



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Mary's School

210 Grimshaw Street, GREENSBOROUGH 3088

Principal: Marisa Matthys

Web: www.smgreensborough.catholic.edu.au

Registration: 1539, E Number: E1186

Principal's Attestation

I, Marisa Matthys, attest that St Mary's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 07 May 2024

About this report

St Mary's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision:

St Mary's is a dynamic Catholic community of empowered learners, engaging justly in the world.

Mission:

With Christ as our central focus and model, and believing in the uniqueness and dignity of each person created in the image of God, St Mary's Parish School mission is to:

- Engage with faith and Catholic traditions, relating them to contemporary culture and life whilst nurturing a distinctive Christian spirituality.
- Promote respect and justice, creating a climate where all feel welcomed, secure and valued.
- Provide excellence in education that is rich in content and meets individual needs.
- Create a learning environment that encourages personal growth and a love of learning.
- Empower our students to meet the demands of an ever-changing world while fostering a hope for the future.
- As citizens of Australia, prepare our students to participate fully in our contemporary society and to uphold the Australian Constitution.
- Work in partnership with parents and caregivers who are the prime educators of their children.

School Overview

School Overview

St. Mary's Parish Primary School was officially opened in 1955. It is a Catholic Parish Primary School situated in the northern eastern suburbs of Melbourne. At the commencement of 2023 the projected enrolment was 518 students. There are 21 straight class groupings with three streams at each level from Prep to Year 6.

Post Covid our enrolments dropped due to transient families and 84 students exiting Year 6 at the end of 2022. In 2023, we started our year with 509 students, which was lower than expected. By July the student population had grown to 512 students, by December our enrolments were 518 students. The total number of families in 2023 was 348 with the gender balance being 256 girls and 262 boys. 25 siblings entered Prep in 2023 and 37 new students. The total number of Preps in 2023 was 62, with a gender balance of 28 females and 34 males. In 2023, we had 21 classes, three classes in each year level, with an average class size of 25. In 2023, 206 students were listed on the Nationally Consistent Collection of Data (NCCD) as requiring adjustments to meet their learning needs. That is 39.7% of our student population.

Our Vision Statement recognises that we are a dynamic catholic, learning community called to engage justly in the world. We maintain a warm, welcoming community spirit with a high level of parental involvement and connection with our Parish Community. Through a distinctively Catholic lens, St Mary's commits to a culture that promotes learning for all, clear communication, student empowerment and consistent and effective pedagogical practices across all spheres.

We believe in educating the whole child thus our specialist classes include; Physical Education, Visual Arts, Performing Arts and Science & Digital Technology. In 2023, we have 22 families receiving the Camps, Sports, Excursion Funding CSEF and the Concessional Fee Policy was claimed by 23 families. (total of 34 children) supported financially to have their child/ren educated at St Mary's. Our mission is that no student will be excluded from Catholic Education for financial reasons.

Our school theme for 2023 was "Colour the World with Christ's Love". As we focused on this calling throughout each Term, we explored the following four Christian actions - Welcoming Hearts, Creativity, Gratitude and Generosity. These Christian actions provided us with the stepping stones to truly colour the world with Christ's Love.

Principal's Report

Principal's Report

It gives me great pleasure to provide this report to the School Community

"If we love one another, God remains in us, and God's love is brought to perfection in us" (1 John 4:12).

St Mary's focus in 2023 was to let us do love, be love and give love. We taught staff and the students to simply open our eyes, look across the room, the street, the division, the border—and reach out to that neighbour, offering our hand, our compassion, and our heart. Let us 'Colour the world with a love' so revolutionary that we are able to cross boundaries and borders to discover one another, to support one another and to heal one another. We proudly begin our day with prayer and meditation. We introduced a scripture piece to be read along with prayer during meditation time. Our students lead us in prayer.

"Love bears all things, believes all things, hopes all things, endures all things."
1 Corinthians 13:7

St Mary's School Improvement Plan 2021 - 2024

St Mary's continued to embed the strategic plan.

