



St Mary's School Cohuna

2020

Annual Report to the School Community



Registered School Number: 1253

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Contact Details

| | |
|--------------------|---------------------------------------------|
| ADDRESS | 45-49 King Edward Street Cohuna VIC 3568 |
| PRINCIPAL | Jasmine Ryan |
| PARISH PRIEST | Father Novelito Lim |
| SCHOOL BOARD CHAIR | Rob Merkel |
| TELEPHONE | 03 5456 2062 |
| EMAIL | principal@smcohuna.catholic.edu.au |
| WEBSITE | www3.smcohuna.catholic.edu.au |
| E NUMBER | E3033 |

Minimum Standards Attestation

I, Jasmine Ryan, 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 2020 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.

22/03/2021

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

Our School Identity and Vision Statements

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.

School Overview

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.

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 114 learners and employs 22 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, promote 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 to 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 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: <https://www.smcohuna.catholic.edu.au>

Principal's Report

The majority of our year was lead with flexibility, compassion and the understanding that we were living in uncertain times. For the majority of the year, leading with clarity and ensuring our learners felt safe and assured became the priority. Our community bound together in support and trust, allowing our school to continue to do its best in a very unsettling time.

St Mary's Catholic identity continued to be a priority given the turbulent year we had, and time and commitment were always made to nurture our faith and spirituality and remember the Christian values of our community.

Marie Kelly filled the role of Religious Education Leader in the absence of Adelia Muldoon. Marie did an exceptional job at planning masses and liturgies, preparing learners for sacraments and supporting staff in the teaching of religious education across the school. Marie was flexible and creative in her role, ensuring all stakeholders in our community were reminded of the importance of catholic beliefs and traditions.

In the absence of Adelia Muldoon, Jasmine Ryan lead and guided learning and teaching with the support of classroom teachers. Given that the school was in remote learning for some time, teachers were empowered to plan and lead curriculum within teams. Jasmine continuously checked in, feedback and provided support and direction when needed. The teachers worked collaboratively and went above and beyond in providing an engaging curriculum given remote learning. As an offset to our remote learning experience, our teachers have grown as leaders and educators.

Academically we managed to sustain pleasing results and have seen growth in the majority of our learners. Our staff also learnt a great deal within the year. They reflected on the importance of those they teach and the genuine drive to go above and beyond to connect and grow each learner even in the absence of face-to-face learning.

2020 for the St Mary's community was a year of great learning and recognition that our staff and learners genuinely love their school and value being an active part of our school community. I must commend the staff, learners and wider community for their collective efforts, flexibility and trust that was placed upon the school during this time. The learning, unlearning, and relearning that we all became accustomed to was at times overwhelming. I would like to acknowledge the cooperation, support, and encouragement that our school community offered consistently throughout the year. Together we overcame one of the most memorable yet trying years we may experience in our lifetimes.

One staff member, Adelia Muldoon took a year of leave to teach and learn on Bathurst Island. Our staff profile this year welcomed Meg Cooke, a graduate to the profession from Latrobe University. Meg started her teaching career in our Collaborative 2/3 Classroom with Janette Colbert in a team teaching partnership. In October 2020 Meg progressed from a provisional teacher to a fully registered teacher under the VIT registration process. Our staff are to be commended on their flexibility, their willingness to embrace change to ensure that great teaching and learning was still a priority at St Mary's. All staff went above and beyond to ensure our community remained connected and our learners our number one priority. Janette Colbert also progressed from provisional to fully registered after a lengthy absence from teaching.

NAPLAN was not completed in Year 3 and Year 5 during 2020 as a result of Covid #19 and Federal government decisions. St Mary's continued to track, target and monitor learner progress using internal testing and assessments. St Mary's general trends indicated that those learners who continued to participate in learning offered in remote schooling scenarios, held academic

levels if not progressed. Learners who for varying reasons did not engage in the remote schooling that was offered did have some declines in academic levels.

Our community experienced great tragedy this year with the passing of Russell McLoughlan, husband of staff member Julie McLoughlan and Mark Waitkins, father of learners Jim and Luis Waitkins. Both tragedies occurred while in remote schooling and heavy state restrictions. St Mary's did its best to support both families and continues to do so now.

