



St Mary's School Castlemaine

2021 Annual Report to the School Community



Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report3

Our School Vision4

School Overview6

Principal’s Report7

Education in Faith8

Learning & Teaching9

Student Wellbeing12

Child Safe Standards15

Leadership & Management16

School Community19

Future Directions20

Contact Details

ADDRESS	84 Templeton Street Castlemaine VIC 3450
PRINCIPAL	Ben Shields
GOVERNING AUTHORITY	Melbourne Archdiocese Catholic Schools Ltd
TELEPHONE	03 5472 2270
EMAIL	principal@smcastlemaine.catholic.edu.au
WEBSITE	www.smcastlemaine.catholic.edu.au
E NUMBER	E1031

Minimum Standards Attestation

I, Ben Shields, 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 2021 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 Schools.

22/03/2022

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

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

Our School Vision

We are an empowered and sustainable learning community, centred in faith and united in our respect and responsibility for all of creation; we strive for excellence; actively living, learning, caring and growing together.

Our School Mission

- We gather in a faithful, supportive and inclusive community to build partnerships and a sense of belonging.
- We listen to God, others and ourselves to develop positive relationships.
- We share responsibility for our learning and guiding the learning of others.
- We act with faith, kindness and resilience working collaboratively and as empowered people to make a positive difference in our world.

St. Mary's Primary School see learning as an adventure and a journey of endless possibilities, where students are energised to seek meaning and explore questions about the world around them. In partnership with our parents, parish and broader community we contribute to a life foundation for students that is centred in Jesus Christ and grounded in truth, beauty and love. At the very heart of our school is a desire for each student to excel, across spiritual, physical, cognitive, emotional and social domains.

As a learning community we tap into children's natural curiosity and motivation to learn and create opportunity for deep and rich learning experiences through a process of purposeful, project based and open-ended experiences where the children learn through the process of problem-solving, creating and collaboration.

We support students to grow in virtue and to embrace a view of themselves and the world that leads to peace, justice, and the prospering of the whole of creation.

We are a community of learners who:

- honour the sacred dignity of each person.
- embrace difference and diversity.
- build a culture of learning together.
- honour equitable access and opportunity for all.
- search for truth.
- engage with the deep questions of life.
- commit to achieving the best in ourselves.
- make a difference in the world.

We strive to work together, fostering respect for all and developing the whole child in a challenging, positive and caring environment actively referring to the following dispositions with our students:

As learners we:

- wonder
- persevere

- believe

- create

Acting with:

- respect

- responsibility

- resilience.

School Overview

St Mary's is situated close to the centre of Castlemaine. It is 130 kilometres north west of Melbourne and 39 kilometres from Bendigo. The school participates in many activities within the local community. St Mary's has a proud heritage in the Castlemaine region having been established as a gold rush school in 1854.

In 2021 there was a evidence of a maintenance of the student population across levels with a total enrolment of 82 students. Many new families were welcomed into the St Mary's school community. Some transferred from other local schools whilst others moved to Castlemaine because of local employment in the surrounding town or district.

In 2021 we had four learning groups to support and cater for our student's learning needs. As a community, we elected to advertise for and implement a straight Foundation class. Ms. Danielle Crane continued in her role in this area. Ms. Emma Burge was appointed as the Grade 1/2 area. Mrs. Karen White taught the Year 3/4 class. In 2021 we also welcomed Ms Isabella Dowthwaite to the teaching team in the Year 5/6 class. Mark O'Sullivan continued in his role as Physical Education teacher, Wellbeing Leader and commenced in the role of Learning Diversity Leader also. Mrs. Nicole Byrne taught Performing Arts, Music, Visual Arts and Indonesian. Mrs. Therese Watts continued in her role as Deputy Principal and Intervention specialist. Mrs. Barb Burchett and Mr. Robert Wolff were our Education Support Officers.