Strategic Intent: Through a distinctively Catholic lens, St Mary's commits to a culture that promotes learning for all, clear communication, student empowerment and consistent and effective pedagogical practices throughout all spheres

Priority 1- A Culture that Promotes Learning for All

Goal: To build a culture of learning that is characterised by a shared vision with a strong sense of teamwork, collaborative practices and a focus on feedback for continuous improvement

Priority 2- Student Empowerment

Goal: To embed practices that provide students with authentic empowerment over their learning and wellbeing through agency, voice and leadership.

Priority 3- Consistent Pedagogical Practices across all spheres

Goal: To maximise learning for all through high quality, explicit. Consistent teaching and shared practice which is supported by evidence, feedback and research

For the last three years, St Mary's has been actively involved in 'The School Improvement Learning Collaborative' (SILC) with Dr Lyn Sharratt and Dr Simon Breakspear as our knowledgeable others. Throughout 2023, we continued with the Learning Collaborative. Our major focus was feedback for continual development.

During 2023, we delved deeply into the cognitive sciences research and the implications for change of practice to ensure improvement for all. Using our school data, we strategically identified the need to improve academic and behavioural growth and refined our Collaborative Inquiry Question to;

By the end of 2023, how can the combining of consistent high-quality Tier 1 (academic and behavioural) pedagogical practice and the explicit teaching of positive behaviour sustain academic achievement and improve safety and engagement as measured by growth data, data walls, SWIS and frequency data tools?

We also had a lens on Feedback through consistent pedagogical practices and team empowerment

By the end of 2023, how can the implementation of a professional learning feedback loop improve team performance and instructional practice, specifically day to day routines as measured through growth data, data walls and frequency/engagement data tools?

STUDENT WELLBEING

At St Mary's, we believe that each person's wellbeing is nurtured through experiences of belonging, building relationships with others, being accepted and valued and by being positively engaged in the community. We acknowledge the importance of providing opportunities for all members of the school community to develop an awareness of their wellbeing and responsibilities and a commitment to becoming valuable members of the global community. We believe in the importance of implementing prevention and intervention strategies which promote positive behaviour within the school.

REIMAGINED PBL

A Positive School Community is a place where all children feel that at St. Mary's

- people care about them
- their needs for support, respect and friendship are met

- they are able to get help to work out problems.
- they can regulate their behaviour

The three school wide behaviour expectations were reignited to:

- I am Respectful
- I am Responsible
- I am Safe

A whole school approach to behaviour management through consistent practice and language is an expectation. All staff are required to teach, model and practice social skills and positive behaviour.

Throughout 2023 we were embedding the behaviours we wished to see our students demonstrate. Each week we explicitly taught an expected behaviour such as; **I am responsible when I let teachers teach and learners learn.** We ensured all the behaviours aligned with our Gospel theme.

CHILD SAFETY TEAM

Mid 2022 Ministerial Order 1359 was introduced and since that time it was imperative that our Child Safety Team ensured we were enacting the order through communication, awareness and auditing the various activities we offer, thus ensuring that we comply. The 4 major inclusions of Aboriginal and Torres Strait Islander children, children with a disability, Cyber safety and Community engagement in the standards meant that as a Child Safety Team we evaluated how well we have documented and have processes for ensuring safety in these areas. At St Mary's we continued meeting as a Child Safety Team including 4 parents who attended regular meetings. The Team members included the Principal, Deputy Principal, both Wellbeing Leaders and parents. Students will also be invited when appropriate to discuss their safety and ideas.

LEARNING DIVERSITY

Two leaders co-ordinate the Learning Diversity sphere. Through working in partnership with the Nationally Consistent Collection of Data (NCCD) team and teachers, students at risk are identified. Appropriate programs and/or assessments are then offered to meet the academic, social, emotional and physical needs of our students with a particular focus on Literacy,

Numeracy and Social Emotional Intervention where staff work with individual and small groups of students.

PREP BUDDY PICNIC

In February 2023 St Mary's held the Prep Buddy Picnic. It was such a delight to be able to invite families to come together as a community. It was wonderful to feel that great community spirit of St Mary's.

TRANSITION SESSIONS

In November St Mary's hosted its transition sessions for our 2024 Preps. We offered the science of learning, mathematics and wellbeing educational sessions for the parents and carers while the students attended transition. The children confidently attended the sessions with the 2024 Prep Teachers and the educational sessions were well attended. These transition sessions are a successful way for the children to familiarise themselves with the classrooms and to meet the Prep teaching group and their future cohort.