Thank you to St Mary's School board and Parents and Friends Association who also continued to support the leadership and staff of the school. Thank you to Rob Merkel for another successful year as Board Chair and Casey Spring as the P&F President. Your collective encouragement has been greatly appreciated. At the beginning of 2020 the school board had some great plans that unfortunately had to be postponed. Regardless of the challenging year, all board members attended virtual meetings and shared their ideas and opinions. They too contributed to our social media presence sharing the why to their connection and appreciation of St Mary's. Even when times were isolating the school board always continued to meet behind the scenes to give feedback or simply offer support to the staff and learners.

2020 was an incredibly trying year filled with uncertainty, change and disruption. With the first experience of Covid #19 in our schools and communities we had to change the way we live, learn and exist. Regardless of the complexities and challenges of the year, the St Mary's community united together in trust and faith and overcame many difficulties, learning much in the end.

School Education Board Report

Despite 2020 being turned upside down, it began for us just like any other. Our small team was joined by new members Grace Jones and Lyndsey Quinlan and we set our minds to new projects for the upcoming year. Unfortunately our attentions were soon redirected toward social distancing, hand sanitising, the ever changing Covid-19 regulations and the need to engage with home learning. During this period families faced many new challenges and new opportunities. There is no doubt the challenges were tough. We all needed to adjust and simply just find a way to make things work. In time, the opportunities came in learning about ourselves and engaging through new means and new technology. All throughout, our fantastic little community was led by Jasmine Ryan and the entire St Mary's staff to continue delivering learning opportunities to our children. This exceptional effort and commitment was amazing as all staff worked tirelessly to develop and roll out online remote learning programs for our learners. As the year has drawn to a close and restrictions were relaxed we were able to return to scheduled meetings and reignite projects for the future. These included reviewing VRQA child safe policy and procedure, a new canteen amenity and development of the vacant lot into a multipurpose outdoor learning space. I would like to thank all board members for their contribution in the challenging year 2020 has been. I look forward to continued collaboration in 2021.

Rob Merkel

Catholic Mission and Identity and Education in Faith

Goals & Intended Outcomes

- To explicitly connect our curriculum to our beliefs and tradition To develop teacher understanding of Catholic Social Teachings & shared Christian Praxis to embed in our curriculum
- To reflect on St Mary's Charism Curriculum

Achievements

St Mary's completed its first successful implementation of our Charism curriculum framework which will continue to be annually taught and embedded into our stories, traditions and history. The learners were introduced to Bede Polding, the Good Samaritan Sisters and the symbols and images that connect to our rich history. As our learners progress throughout the school their knowledge will deepen and connection to self enriched.

Our ECSIP survey was completed early in 2020. The analysis was placed on hold due to the interrupted year of COVID 19 lockdowns, this has been tabled for 2021.

Sarah Toll successfully completed her accreditation to Teach RE through the Sandhurst Diocese this year and was challenged by the learning. Sarah would often share her insights and challenges with her colleagues, prompting and interest for other staff at St Mary's to study in the future.

Thank you to Father Novie Lim our Canonical Administrator of St Mary's for the past 3 years. Father Novie continues to support the staff and learners of the school and can always be relied upon to plan masses that connect to the lives of our children. St Mary's has now officially changed over to a new Governance model where the school is governed by Catholic Education Sandhurst Limited. Father Novie will continue to be involved in our school community and will support the faith journey of all stakeholders. With the support and guidance of CEO Sandhurst, St Mary's and Father Novie will formulate a shared mission of our collaboration. This has recently been drafted to ensure we have our Parish Priest play a vital role in our school.

VALUE ADDED

- Community Involvement - Remembrance Day, virtual Anzac Day
- Connections to the parish - Sacraments: Reconciliation, Advent masses, Feast Day celebrations
- Social Justice - Project Compassion, Harmony Day, Neighbourhood House
- Building Community - Beginning year Mass & Opening of Magdalen Building, End of year mass & Graduation evening

Learning & Teaching

Goals & Intended Outcomes

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

Achievements

St Mary's had a whole school focus on improved writing outcomes for learners and increased capability to moderate and target learners needs from teachers. Catherine Bonham supported St Mary's in this learning and a writing moderation continuum was composed by school staff. The teachers were provided with professional learning to support improving learner outcomes in writing. Our data has improved throughout the year with great growth for learners at and above standard.