There is a strong commitment and support from our Parish Priest Rev Fr. Wahid Riad, the school staff as well as from our supportive parent body. This is witnessed by their work ethic, an active Parent's & Friends group, a Parish & School Advisory Council,

Whilst the bulk of the renovations were completed in the Mercy Wing over the 2020 school year, throughout 2021 there were additional opportunities to enhance the physical learning spaces and align our contemporary teaching methodologies with the learning environments available. This includes minor works to the spaces such as adding display areas, large scale wall stickers and the emergence of a school face area to support our Deep Learning initiatives going forward.

The prominent focus of St Mary's in 2021 was the School Review process which incorporated a VRQA and Child Safe compliance audit. The formal review took place with Mike Rowland, school leadership and staff, students and a parent focus group. The staff worked extensively with the Regional Learning Consultants with opportunities provided to self-reflect as a school on our achievements and future areas of growth. During the 2021 school year another key focus was the change of governance to Melbourne Archdiocese Catholic Schools Ltd. (MACS). The School Review and change of governance at the same time was a significant achievement. Both aspects, especially with an alignment of governance policies and procedures between MACS schools, were effective with the proposed scheduling.

Many schools, diocesan wide, transitioned to a digital system referred to as ICON. St Mary's was a part of this transition from term 3 and completed the on-boarding process successfully by the end of the term.

Principal's Report

As much as we hoped and prayed to never repeat a year like 2020, the 2021 school year continued with the ongoing challenges of remote learning and flexible off-site/on-site arrangements. There were successes and failures, highlights and sadness; this is the hallmark of learning. As a community, we had learned from our experiences in the previous year and were able to introduce a new platform for learning and communications called 'SeeSaw'.

I would very much like to thank all of our staff for their professionalism, commitment, dedication and ongoing care for your children in exceedingly challenging times. The staff have never wavered from their desire to transfer best practice classroom teaching to the foreign setting of remote learning. St. Mary's has a staff with a diversity of skills and talents which is dedicated to the wellbeing and education of the children; an aspect of our school that was witnessed by all families throughout 2021.

St. Mary's is blessed with a very supportive and engaged group of parents. In particular, I would like to thank all the parents involved in the Parents and Friends Association and the School Advisory Council. Parents give up many hours to make the school a better place for our children and this involvement is invaluable. Although this was re-imagined throughout the pandemic, the true value of the collaborative educational support for all students can never be underestimated. In whatever way, small or large, I acknowledge and thank you all for your support which makes St. Mary's function efficiently and happily as a productive learning environment.

Lastly, I would like to express my gratitude to Fr. Wahid who is a wonderful support to me and to the school. His presence, advice and encouragement have been of enormous assistance throughout the year.

Education in Faith

Goals & Intended Outcomes

Goals

To build an authentic Catholic learning community where all members learn about, reflect on and engage in the teachings and traditions of the Catholic Church within the contemporary world.

Intended Outcomes

That all teachers implement contemporary pedagogies in the teaching and learning process in Religious Education That student understanding of the relationship between social justice actions and Catholic identity will deepen. That the community actively learns about and makes connections between the Catholic faith and their daily lives.

Achievements

The challenges and disconnect associated with the multitude of lock-downs and remote learning impacted St Mary's as it did with all schools within Victoria. Our greatest strength as a community came from the wise leadership and council of Fr Wahid Riad. Fr Wahid continued to offer both synchronous and asynchronous Masses for our parish and school community.

In term four 2021, the school community again celebrated the Sacraments of Confirmation and First Holy Communion. Children that had missed out on this key celebration from 2020 were invited to join in. This was a truly special occasion for our students and community.

With new staff in the learning and teaching spaces, Karen White facilitated ongoing professional support to ensure the Pedagogy of Encounter and Horizons of Hope were well understood.

VALUE ADDED

- Pauline Cicutto (MACS consultant) supported teaching in the planning and facilitation of religious education.
- Lenten celebrations including the annual CARITAS fund-raising for Project Compassion.
- Connections with our local branch of St Vincent de Paul. Pauline Kennedy kindly supported Isabella Douthwaite and the Grade 5/6s in learning more about the local charities and fund-raising efforts. This supported both the St Vincent de Paul Winter and Christmas appeals.
- Where possible (especially throughout term 4) students engaged in class Masses. With restrictions easing, we were able to celebrate the achievements of the Grade 6 students at our Graduation Mass.

