. At St Mary's we aspire to make a difference to every child. Through a commitment to faith and learning, we provide innovative

learning experiences that are rich, real and relevant. Through providing a safe and fun environment, learning is possible for all.

School Overview

Our school is located in the northern Victorian town of Cohuna, 274 kilometres north of Melbourne with a population of approximately 2,400 people. St Mary's currently enrolls 112 learners and employs 20 staff. The school has been a significant part of the town's history since 1926. St Mary's is a co-educational catholic school that encompasses the level Foundation (Prep) to Year 6. St Mary's has an SES of 88 and an ICAS of 966.

St Mary's prides itself on offering personalised learning to each and every child. Our school is driven by the needs, wants and desires of its learners. At St Mary's all learning is planned with the learner at the core of all we do. With a focus on social and emotional wellbeing we provide support, and explicitly teach strategies that allow our learners to grow in resilience. Our learners are encouraged to explore their gifts and talents, striving to be the best that they can be! Our Pastoral Wellbeing approach in conjunction with our Positive Student Behaviour Policy, promotes positive self-awareness of all in our community.

Our learning spaces are large and attractive, both heated and cooled in relative seasons. St Mary's has recently built a new administration building and completed the refurbishment of two learning spaces to ensure they are modern, comfortable and conducive to contemporary pedagogy. Our grounds are pristine with large playing areas, with a variety of equipment for Learner choice. Our grounds are inclusive of all interests and imagination and provide space for our Learners grow and enjoy themselves.

At St Mary's we employ an Inquiry based approach to learning within an integrated curriculum, developing the knowledge, skills and dispositions outlined by the Victorian Curriculum. In preparing our Learners for the future, we recognise the importance of developing their capacity to learn how to learn. Our inquiry approach draws on a range of tools and strategies to develop the Learners thinking, inquiring, researching, communication and self management skills.

St Mary's integrates the "Source of Life program," Religious education program into the curriculum daily. The Source of Life is a program designed by the Diocese of Sandhurst and is delivered for approximately two and a half hours a week. Prayer, liturgy and attendance to Mass is also an integral part to one's faith development and the school partakes in such traditions regularly.

Learners who require additional support are identified and supported with intervention or extension strategies, plans, and programs. Such learners are monitored through rigorous and ongoing data analysis. Learners with additional needs can be social and emotional, cognitive or physical. St Mary's works in unison with the Catholic Education Sandhurst Pastoral Wellbeing

team and qualified health professionals to ensure we are meeting the various needs and adjustments of our learners.

We are proud of our learning environment which aims to provide contemporary practices and current educational methodology to our Learners. We have 1:1 devices throughout the school, we integrate such tools into our teaching to engage and remain relevant to our Learners. St Mary's offers specialist curriculum such as The Arts (Performing & Visual), Physical Education, and our Language other than English is Italian. Due to our class sizes, we are able to share expertise and resources so that our Learner's needs are being targeted and driven by data regularly.

St Mary's uses a variety of assessment tools to gather data on the progress of individual Learners. We follow a formal assessment schedule throughout the year to ensure our Learners are being taught at the required and personalised levels. The data is used and analysed regularly to inform our teaching practices. Assessment is regularly discussed in a collaborative setting to ensure we are meeting the needs of our individual Learners and using all teaching expertise available. Data driven teaching is expected at St Mary's. Assessment tools used are; anecdotal records, checklists, moderated work samples, diagnostic tests, observations, peer and self assessment protocols, conferences and assignments.

All further information, policies and procedures as well as current communication can be found on the school website: www.smcohuna.catholic.edu.au

Principal's Report

2022 saw a change of principal for St Mary's Cohuna with myself (Jarrod Mullavey) taking over from Jasmine Ryan. Jasmine led the school for the previous five years and provided excellent support in my transition to the position. There were a number of other staff changes including the addition of Tamara Brereton, Jodie Tieppo, Janine Fletcher, Georgia Mullavey, Sally Adams, Raewyn and Stewart Smith and Meaghan Lamb (who returned from maternity leave). We also had a change in Parish Priest with Fr Dean Bongat taking over from Fr Novie who took up the position of Parish Priest in Echuca. Fr Dean, like Fr Novie before him, now leads the parishes of Cohuna, Kerang and Pyramid Hill.