St Mary's was challenged as an institute that provides learning and teaching. Our priority was to hold our learners, their academic needs, wellbeing and connection to their school. The staff and community must be commended on their flexibility, gratitude and effort throughout the year. Our collective resilience as a community has grown and as a result we have become more unified. We learnt that school makes a huge difference not only to the academic needs of the child but their social and emotional needs also. The learners and families who worked in partnership with the school and committed to attendance around their child's remote schooling would definitely have experienced growth, achievement and resilience.

St Mary's under the instruction of CECV were only able to officially report on a learner in Semester 2. This was completed to the highest standard from St Mary's and communication with families was a priority if a discussion or variance to a child's academic ability was evident.

St Mary's VRQA Review went ahead in September virtually, facilitated by Jan Hayes and St Mary's was successful in its completion. Such a review format was viewed as an opportunity to fine-tune policy and practice and ensure we are always compliant in all areas.

- Principal lead learning and teaching
- Lauren Spence completion of Masters in Clinical Teaching - Melbourne University
- Introduction of formal data wall and tracking for collective accountability
- Performance and Development Sessions for all staff termly
- First annual cycle of PIVOT Survey
- Testing formalities & expectations
- Collaborative teaching and learning sessions
- Formalised Induction of new staff
- Leader of Learning Adjustment - Jacqui Deola
- Mentoring of Graduates 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
- Shared accountability and supports for all learners to improve learner outcomes - Learner Discovery Team
- Continued use of PIVOT for teachers to goal set and plan professional development
- Full VIT for Janette Colbert & Meg Cooke

STUDENT LEARNING OUTCOMES

PAT MATHS:

Prep -
Above Standard: 63%
At Standard: 37%
Below Standard:

Year 1 -
Above Standard: 72%
At Standard: 28%
Below Standard:

Year 2 -
Above Standard:
At Standard: 100%
Below Standard:

Year 3 -
Above Standard:
At Standard: 63%
Below Standard: 37%

Year 4 -
Above Standard:
At Standard: 60%
Below Standard: 40%

Year 5 -

Above Standard: 12%

At Standard: 33%

Below Standard: 55%

Year 6 -

Above Standard:

At Standard: 33%

Below Standard: 67%

WHOLE SCHOOL PAT M:

Above Standard: 20%

At Standard: 52%

Below Standard: 28%

PAT READING:

Prep -

Above Standard: 10%

At Standard: 80%

Below Standard: 10%

Year 1 -

Above Standard:

At Standard: 77%

Below Standard: 23%

Year 2 -

Above Standard:

At Standard: 73%

Below Standard: 27%

Year 3 -

Above Standard: 25%

At Standard: 50%
Below Standard: 25%

Year 4 -

Above Standard: 31%
At Standard: 38%
Below Standard: 31%

Year 5 -

Above Standard: 35%
At Standard: 52%
Below Standard: 12%

Year 6 -

Above Standard: 44%
At Standard: 44%
Below Standard: 12%

WHOLE SCHOOL PAT R:

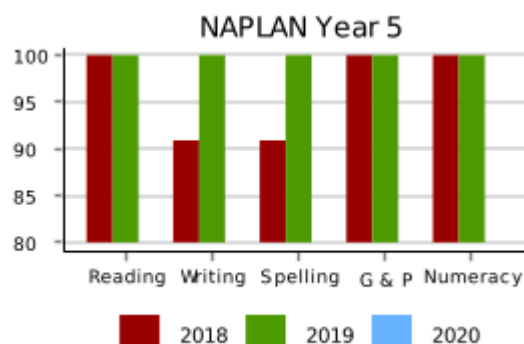
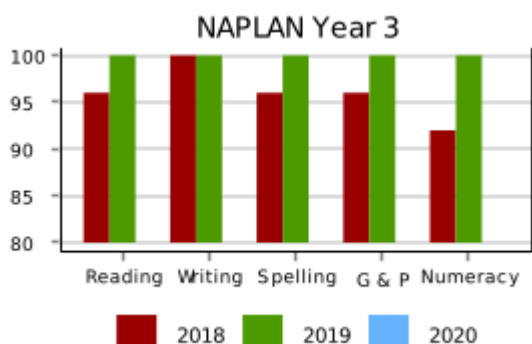
Above Standard: 19%
At Standard: 61%
Below Standard: 20%