PREP 2024 WELCOME NIGHT

The Prep 2024 Welcome and Information Night was held on Thursday 19th October. It was incredibly enriching to be able to welcome our new and current families to St Mary's. This event enables families to mingle, get to know one another and forge lifelong friendships as well as provide the information that all families will need as their child enters St Mary's for the first time.

PARENTS ASSOCIATION

The Parents Association started off with only a few members. As the year progressed we were fortunate to have a large dedicated group of parents join the PA.

An energetic committee continued into 2023. St Mary's is extremely grateful to all of these Parents for their support and for the various fundraising and community building events that ensued; Mother's Day Stall, Father's Day Breakfast, Prep Buddy Picnic, School Disco just to name a few.

ST MARY'S COMMUNITY FAIR

In 2023 St Mary's held its 1st Fair in 5 years. A passionate group of parents were willing to volunteer to raise money for upgrades to the external basketball court area. The Fair made a profit of approximately \$10,000 however the greatest benefit was bringing the community together for a day of fun. I am extremely grateful to all involved.

MaD TEAM

The working bees continued throughout 2023 albeit with fairly low attendance. The amazing Dads continued leading the MaD team. The first role of the MaD team was to cook the sausage sizzle for the Prep Buddy Picnic. The Child Safe Standards ensure that all volunteers have a Working with Children Check and follow the Child Safety Policy including the completion of the St Mary's Induction Module.

CLASS LIAISONS

In 2023 Class Liaisons are well embedded in our school culture. Class Liaisons were introduced in an effort to support better communication and connection between families and the school. Each class has two liaisons who communicate to the school a birth in the family, or death of a family member of any class family so flowers and condolences can be sent.

LEADERSHIP AND MANAGEMENT

This executive team are an amazing group of hard working focused people striving for the best outcomes for our students.

SCHOOL OF EXCELLENCE

St Mary's was nominated as a school of excellence due to our outstanding NAPLAN scores, growth across the school and consistent pedagogical practices. Although we were finalists in the category Non-Government School Primary, we didn't win. We finished in the top 6 across the nation in the Australian Education Awards. The Leadership Team and all staff were extremely proud of our efforts.

STAFF STRUCTURES

As St Mary's has grown to 77 staff the Deputy Principal workload has become immense. In consultation with the staff, we concluded that it was imperative for a school of our size to have two deputy principals (DP HR) and (DP Curriculum).

DAILY SCHEDULE REFORM

In 2023 the North East Principal network participated in the Victorian Primary Principal Association professional learning whereby we engaged with research about play and engagement of students. St Mary's no longer taught the CLASS (Children's Literacy Success Strategy) where the expectation was that you focused on Literacy for two uninterrupted hours. We had transitioned to the 6 pillars of comprehension and the science of how students learn. With the research in mind and the evidence of high anxiety amongst students and staff, we changed the day to shorter bursts of learning i.e. one hour blocks and several short breaks in between. We trialled the change to the schedule in Term 4 2023 in readiness for a year long trial in 2024.

UPGRADE to the HALL

In 2023 I was successful in securing a grant through the North East Community Fund for an upgrade to the parish/school hall. The \$100,000 went some way towards refurbishing the toilets, and installing AV equipment and air conditioning/heating. These upgrades will certainly add to the quality of the assemblies and other learning activities that occur in the hall. Thanks must also go to the parent community who donated \$10,000 towards these upgrades by fundraising through the Parents Association.

Catholic Identity and Mission

Goals & Intended Outcomes

Catholic Identity and Mission Goals & Intended Outcomes

Goal: To build a culture of learning that is characterised by a shared vision with a strong sense of teamwork, collaborative practices and a focus on feedback for continuous improvement.

Goal: To maximise learning for all through consistent, high quality, explicit, teaching and shared practice which is supported by evidence, feedback and research.

Intended Outcomes: That the school maintains a high-performing culture of organised and responsive professional learning underpinned by continuous feedback, data and research.

That staff implement high expectations across the school fostering a strong culture of success and the full flourishing of every student.

That the Learning Culture, particularly in relation to role clarity and staff empowerment will improve.

That the school's leadership development initiatives are focused on succession planning and sustaining effective leadership practices.