COVID continued to provide challenges to education in 2022. Though no lockdowns were enforced, the majority of the learners were impacted if not first hand, then with family members contracting the virus at some point throughout the year. Guidelines provided by CES Ltd meant that most learners spent at least one week away from school in isolation at some point throughout the year. Many staff members were also affected by COVID and spent time isolating away from school which provided challenges in staffing classes at different times. The St Mary's staff continued to rally together in support, collaboration and teamwork to provide the best education we could. Though challenging at times, the year highlighted the importance of partnerships among staff, families and community to provide a quality educational environment. We will continue to monitor and nurture the mental health of all in the community as we move forward.

This year allowed us to return to onsite masses in our church and let us appreciate celebrating our faith together as a parish community. Bishop Shane Mackinlay led our Sacramental celebration of Confirmation and First Eucharist, and Fr Dean led our Yr 3 learners in their First Reconciliation. After taking over as Parish Priest in April, Fr Dean quickly established his reputation as a warm, friendly and insightful priest who values his role in developing the faith of learners. We are blessed as a faith community to have Fr Dean lead us in reigniting our Catholic faith and identity and reconnect with the wider community in word and action following two years of COVID.

The St Mary's staff was supported by the whole school principles and practices of teaching and learning allowing great clarity and direction among the teaching staff. St Mary's continued its Visible learning journey, using this approach to provide a shared vision of teaching and learning, whilst refining practice and deepening our understanding of pedagogy.

The school continued to follow the work of Hugh Van Cuylenburg and The Resilience Project to support learner's wellbeing needs. This element of the curriculum is established as a non-negotiable and lessons were taught with a focus on gratitude, empathy and mindfulness. The school remained on high alert when monitoring and supporting the mental health of all our

community. Staff and members of the School Advisory Council attended a live talk provided by Hugh in Shepparton. Staff members each received a copy of Hugh's second book "Let it Go" and worked through this building capacity at staff meetings. The program continues to have a positive impact on all involved.

Our Pat R & M continued to climb and growth in general was evident across the school. NAPLAN was successful as we moved to online participation. Our data showed improvement in the area of Numeracy, and our results across all areas were in line with schools that have students from similar backgrounds. Staff were able to use this data to evaluate teacher impact, a practice that aligns to the school's Visible Learning philosophy. The data also provided evidence of trends and growth areas we have as a school, influencing further staff development.

The School Advisory Council also went through a period of change. Brent Borkowski stepped up to take over from Rob Merkel as chair of the council. A number of members stepped down after completing the maximum amount of service and were replaced by 'fresh faces'. The SAC continued to meet twice per term in an advisory role, supporting the staff of the school, firm in the belief that by working together, the staff and parents can better provide a high quality educational environment for our learners. It was the council's idea to move from the old burgundy coloured school jumpers and jackets to the popular and well received new navy style.

St Mary's continued to build on its strong focus areas of teaching and learning supported by a focus on wellbeing that are underpinned by a foundation of Catholic faith. The staff and community were flexible and supportive of each other and learners' needs were the focus of every decision that was made. Following on from a couple of challenging, COVID affected years, the school community enjoyed coming together to celebrate special occasions and events such as: the Sacraments of Confirmation/Eucharist and Reconciliation, school camps, Mother's, Father's and Grandparent's day, and our first annual Pet day and Fish Competition (separate days).

School Advisory Council Report

Firstly, I would like to congratulate Jasmine (our outgoing principal for many years) on her new position at Echuca. Also, I would like to thank Jasmine for her services over the past many years and wish Jas all the best for the future years.

I would like to also congratulate and welcome Jarrod to St Mary's Cohuna and the community.

Also thanks to outgoing S.A.C. members Adelia, Nerissa, Grace, Lyndsay, Sarah and Ben (my apologies if I've missed anyone) for your contributions over the many years, they have been exceptional.

To our new S.A.C. members Shelley, Clancy, Ella, Kris, Sacha and Josh, welcome and let's continue to support Jarrod and the St Mary's staff to produce the best outcome for St Mary's Cohuna and surrounding community.

The 2022 year began with a confused outlook with COVID still about, the future was still unclear of when things would return to normal or if there would ever be a normal again. The S.A.C. has been here as a support base for Jarrod and the St Mary's staff through difficult but also great times, to support them to make the best discussion on behalf of the St Mary's Cohuna schooling families and the Cohuna and surrounding districts.