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | |
|------------------------------------------------------|-------|-------|-------------|------|-------------|
| NAPLAN TESTS | 2018 | 2019 | 2018 – 2019 | 2020 | 2019 – 2020 |
| | % | % | Changes | % | Changes |
| | | | % | * | * |
| | | | % | | % |
| YR 03 Grammar & Punctuation | 96.0 | 100.0 | 4.0 | | |
| YR 03 Numeracy | 92.0 | 100.0 | 8.0 | | |
| YR 03 Reading | 96.0 | 100.0 | 4.0 | | |
| YR 03 Spelling | 96.0 | 100.0 | 4.0 | | |
| YR 03 Writing | 100.0 | 100.0 | 0.0 | | |
| YR 05 Grammar & Punctuation | 100.0 | 100.0 | 0.0 | | |
| YR 05 Numeracy | 100.0 | 100.0 | 0.0 | | |
| YR 05 Reading | 100.0 | 100.0 | 0.0 | | |
| YR 05 Spelling | 90.9 | 100.0 | 9.1 | | |
| YR 05 Writing | 90.9 | 100.0 | 9.1 | | |

* 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.



Pastoral Wellbeing

Goals & Intended Outcomes

- To continuously monitor and use data to ensure social and emotional well being is discussed, and programs aligned for safe and inclusive practices
- To explicitly teach and integrate Indigenous curriculum

Achievements

The up and down nature of the year has tested the mental health of all in our community. The opening and closing of the school were far from ideal however our parent support remained strong.

St Mary's offered extensive provisions to support families during remote learning. Our dedicated learning support staff were willing to be onsite for our learners who need supervision. This supervision extended to essential workers and the vulnerable in our community.

Sacha Keir continued in the role of Chaplain throughout the year and was integral to the support of families and staff. Throughout lock downs, Sacha consistently did home check-ins and visited our families in need of offering support and resources. Sacha also facilitated connections with organisations that often support our community eg: St Vinnies, Neighbourhood House.

- PLT's & PLC's - NCCD, PBIS, Pastoral Wellbeing initiatives
- Termly PSG's for families with SWAN learners
- Camp Night for Years Prep - 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

VALUE ADDED

- Year 6 - We are all Leaders program
- Leadership roles for Senior Learners
- Inclusion of Learner Voice - PIVOT, RRR Awards & Incentives
- Friendship Saver group
- Staff Briefings weekly

STUDENT SATISFACTION

PIVOT was implemented to provide feedback and clarity on teacher practice from the Learners voice. All teachers are surveyed by our learners and our teachers are provided with a report that aligns with our Australian Teaching Standards. Teachers are then invited to share findings during the Performance and Development meetings and align professional learning and goals. The survey was completed twice in 2020 and the following was found;

Areas of strength;

- This teacher treats me with respect
- This teacher is knowledgeable about the topics in this subject
- This teacher is clear about the behaviour they expect from us

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.

During COVID, our learners were expected to attend online schooling from 2 - 3 hours depending on year level, 3 days a week. Attendance was taken per learning session during this time. On the remaining 2 days a week, all learners were expected to join their class online for attendance to be taken and for the learning to be explained. Attendance was followed up in a similar manner to our policy, however personalised learning plans were composed for learners who were challenged at this time.