Learning & Teaching

Goals & Intended Outcomes

Goals

To ensure that purposeful and authentic learning is Visible throughout St Mary's.

Intended Outcomes

That student learning will be stimulating, relevant and personalised. That outcomes for all students in Literacy and Numeracy will improve. That student engagement in all aspects across the curriculum will be enhanced to optimise student outcomes.

Achievements

- Throughout the 2021 school year, many areas of expertise were drawn upon from our staff.
- Karen provided ongoing support for religious education.
- Therese provided ongoing assistance across the school in her role as mentor, literacy co-ordinator and deputy principal.
- There were many times, especially throughout remote learning, where the specialist program was limited due to necessity.
- The school production entitled St Mary's Music Hall was a key part of the learning and teaching of music and drama. The mode of the production changed several times, until, through necessity the production was filmed and distributed to families via USB.
- Mark provided outstanding support to staff, students and families throughout 2021 in his role as well-being/learning diversity leader.
- Learning and teaching in term 2 and 3 was predominately facilitated remotely.
- Continuity of learning and teaching was difficult to maintain due to the nature of the modal transitions.
- It is import to acknowledge the efforts of the supervising teachers at school.
- Contemporary pedagogies were discussed and explored, including the use of flexible learning spaces and methods for increasing student voice. A new learning pathway is scheduled to commence in the 2022 school year based on research into contemporary pedagogies to best utilise our existing footprint.
- Discussions occurred to around methods for further personalisation of learning to inform practice for 2022 and beyond. This included aspects of project-based learning, concept-based learning and data walls/proficiency scales. Some of the preceding discussions and agreements were placed on hold as a result of pandemic related circumstances.
- Significant funds were allocated to staff professional development around evidence based practices.

STUDENT LEARNING OUTCOMES

At St Mary's we provide extra support for students with special needs. Our belief is that all students can achieve success with sufficient time and support.

We use pre and post data to track progress in English and Mathematics for all students and to identify students at risk. Class teachers use the Whole/Small/Whole strategy to reach every student at point of need. Whole class teaching involves identifying three levels of learning foci to address every student while teaching to the whole class. Small group instructional teaching provides targeted instruction for every student at least twice weekly using Vygotsky's theory of teaching within the Zone of Proximal Development - the instructional zone, where students enter the task with some knowledge and are guided to new understandings by and with the teacher and peers with similar learning needs. Whole class focus at the end of a session allows students to share insights, strategies and new learnings.

Students with diagnosed disabilities and those identified on the NCCD as needing Supplementary, Substantial or Extensive adjustments have Individual Learning Plans used to identify SMART goals for areas where students need targeted help.

At St Mary's we have a dedicated teacher role (3 days per week) for teaching students identified as needing extra instruction as well as two Learning Support Officers (LSO) working in classrooms to support identified students. Our intervention programs follow the model of personalised and explicit instruction for individual students or small groups of students in specific learning areas (English, Mathematics) or for specific activities (Physical Education).

In the Foundation to Grade 2 classes we run a Support for early Literacy Intervention Program three days per week for six students with the intervention teacher.

In Grade 3, two students participate in literacy support lessons three days per week with the intervention teacher. The LSO provides daily literacy support for individual students in Grade 3/4. The Early Reading Intervention Knowledge (ERIK) program is run in Grade 3 by an LSO targeting phonological, orthographic and comprehension strategies.

The Junior Elementary Math Mastery (JEMM) program is used in Grades 3 and 4 for targeted Mathematics intervention with an LSO teaching a small group daily.