Achievements

Achievements

Evidence of achievements in the Catholic Identity and Mission Sphere in 2023:

Throughout 2023, the staff and students engaged with the RE Framework to bring to life the Pedagogy of Encounter. The inquiry-based approach to planning and teaching Religious Education within the classroom is how the school is enhancing catholic identity. The teachers moderate and assess against the RE standards ensuring rigour and a deep understanding of student progress in their religious knowledge of the Catholic tradition, Mission and Gospel. The school once again commissioned the 2023 FIRE Carriers: (Friends Igniting Reconciliation through Education), supporting the Catholic Aboriginal Ministry of Victoria and bringing awareness and acknowledgement of our indigenous brothers and sisters.

Value Added

VALUE ADDED:

- Living out our Catholic School Vision by beginning the Year with an RE focused theme : "Colour the World with Christ's Love .with Welcoming Hearts, Creativity, Gratitude, and Generosity
- Close working relationship with Fr Steve, Fr Ananda and Fr Martin
- Opportunity for regular Class Masses and School Masses
FIRE Carriers, Opening School Year Mass, Ash Wednesday Mass, Women's Mass, Mass of the Assumption, Grandparents Mass, End of School Year & Graduation Mass
- Daily Christian Meditation lead by the students
- Daily class prayer
- Focus on Social Justice throughout our RE inquiry learning and social justice activities e.g. St V de P Winter appeal
- Engagement and inquiry in Faith and Life by integrating Religious Education with all curriculum areas.
- Deepening and embedding a consistent pedagogy of encounter methodology for religious education
- Continued work through FIRE Carriers: Supporting the Catholic Aboriginal Ministry of Victoria and bringing awareness and acknowledgement.
- Participation in Social Justice activities through Caritas Australia projects and St Vincent de Paul Winter and Christmas appeals
- Participation at faith formation sessions eg Parish Reflection day.
- Dr Br Paul Creevey faith formation for staff re Scripture at PLT
- Faith nights for our staff and parents to deepen understanding about the Sacraments
- Fr Steve faith formation for Staff at PLT
- Regular Faith Development Team Meetings
- Staff Professional learning about Pedagogy of Encounter melding of faith and life

Learning and Teaching

Goals & Intended Outcomes

Learning and Teaching Goals & Intended Outcomes

Goal: To build a culture of learning that is characterised by a shared vision with a strong sense of teamwork, collaborative practices and a focus on feedback for continuous improvement.

Intended Outcomes

- That the school maintains a high-performing culture of organised and responsive professional learning underpinned by continuous feedback, data and research.
- That staff implement high expectations across the school fostering a strong culture of success and the full flourishing of every student.
- That the Learning Culture, particularly in relation to role clarity and staff empowerment will improve.
- That the school's leadership development initiatives are focused on succession planning and sustaining effective leadership practices.

Goal: To maximise learning for all through consistent, high quality, explicit, teaching and shared practice which is supported by evidence, feedback and research.

Intended Outcomes

- Implementation of a visible, comprehensive and explicitly planned approach to whole school improvement focused on data informed, evidence based and co constructed action that is collaborative and aligned to improving student learning outcomes

Achievements

Achievements

A thriving school is categorised by a high performing learning culture. At St Mary's we are committed to measuring, reviewing and improving our aligned approach to learning, behaviour and school improvement. Engaging in research and an evidence-based approach ensures we are continually critiquing our school identity and the approaches we take to ensure the full flourishing of all learners. At St Mary's we believe that knowing our students deeply, building collaborative relationships as co-learners with students, parents, other colleagues and the wider community, as well as prioritising a culture of trust and feedback is vital for innovation and sustained impact. Some of our key achievements are:

- Wellbeing Team and Student Learning Team that meets every fortnight
- clear internal referral process and external referral process (ROSAE) when students do not meet, or exceed expected standard

- collaborative and rigorous process for identifying and reviewing students requiring intervention
- clear and cohesive data plan and assessment schedule that ensures all student needs are identified, measured and reviewed
- professional learning meetings that always begin with the data

Student Learning Outcomes

The impact we wanted to have: clear and timely feedback for improvement for all learners.