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | |
|-----------------------------------------------|-------|
| Y01 | 91.2% |
| Y02 | 91.1% |
| Y03 | 88.7% |
| Y04 | 89.1% |
| Y05 | 90.1% |
| Y06 | 86.7% |
| Overall average attendance | 89.5% |

Child Safe Standards

Goals & Intended Outcomes

- To build staff capacity of child safe strategies and interventions
- To explicitly teach Child Safe curriculum: RRRR

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 2020 - VRQA

Leadership & Management

Goals & Intended Outcomes

- To use coaching and mentoring procedures to build professional capacity
- To develop a pedagogical understanding of 'teachers make the difference'
- To develop leaders to ensure accountability and teamwork
- To share role descriptions and responsibilities

Achievements

The whole community was affected by Covid #19 and all teachers had to step up and lead. All in our community were tested and much support was provided by the school continuously throughout the year. Teachers were pushed to their limits and St Mary's young and dynamic staff found the ICT ability and use of social media made a monumental difference in being able to connect our community and provide holistic learning.

St Mary's used social media and offered as much connection via digital platforms as we could. From liturgies, assemblies, to celebrations to our open evening. We did our best even though the real face to face connection is irreplaceable.

Marketing and providing school tours to promote enrolment was a challenge. St Mary's held a virtual open evening that gained the attendance of six families. Tours were hosted by Jasmine with all Covid restrictions adhered to. It was a very challenging year to showcase our school and all that we do given the circumstances.

St Mary's offered extensive provisions to support families during remote learning. Our dedicated learning support staff were willing to be onsite for our learners who need supervision. This supervision extended to essential workers and the vulnerable in our community.

St Mary's applied for the 2020 Smarty Grant, seeking \$1.5 million to complete the next two stages of the master plan. We were unsuccessful however the application has been reviewed, refined and reapplied for early in 2021.

The canteen still awaits completion. The budget and negotiation with McLoughlan builders has continued and the final budget will be explored before the end of term to see if we can complete the works. Jasmine is seeking CEO Sandhurst guidance to allow final and informed decisions as well as additional quotes.

Watering of the block and oval has been tabled with the local council and St Mary's was left off the community watering cycle. The council has stated that we will be reintroduced to the cycle however St Mary's needs to explore more consistent ways of watering the side block which may involve further plumbing works to allow the school to control the upkeep.

Some general maintenance has seen LED lighting placed in various parts of the school, a new air conditioner in the STEAM room, some new line games and relining of our outdoor areas.

PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

St Mary's Professional development schedule also needed to be reframed due to remote learning and Covid #19. Our teachers were provided with the opportunity to self direct learning on a particular area of professional need or interest. Teachers were encouraged to use their PIVOT data, which provides learner voice, to inquire into a particular area.

Our Visible Learning journey officially began in December 2020 where our school capability assessment was gathered by Corwin's staff. All teachers, leaders and some learners were interviewed to gain some baseline data for St Mary's moving forward. St Mary's received a report in readiness for the journey ahead and some key findings highlight the following;

Areas of Strengths:

- Good awareness of our impact as educators
- Clarity, shared understanding, strategic direction for teaching and learning

Areas for Growth;

- Providing effective feedback to learners through an awareness of strategies, shared understanding and expectation
- Collective understanding of what we hope our learners to be and know of themselves
-

Professional Development;

- Improved outcomes in writing - Catherine Bonohom
- ESCIP Training - David Walker
- RE Accreditation - Sarah Toll (CEO Sandhurst)
- PCIL - Professional Certificate in Instructional Leadership - Jasmine Ryan (Melbourne University)
- Coaching for Middle Leaders - Growth Coaching
- Staff - First Aid Update
- Staff - Self Directed Research Based PD
- Masters of Evidence-Based Research - Lauren Spence (CEO Sandhurst)
- Diabetes Workshop
- First Aid - St John's (all staff)
- Visible Learning (Corwin)

In 2020 St Mary's spent a total of \$17,620 on professional development among 13 teaching staff.

TEACHER SATISFACTION

St Mary's remained committed to professional development and growth during 2020. All staff took part in Performance and Development meetings termly to check-in, coach and grow our teacher capacity. The implementation of PIVOT has provided teaching staff with data and professional learning supports to grow their capacities. In conjunction with PIVOT staff were given the autonomy to drive their own action research in a specific area relevant to their role.