At the meetings there have been many good times and great ideas presented and implemented. We always appreciate new ideas which could improve our school, so if you wish to contribute please contact a SAC member or come along to a meeting, everyone is most welcome.

Cheers Brent

SAC Chair

Catholic Identity and Mission

Goals & Intended Outcomes

- To explicitly connect our curriculum to our beliefs and traditions
- To build positive relationships with our Parish through regular participation in Mass
- To develop teacher capabilities in the teaching of religious education & scriptures

Achievements

St Mary's engaged with Colleen Hampson from CES Ltd to build R.E. teaching and learning capacity among staff. Colleen led unit planning termly and was always available to support and guide staff in their faith development. Staff continued to apply a Shared Christian Praxis approach to teaching the Source of Life curriculum. Classes average two to three R.E. lessons across the week as well as daily morning and afternoon prayer.

Graecen Cartwright began her accreditation to teach R.E. studies through CES Ltd. This study included two days per term of offsite professional development. Graecen will complete her accreditation studies by the end of 2023.

Father Dean quickly established himself as a kind, friendly and valued member of our school community. He supports the parish, our staff and the faith and spirituality of our learners. He makes our masses fun, enjoyable and relevant. He is warm and welcoming to all that he encounters and in the short time that he has been with us, Fr Dean has learnt the names of almost everyone in our parish! The St Mary's community is incredibly blessed to be led by such an incredible faith leader.

VALUE ADDED

- Class masses celebrated with Fr Dean
- Community Involvement - Remembrance Day, Anzac Day
- Connections to the parish - Sacraments: Reconciliation, Advent masses, Feast Day celebrations
- Social Justice - Project Compassion, Harmony Day, CARITAS
- Building Community - Beginning year Mass & End of year mass, Grandparents Day, Mother's & Fathers Day liturgies and gatherings
- Mass & Graduation evening

Learning and Teaching

Goals & Intended Outcomes

- To understand and use data to triangulate and target teaching: knowing thy impact
- To teach and learn collaboratively: sharing practice and strategies
- To provide deep learning through thorough planning and explicit teaching

Achievements

St Mary's committed to whole school professional development to have deep knowledge and understanding of evidence based practice as explored via Visible Learning. This journey allows teachers to action research practice and pedagogy that strives to build teacher capacity and improve learner outcomes. Our learners continue to benefit from a change in teacher practice, building their knowledge and understanding around the language of learning, using feedback to progress and becoming more engaged with assessment capabilities. Teachers were explicit with the learning goals and strategies of each lesson through the use of Learning Intentions and Success Criteria. Moving learners from surface to deep learning through the use of SOLO Taxonomy in planning was also a focus. Staff have enjoyed the clarity of theory and knowledge of pedagogy and are immediately making changes to their classroom practice to improve learner outcomes.

In line with our Visible learning, St Mary's staff welcomed the opportunity to take part in regular performance and development, as well as observation and feedback to grow and learn from one another. Staff initially integrated professional PIVOT goals with an element of Visible learning and focused on a specific aspect of practice in the classroom. Colleagues were provided with time and a protocol to follow and definitely tabled the desire to do this more frequently in the future. Pivot whole school data and trends could be used to identify strengths in staff to learn from.

This year St Mary's reported both in Semester One and Two. Our reports included all curriculum areas taught. We again continued the trend of sustaining growth for the majority of our learners. St Mary's staff will continue professional development in the area of Visible Learning and hope to see even greater academic improvements among learners moving forward.

STUDENT LEARNING OUTCOMES

- Continued use of PIVOT Survey - Continued use for teachers to goal set and plan professional development
- Collaborative teaching and learning sessions & weekly team time
- Facilitated planning sessions with curriculum leaders

- Formalised Induction of new staff
- Mentoring of early years staff
- Data discussions shared learning spaces and targeted teaching to share academic accountability of learners in levels
- Leveled planning meetings to discuss
- Termly assessment and testing to gather learner data and target teaching
- Learner Discovery Team & Tutoring supports to extend and intervene.