The curriculum team lead by the Learning Culture leader worked collaboratively as knowledgeable others to engage all staff in professional learning and intentional dialogue through facilitated planning. The changes we made that resulted in improvement were;

- More frequent planned lesson study
- More consistency in processes such as PBL
- Implementing a feedback cycle to build culture and evaluative processes
- Seeking feedback and co-constructing our beliefs (Parameter 14# Shared beliefs and understanding)

The research that we engaged with to support this approach was Viviane Robinson's; Agile Leadership in a Complex World, Tom Sherrington's Rosenshein's Principles in Action and Helen Timperley's Professional Conversations.

All conversations began with the data to help identify effective or ineffective practices and engage in research to design learning opportunities. With the assistance from Dr Simon Breakspear we developed a culture of feedback for development. We use the strategy of Precise Praise and Actionable Critique. The principal meets with each staff member as part of the feedback cycle and provides Precise Praise and Actionable Critique to the staff and this is also reciprocated.

In literacy we continued to focus on the five pillars of Reading Instruction; Vocabulary, Fluency, Phonics, Phonemic Awareness and Comprehension underpinned by Oral language hence they became the Big 6 of Reading Instruction. Using a research informed approach to learning, we adopted the science of how students learn and incorporated Daily Review, Retrieval practice, Cognitive Load Theory, questioning, models and short steps with practice, practice practice in Mathematics and Literacy.

In 2023, NAPLAN was renewed with new benchmarks. The results were unable to be compared to other years as the criteria had changed.

We are proud of our students and staff for their hard work and determination to succeed. Presently 70% of Year 3 students are in strong or exceeding in Reading. We are working hard in the junior school to ensure we lift the percentage of students from developing to strong.

We are proud that 92% of students are in strong or exceeding in Year 5 reading however we are focusing on increasing the mathematics results to exceed their current 75.8%. MACS and St Mary's have a strategic system approach to improving Mathematics in 2024.

Approximately 50% of students achieved medium to high growth in. Mathematics in 2023. Majority of students in Year 3 and 5 demonstrated the expected level of achievement with higher than expected scores achieved in Year Probability and Statistics Mathematics growth is an area of focus for 2024.

Language learning at St Mary's continues to support the growth of students learning Italian. The teacher as co-learner model; use of gesture, vocabulary and choraling ensures the growth of students and supports their communication skills. The language learning routines match the routines used in English learning which supports consistent practices. Use of language grew from 7% of Prep students being highly accomplished in Semester 1 to 55% in Highly accomplished in Semester 2. In Year 1, 35.4% of students demonstrated extending and highly accomplished results in Semester 1 as compared to 39.7% in extending and highly accomplished in Semester 2. The Year 2 students demonstrated high growth progressing from 6.4% in extending and highly accomplished in Semester 1, to 65.9% in Semester 2. In Year 3, the students language learning grew from 24.3% in extending and highly accomplished to 41.9% in Semester 2. Year 4 students grew from 31.1% of students in Semester 1 in Extending and Highly accomplished to 41.9% in Semester 2. Year 5 students demonstrated exceptional growth; 7% of students were assessed as highly accomplished in Italian in Semester 1. In Semester 2 68.9% of Year 5 students exhibited extending or highly accomplished outcomes. In Year 6, 81.9% of students exhibit highly accomplished and extending results of which we are extremely proud.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	413	60%
	Year 5	511	77%
Numeracy	Year 3	426	82%
	Year 5	499	77%
Reading	Year 3	420	71%
	Year 5	515	92%
Spelling	Year 3	412	66%
	Year 5	488	81%
Writing	Year 3	422	81%
	Year 5	493	76%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Student Wellbeing Goals & Intended Outcomes

Goal: To embed practices that provide students with authentic empowerment over their learning and wellbeing through agency, voice and leadership.

Intended Outcomes:

That students identify as being in a safe learning environment.

That students have empowerment over their own wellbeing.

That students have a voice in making innovative decisions related to school initiatives and changes.

That students have empowerment over their own learning and understand that there is a high expectation for all.

Achievements

Achievements

At St Mary's we believe positive relationships form the basis of strong learning partnerships. Learning is strongest when learners feel a sense of belonging within a community. This sense of belonging and being in relationship with others builds and strengthens the ability of learners to understand and manage their emotions and develop their sense of self. At St Mary's we are determined to improve Student voice, agency, engagement in learning and leadership opportunities.