TEACHING STAFF ATTENDANCE RATE

| | |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 87.1% |
|--------------------------------|-------|

ALL STAFF RETENTION RATE

| | |
|----------------------|-------|
| Staff Retention Rate | 75.0% |
|----------------------|-------|

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) | 1.0 |
| Teaching Staff (Headcount) | 13.0 |
| Teaching Staff (FTE) | 10.0 |
| Non-Teaching Staff (Headcount) | 9.0 |
| Non-Teaching Staff (FTE) | 6.2 |
| Indigenous Teaching Staff (Headcount) | 0.0 |

School Community

Goals & Intended Outcomes

- To invite informal community voice

Achievements

St Mary's is proud of the connection we were able to nurture if not grow in 2020. The experiences of the school year brought hardships and highlights. At times our community was unsettled and at others deeply connected. The up and down nature of the year has tested the mental health of all in our community. The open and closing of the school was far from ideal however our parent support remained strong. It was definitely a year when relationships, empathy and leadership were paramount. As a community all members stepped up when needed, asking for help or supporting one another. St Mary's is definitely a more unified community from the journey.

- Grandparents Day - Remotely (Take away packs)
- Beginning and End of Year Mass
- Graduation - Off site for 9 Year 6 Learners
- Camp Night - Whole School
- Whole school end of year pool party
- Virtual Assemblies & Liturgies

PARENT SATISFACTION

St Mary's gathered feedback both formally and informally during 2020. Teacher called monthly to check in on family wellbeing and ensure home / school connection. At the completion of remote schooling St Mary's invited the community to provide feedback of the experience.

How has this experience increased your understanding of the importance of the partnership between teachers and parents in supporting children's learning?

Incredibly. It has concrete what I already assumed about learning at home.

I always knew it was important but I also don't want to overstep but I feel more confident in asking for his needs as teachers are so busy.

It's very important so we are all on the same level supporting the child needs.

It is absolutely crucial for this partnership to happen as together we can achieve the best outcomes for our children. Our teachers at St Mary's are always there to help when needed. I have always understood how important it is. I believe that communication is very important with every situation, especially with a child's learning.

Has not changed my opinion

It's been great to communicate with their teachers, it's important to make sure we are connected and working together for our children. We all want what's best for them.

I've always understood this. I think through this journey we all would have learnt something about our child/ren.

Yes, this has encouraged us to seek assistance when we need it.

What would you say has been the most positive experience for you as a family of remote schooling?

We spend more time learning as a family through fun activities. It was a nice time to bond.

Better understanding of how he deals with learning so we can help establish good habits at home.

Doing activities with the kids you normally don't have the time to do.

It was very challenging but so rewarding in the next breathe. We loved seeing our kids being able to adapt to the global crisis and I think it shows that they can really deal with whatever the world throws at them in the future!

Seeing that he is ready for school and he has shown me that he can handle a difficult situation.

Being able to have conversations with the child about what they are learning.

Being involved with their learning tasks. It has been great to work together and have extra time to do family tasks.

The girls were so excited to include us in their learning and we loved being a part of it all. For our family, this has been a very positive experience.

Spending time together. Pretending to not know things so I could be taught. Simplifying things with them. Exploring more online applications to utilise with the school work. Well done to all. Your time and effort is much appreciated by me and many others.

Seeing the children grow and develop, remote learning, though different, has had a positive outcome for our children.

Future Directions

St Mary's recognises that not all goals from 2020 were achieved and therefore will continue to strive for their completion in 2021. This year is the final year of a 4-year strategic plan for St Mary's.

Catholic Identity

- 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

Leadership

- To develop leaders to ensure accountability and teamwork
- To develop a pedagogical understanding of how 'teachers make the difference' through measuring thy impact

Learning & Teaching

- To teach and learn collaboratively
- Understand, use and analyse data to 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 explicitly teach Child Safe curriculum through tracking and, monitoring social and emotional wellbeing
- To explicitly teach and integrate Indigenous curriculum

Stewardship of Resources

- To commit to the current Master Plan
- To invite informal community voice