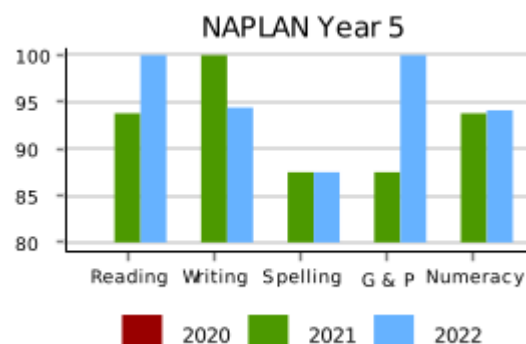
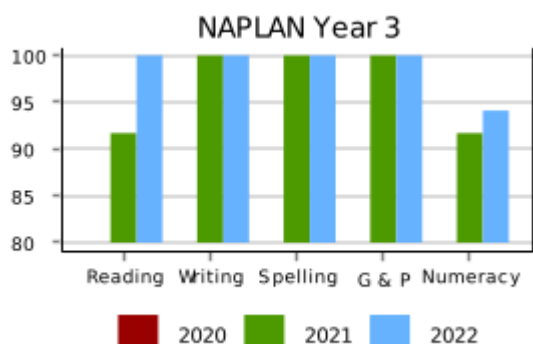
Through our Visible Learning approach to Teaching and Learning, the aim was to teach more explicitly and with greater clarity around learning goals. Our data shows an improvement in Numeracy and steady growth in Literacy.

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | |
|--|------|-------|---------------------|-------|---------------------|
| NAPLAN TESTS | 2020 | 2021 | 2020 – 2021 Changes | 2022 | 2021 – 2022 Changes |
| | % | | | % | |
| | * | | * | | |
| YR 03 Grammar & Punctuation | - | 100.0 | - | 100.0 | 0.0 |
| YR 03 Numeracy | - | 91.7 | - | 94.1 | 2.4 |
| YR 03 Reading | - | 91.7 | - | 100.0 | 8.3 |
| YR 03 Spelling | - | 100.0 | - | 100.0 | 0.0 |
| YR 03 Writing | - | 100.0 | - | 100.0 | 0.0 |
| YR 05 Grammar & Punctuation | - | 87.5 | - | 100.0 | 12.5 |
| YR 05 Numeracy | - | 93.8 | - | 94.1 | 0.3 |
| YR 05 Reading | - | 93.8 | - | 100.0 | 6.2 |
| YR 05 Spelling | - | 87.5 | - | 87.5 | 0.0 |
| YR 05 Writing | - | 100.0 | - | 94.4 | -5.6 |

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

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

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



Student Wellbeing

Goals & Intended Outcomes

- To explicitly teach Child Safe curriculum through tracking and, monitoring social and emotional wellbeing
- To explicitly teach and integrate Indigenous curriculum

Achievements

Following two years of uncertainty and mental health challenges faced by our community following COVID-19 restrictions, St Mary's placed a large focus on ensuring the health and wellbeing of all was monitored and supported. St Mary's continued to offer provisions to support families following periods of isolation throughout the pandemic.

We continued our journey with The Resilience Project providing support, strategies and curriculum for our Learners, Staff and families. This included the practice of Gratitude, Empathy and Mindfulness when times were uncertain and challenging. Our families, learners and staff all engaged positively with this program. The staff read 'Let it Go' the second Resilience Project book to start the 2022 year. Staff and parents were offered online workshops hosted by Hugh Van Cuylenburg at different times throughout the year.

In the second semester we employed Janine Fletcher in the Specialist role of teaching Wellbeing strategies to our learners. Janine aligned her teaching to the Friendship Savers and RRRR curriculum, focusing on what makes a good friend and how to self-regulate in different situations.

Sarah Toll stepped up to lead our staff in the area of Pastoral Wellbeing and Indigenous Perspectives Curriculum. We were also supported and guided in this area by Steve Hicks from CES Ltd.

- PLT's & PLC's - NCCD, PBIS, Pastoral Wellbeing meetings
- Termly PSG's for families with SWAN learners
- Camp Program for Years Prep - 6
- Prep / Year 6 Buddy Program
- PBIS - Fortnightly Blitz
- Kid's Briefing - What's happening in our school?
- Behavioural Tracking on SIMON
- Assemblies / Masses
- Friendship Savers - led by Janine Fletcher

VALUE ADDED

- Leadership roles for Senior Learners
- Inclusion of Learner Voice - PIVOT, RRR Awards & Incentives
- Friendship Savers across the school
- Wellbeing Specialist program
- Staff Briefings weekly
- Kid's Briefings weekly

STUDENT SATISFACTION

Pivot was used to provide feedback and direction to staff to further develop their teaching capabilities. We also engaged in the 'Wellbeing for Learning' component of the survey which allowed learners to voice their feelings of wellbeing and allowed staff to monitor students in this area. This year our collective data clearly displayed that our learners feel respected and cared for by their teachers.