Value Added

VALUE ADDED:

- Implementation and reimagining PBL; Positive Behaviour in Learning framework implemented
- PBL team meeting consistently to work through the behaviour matrix.
- Employment of a Positive Behaviour coach
- Support school in implementing Respectful Relationships

- Removal of I am resilient to I am safe in response to evident behaviours
- Explicit consistent teaching of 2R 1s- I am respectful, I am responsible, and I am safe.
- Student input into the routines and structure of school through participation in Community Action Teams
- Introduction of the Student Voice Committee (SVC)
- Regular SVC meetings
- Buddy Program for Year 6 and Prep students
- Revision of PBL routines to ensure consistent expectations and practices to support behaviour management
- Regular Student Learning Team Meetings
- trialling the rescheduled school day to allow for short bursts of play more often, eating at an appropriate time, greater engagement in the classroom
- appointment of a mental health and wellbeing leader (chaplain) and a learning diversity leader
- Establishment of a triage system to support student anxiety, diagnosis or academic concerns
- Regular PSG meetings
- Moderation of NCCD by classroom teachers and leaders
- Accreditation as an E-smart school: Digital licenses for all students
- Compliance with Ministerial Order 1359 Child Safe Standards
- Child Safe Officers continue to work on updating policies and processes
- Child Safety Team (including parents) established meetings on a regular basis engaged by the school to ensure adherence to Child safe policies and procedures
- Greater leadership opportunities; through Community Action Teams: Languages, Health and Wellbeing, Environment and Sustainability, Liturgical, Communication and Digital Technology, School Leaders and Fire Carriers
- NCCD professional learning and implementation for all staff
- Online safety program provided for Senior students through Cyber Safety Project
- Online bullying presentation by Banyule Police Youth Service Officers
- Build teacher confidence and capacity to provide adjustments to manage behaviour.

Student Satisfaction

We utilised the MACSSIS surveys to provide evidence of growth.

Students perception of the social and learning climate of the school has grown with a slight increase from 55% in 2022 to 62% in 2023, which is above the MACS average.

Student safety has also increased from 55% in 2022 to 58% in 2023 which is once again is above the MACS average for perceptions of student physical and psychological safety while at school.

Student voice has had a slight increase from 57% to 58% , a slight increase on the MACS average. We believe having regular student voice committee meetings and the students knowing that their voice is being heard is making a difference.

The 2023 overall school positive endorsement is slightly higher than 2022.

Student Attendance

All parents are expected to contact St Mary's Parish School to communicate via Compass any absence of their child before 10am on the day of the student's absence. The teachers complete the roll at 9:00am and at 2:30pm daily. Any unexplained absence is communicated with the office staff. All unexplained absences are followed up firstly via an automated SMS, then a phone call the same day and then via a letter or a meeting with the Principal if this continues. Any non- compliance is communicated to MACS and then strategies would be implemented to support the student's return to school.

Average Student Attendance Rate by Year Level	
Y01	86.7%
Y02	86.4%
Y03	84.3%
Y04	87.4%
Y05	88.4%
Y06	86.7%
Overall average attendance	86.6%

Leadership

Goals & Intended Outcomes

Leadership Goals & Intended Outcomes

Goal: To build a culture of learning that is characterised by a shared vision with a strong sense of teamwork, collaborative practices and a focus on feedback for continuous improvement.

Intended Outcomes

That the school maintains a high-performing culture of organised and responsive professional learning underpinned by continuous feedback, data and research.

That staff implement high expectations across the school fostering a strong culture of success and the full flourishing of every student.

That the Learning Culture, particularly in relation to role clarity and staff empowerment will improve.

That the school's leadership development initiatives are focused on succession planning and sustaining effective leadership practices.

Goal: To maximise learning for all through consistent, high quality, explicit, teaching and shared practice which is supported by evidence, feedback and research

Intended Outcomes

Implementation of a visible, comprehensive and explicitly planned approach to whole school improvement focused on data informed, evidence based and co constructed action that is collaborative and aligned to improving student learning outcomes

Achievements

In 2023 the goal for the Leadership Team was to work together as a high performing team to focus on habits and routines. Focusing on empowered teams: Shared direction, effective communication and decision making, use of evidence, execution and dependability and psychological safety allowed us to create a culture of effective teamwork.

All learners receive, seek and respond to clear and timely feedback, which results in high growth for all learners

We continued to measure, review and improve our aligned approach to learning, behaviour and school improvement.

We engaged with PBL, Doug Lemov's research about behaviour. We studied Tom Sherrington (Rosenshine Principles) for Learning Principles. Amy Edmondson and Daniel

Coyle's work on

Psychological Safety & Empower Teams inspired us to continue to learn about these important dimensions. The Executive Leadership Team focused on coaching & feedback skills by engaging with the work of Jim Knight, Helen Timperley, and Tom Sherrington.

We supported the implementation of Retrieval Practice by utilising Kate Jones, University of Oregon study. The reading of Atomic Habits by James Clear and attending his professional learning, thoroughly supported our executive leadership as we were learning to:

- embed a regular check in for all teams to provide clarity, build trust and reinforce constructive feedback loops that aim to improve team functioning and ultimately lead to improved student outcomes.

We have intentionally created positive habits by planning routines, using our assessment schedule, calendar for key events and reporting timeline

A Culture that Promotes Learning for ALL (shared beliefs, empowered teams)

Leadership focused on team empowerment and function.

After we set team norms and set a routine for feedback and accountability we ventured into differentiation.

We continually engaged in leadership learning regarding habits and feedback

Through research we recognise that schools rise and fall based on the quality of the teamwork that occurs within their walls. (Dennis Sparks, 2013)

Therefore we:

- value the formation of an empowered culture that is characterised by a shared vision with a strong sense of teamwork, collaborative practices and a focus on feedback for continuous improvement. We understand that what sets teams apart are their habits and practices.

Student Empowerment (behaviours/relationships)

Throughout 2023 leadership has set up consistency in PBL Approaches for Tier 1 through set morning and line up routines . This has led to an increase in SWIS Data.

- after learning walks and observations of what is happening, we implemented feedback and behaviour coaching.

Consistent and Effective Pedagogical Practices (routines)

- Maintaining Assessment literacy - implementation of the Assessment Schedule
- Collegial efficacy in NCCD requirements and learning from others
- Consistent embedding of teacher planning and documentation of pedagogical practices

- Maintain team check ins in relation to routines and habits
- A detailed data plan implemented
- Leadership undertake consistent weekly learning walks and talks generating a facilitated planning model
- Consistent weekly Leadership team meetings
- Focussed strategic approach to fortnightly Professional Learning Team meetings foci based upon plan, prepare, review model and in response to feedback

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

At St Mary's' all staff see themselves as lifelong learners. Professional Learning is key to building a culture of learning for all and providing consistent pedagogical practices across all spheres. Teachers must strive to develop and grow in their profession to ensure they are effective practitioners. The Professional learning undertaken in 2023 was:

- Tom Sherrington & Simon Breakspear - Cold Calling: The #1 strategy for inclusive classrooms
- Early Number and Algebra: ENA
- OH & S Training
- The Art of School: Adam Voigt
- Zart Art: Book Week & Indigenous Art
- Establishing Trust : Dr Paul Browning, Sr Mary Colho, Michael Harrison
- James Clear Atomic Habits
- Writing: Engaging High ability Students
- Engaging in Your Faith
- Fanning the Flames
- User B Training
- General Faith Night: The Sacraments
- Eucharist, Confirmation and Reconciliation Faith Night
- Leadership development
- Women in Leadership
- Workcover 101
- TIL Training
- Mandatory Reporting/Disability Discrimination Act
- Language Education Action Committee
- Harmful Sexual Behaviours: Education Dept.
- Dialogue in the Catholic School Community
- CEMEA
- Trust and Feedback
- SILC Feedback Culture
- APPA Conference: Refreshing Leadership Inspiring Futures
- Maria Roberto: Mental Health & Resilience
- Dr Br Paul Creevey: Parables and Miracles
- Team Teach

Number of teachers who participated in PL in 2023	48
Average expenditure per teacher for PL	\$456.00

Teacher Satisfaction

The overall school positive from Staff increased substantially from 2022 to 2023; 72% positive. Every domain increased in percentage of positive endorsement over the 2022 MACSSIS results. 11 out of the 14 domains were above or well above the MACS average.