As a whole school St Mary's learners shared collective voice that staff's strength areas were;

1. This teacher treats me with respect
2. This teacher is clear about the behaviour they expect from us
3. This teacher is knowledgeable about the topics that interest me

These goals then explored practice to improve a growth area.

As a whole school St Mary's learners shared collective voice that staff growth areas were;

1. I understand how my work will be assessed in class
2. I know how well I am doing in this class
3. This class is focussed on learning

In the Wellbeing for Learning component, the results consistently showed learners:

- Often ask for help when needed
- Sometimes believe they can learn things that are difficult
- Almost always bounce back quickly after something bad happens
- Often look forward to going to school.

STUDENT ATTENDANCE

St Mary's adheres to its Learner attendance policy. It is reviewed termly with staff to ensure clarity and consistency. 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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

| | |
|----------------------------|-------|
| Y01 | 88.0% |
| Y02 | 81.3% |
| Y03 | 85.4% |
| Y04 | 86.1% |
| Y05 | 85.9% |
| Y06 | 84.3% |
| Overall average attendance | 85.2% |

Child Safe Standards

Goals & Intended Outcomes

- Use data to monitor, track and target Child Safe curriculum and practices
- St Mary's will nurture a well community

Achievements

- Embedding child safe policies and practices into everyday 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
- Whole school implementation, professional learning and curriculum of the Resilience Project
- Wellness Wednesdays during Remote learning with explicit focus on well mental health
- Professional Learning Schedule to agenda staff Professional Wellbeing to ensure a well staff culture.

Leadership

Goals & Intended Outcomes

- To develop pedagogical understanding of how 'teachers make the difference' through measuring thy impact

Achievements

- Cohesive, clearly defined leadership team
- Professional Learning: Visible Learning For Teachers - Corwin
- St Mary's successfully applied for the 2022 Supplementary Funds Grant which was used to complete our school canteen.
- ICON - Both Jenny Barry and Tammy McGillivray continued to develop their skills and expertise using ICON, smoothly transitioning from SAS.
- St Mary's continued to actively market the school through socials and opportunities to welcome the community. Our socials were always well followed and our school information session was attended generously.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

We continued our journey of Visible Learning to increase teacher capacity in the area of Learning and Teaching. All teaching, non classroom and learning support staff have been included in this learning journey and growth and change has been evident. As a school, we talk more about what we are learning than what we are doing. We have a greater focus on growth, and a clearer understanding of the learning process.

Our Visible Learning journey continued for the entirety of 2022 where our school capability assessment was gathered by Corwin's staff. We will complete our 3 year agreement with Corwin at the end of 2023.

This years our strength areas are:

Using learner assessment to direct future teaching and learning

Seeing assessment as feedback to our teaching

Understanding that student intelligence can be improved through teaching (growth mindset)

Explicitly explaining what our learners are learning and why.

This year our growth areas are;

- Articulate a clear picture of the type of feedback culture and practice the school aspires to have, involving input from all staff, students, and families.
- Continue to build teacher capacity in planning using SOLO Taxonomy to take learners from surface to deep learning.
- Continue to share assessment information with students so they all learners are able to articulate where they are at in their learning, how they are progressing and their next steps.
- Revisit learning dispositions with students, develop ways of explicitly teaching these, and provide opportunities for students to reflect on them regularly.

Professional Development 2022:

- First Aid - St John's (all staff)
- Visible Learning - Year 2 > 3... (Corwin) In 2022
 - The Visible Learner
 - Assessment
 - Feedback
 - Knowing Thy Impact
 - SOLO Taxonomy
- Staff PD on the digital Resilience Project and Let it Go book
- NSIT Review Process and Professional Development for Leadership
- Function Based Behaviours, Restraint & Seclusion - Steve Hicks

St Mary's spent a total of \$24, 500 on professional development among 20 staff.

| | |
|---|--------|
| Number of teachers who participated in PL in 2022 | 20 |
| Average expenditure per teacher for PL | \$1225 |

TEACHER SATISFACTION

St Mary's remained committed to professional development and growth during 2022. Staff took part in Performance and Development meetings to check-in, coach and grow our teacher capacity. The continued commitment to PIVOT has provided teaching staff with data and professional learning support to grow their capacities. Staff continued their Visible Learning journey, moving on from the Language of Learning to planning lessons with deep learning using SOLO Taxonomy. The staff responded well to Hugh Van Cluyenburg's second book through the Resilience Project titled 'Let it Go.' Many staff and parents took up the opportunity to hear from Hugh live at a talk he gave in Shepparton.

TEACHING STAFF ATTENDANCE RATE

| | |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 61.5% |
|--------------------------------|-------|

ALL STAFF RETENTION RATE

| | |
|----------------------|-------|
| Staff Retention Rate | 76.2% |
|----------------------|-------|

TEACHER QUALIFICATIONS

| | |
|--------------------------|-------|
| Doctorate | 0.0% |
| Masters | 0.0% |
| Graduate | 18.2% |
| Graduate Certificate | 0.0% |
| Bachelor Degree | 63.6% |
| Advanced Diploma | 0.0% |
| No Qualifications Listed | 27.3% |

| STAFF COMPOSITION | |
|---------------------------------------|------|
| Principal Class (Headcount) | 2.0 |
| Teaching Staff (Headcount) | 18.0 |
| Teaching Staff (FTE) | 13.0 |
| Non-Teaching Staff (Headcount) | 8.0 |
| Non-Teaching Staff (FTE) | 6.3 |
| Indigenous Teaching Staff (Headcount) | 0.0 |

Community Engagement

Goals & Intended Outcomes

- To explicitly teach Child Safe curriculum through tracking and monitoring social and emotional wellbeing.

Achievements

- Grandparents, Mothers & Father's Day Celebrations and liturgies - Remotely (Take away packs & virtual liturgies)
- Beginning and End of Year Masses
- Yr 6 Graduation
- Camp Program
- Various Assemblies & Liturgies
- Commitment to use social media to connect and celebrate our greatness

PARENT SATISFACTION

St Mary's Cohuna has an open door policy to parents where they are able to come into the school to support learning and times that are appropriate. Parents' feedback is important to staff at St Mary's and is received both formally and informally at different stages throughout the year.

Parent Teacher Interviews, Learning Conversations and PSG's allow parents to formally communicate with teachers.

Through the use of technology - email, Seesaw, School Stream and PAM/SIMON, parents and staff are able to seek and provide feedback that is focused around the children's learning.

Parent meetings either in person or via Google Meet, along with phone calls are a way to keep in touch and keep the connection between school and home alive, positive and proactive.

Our School Advisory Council and Parents and Friends Committee are another formal meeting point for staff and parents.

Future Directions

St Mary's Cohuna is developing a new Strategic Plan to commence 2023 and go until the end of 2025. The school Leadership Team will work with staff and the School Advisory Council to plan for the needs of the St Mary's Cohuna school community during this four-year period.

Catholic Identity

In 2023 the school will complete an ECSI survey to better understand the Catholic Identity strengths and areas for improvement within the school. The school will continue to work closely with Fr Dean Bongat and the parish to build links within the faith community. Jarrod Mullavey and Marie Kelly will support learners and families in the school's Sacramental Program.

Leadership

The leadership team comprising: Jarrod Mullavey, Kayla Williams, Graecen Cartwright and Meg Cooke will each take on specific leadership roles and attend professional development in these areas. Jarrod will be in charge of Religious Education and Learner Diversity, Kayla Williams will lead the Senior school as well as Numeracy and Literacy leader, Graecen Cartwright will lead the Junior school as well as the school's ICT and Social Media leader and Meg Cooke will be in charge of Pastoral Wellbeing and PBIS.

Learning and Teaching

St Mary's will continue to work with Corwin on building staff capacity in the area of Teaching and Learning with a Visible Learning lens. Staff will look at ways to use feedback to effectively improve their teaching. Increasing student engagement and academic outcomes will remain the overarching goal in this area.

Pastoral Wellbeing

In 2023, St Mary's will move from The Resilience Project to using the RRRR program more widely in its curriculum. Janine Fletcher will again work in the Specialist area of Wellbeing. Leiza Mathers will join the staff in the role of School Chaplain. Leiza will support learners and families in the area of pastoral wellbeing.

Stewardship of Resources

St Mary's will again apply for a Supplementary Funds grant to continue the development of the school. The next stage, according to the school master plan, is the refurbishment of the four classrooms in the 'main building'. During the year, the master plan will be reviewed to see if it still suits the requirements of the school's future plans.