Student safety increased from 2022 49% to 2023 65%

School Climate increased from 2022 62% to 2023 76%

Staff Leadership relationships increased 2022 72% to 2023 83%

Instructional Leadership increased 2022 58% to 2023 65%

Feedback increased from 2022 40% to 2023 42% (teachers 46%)

Perceptions of School Leadership Effectiveness increased from 2022 57% to 2023 63%

Staff safety increased from 2022 50% to 2023 61%

Psychological Safety increased from 49% to 2023 64%

Perceptions of the quality and coherence of Professional Learning opportunities increased from 2022 61% to 2023 70%

Collaboration around an improvement strategy increased from 2022 69% to 2023 78%

Collaboration in Teams increased from 2022 74% to 79% in 2023

Support for Teams increased from 71% in 2022 to 78% in 2023.

Teachers perceptions that staff at the school have what it takes to improve instruction increased from 2022 73% to 78% in 2023.

Teacher's perceptions of the principals's faith leadership and particular dimensions of Catholic identity in school life increased from 2022 70% to 84% in 2023. Well above the MACS average.

Teacher Qualifications	
Doctorate	0.0%
Masters	14.6%
Graduate	7.3%
Graduate Certificate	2.4%
Bachelor Degree	51.2%
Advanced Diploma	14.6%
No Qualifications Listed	9.8%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	41
Teaching Staff (FTE)	36.6
Non-Teaching Staff (Headcount)	42
Non-Teaching Staff (FTE)	27.4
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Community Engagement. Goals & Intended Outcomes

Goal: To build a culture of learning that is characterised by a shared vision with a strong sense of teamwork, collaborative practices and a focus on feedback for continuous improvement.

Intended Outcomes

That staff implement high expectations across the school fostering a strong culture of success and the full flourishing of every student.

Achievements

Our school continues to be supported by a dedicated parent community who seek many opportunities to participate in the life of the school through; the classroom helper's program, a new dynamic Parent Association, the Maintenance and Development Team (MAD team) and School Advisory Council, and all their subcommittees and numerous other school activities.

In the school this is evidenced by:

- Classroom helpers each week and the participation of parents in our junior Literacy workshops.(Term 2 and beyond)
- Participation on committees and celebrating the social life of our community through various fundraising activities
- An information evening for new Prep families
- The St Mary's Parish Pastoral Council has actively demonstrated their support and interest in the welfare of the school through welcoming staff to be on the committee, through events and always supporting the school and staff
- The Parents Association activities were the Mother's Day Stall and Father's Day breakfast and the Easter Egg raffle, Sacrament reflection day lunches, Shrove Tuesday
- Regular MAD, PA, Child Safety and SAC meetings
- Buddy Picnic involved great attendance and support
- Women's Mass and Luncheon
- Parents members on St Mary's Child Safety Team
- School disco organised by the PA
- Parent Faith Nights (held online and face to face)

- Graduation Dinner for the students
- Regular working bees conducted by the MaD team and supported by each year level
- Cybersafety Project online learning for parents
- Parent volunteers and participation at sporting events
- Parent volunteers at the Uniform shop and Canteen

Parent Satisfaction

St Mary's was pleased that 74 parents out of a possible 365, completed the MACSSIS surveys in 2023 as compared to 68 in 2022 and 8 in 2021. The results demonstrate great growth in particular year levels and similar results or declines in other year levels. We believe the mixed results demonstrate that some parents feel very connected to the school whilst others have found barriers to engagement .

The 39 Male and 35 Females who responded provided the following data. In general, of the 74 parents who responded, the Female data is extremely positive whereas the male data will require work to assist our fathers/male carers to feel greater connection.

Family engagement, Communication and Catholic Identity have all demonstrated significant growth in the eyes of our parents. The views of our male parents suggest all areas have remained static. Our female parents' feedback demonstrate significant growth in 6 out of the 7 domains. Barriers to engagement still remains an area that will require further investigation as it has neither declined nor improved although it is above the MACS average.

The overall school positive endorsement has increased marginally.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.smgreensborough.catholic.edu.au