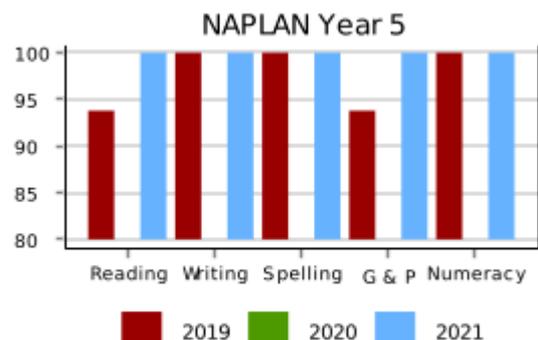
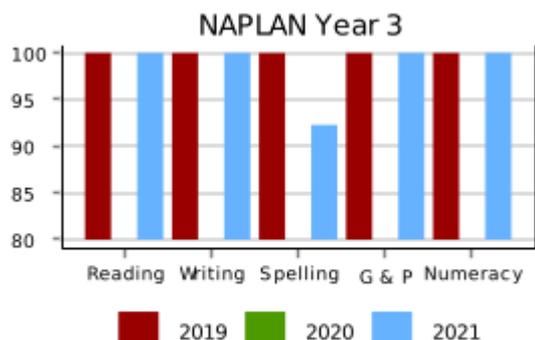
In Terms three and four of 2021, extra support for literacy learning is being provided by an intervention teacher one day per week across all grades for students who have been identified as needing extra support due to long periods of home/school learning during COVID lockdowns.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	100.0	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	100.0	-	-	92.3	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	93.8	-	-	100.0	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	93.8	-	-	100.0	-
YR 05 Spelling	100.0	-	-	100.0	-
YR 05 Writing	100.0	-	-	100.0	-

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

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

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



Student Wellbeing

Goals & Intended Outcomes

Goals

To provide a safe, supportive and consistent learning culture wherein students may flourish and their wellbeing is maximised at St Mary's.

Intended Outcomes

That behavioural management strategies will be consistent throughout the school. That each student grows in resilience, respect, empathy and self-regulation. That students' social and emotional wellbeing will be enhanced.

Achievements

- Student wellbeing has been at the front and centre of 2021
- Mark O'Sullivan continued his role as Wellbeing Leader for 2021 and has done an exemplary job of supporting staff, students and families throughout this time. He also commenced the role of Learning Diversity Leader at this time.
- Learning Support Officers were instrumental in assisting the on-site facilitation of learning for children of essential workers.
- Ongoing discussions around processes and procedures for supporting students with additional needs was a key focus with changes to the NCCD guidelines and Mark's new position.
- Ongoing shared resources were delivered to students via SeeSaw and to families through our weekly newsletter.

VALUE ADDED

- We actively monitored the return to school transition for our students following extended lockdowns. Whilst there were some behavioural regressions, especially within the yard, the general behaviour stabilised as a result of consistent approaches by staff across the school.
- Attention was been placed on Program Support Group (PSG) meetings to support students with additional needs. As a result of feedback from Carla and a positive response from parents, further meetings will occur in 2022 to increase proactive communication.
- There was an increased focus upon student wellbeing in 2021 following the impact of remote learning and the complexity of home life scenarios across the school. Testing and assessing of academic outcomes upon student returns after remote learning period were the secondary focus. Social and emotional well-being was paramount at this time and, upon reflection, was the catalyst for quality learning outcomes following the remote learning period.
- Mark O'Sullivan has commenced the facilitation of the Peaceful Kids program with a pilot group of Gr 3/4 students in term 2. There was an overwhelming amount of interest in the

program. The program was selected due to its rich evidence base in educational neuroscience.

- All teachers are implemented facets of Peaceful Kids within the classroom as part of our school wide approach to wellbeing practice.
- Alyssa O'Sullivan facilitated focus training for staff as a certified trainer in Circle Time. This was highly beneficial for our new staff and provided a platform for a consistent approach in this area.
- St Mary's was successful in a grant application to join the Mental Health in Primary Schools (MHIPS) Pilot Program for 2022. The grant provides funding for a teacher to lead the program for 2 days. Mark O'Sullivan accepted this role which will increase his FTE to full time for next year. He will continue in the role of PE & Learning Diversity as an additional mechanism to facilitate some wellbeing learning and teaching strategies.

STUDENT SATISFACTION

There are two key sets of data in measuring student satisfaction at St Mary's in 2021. The MACSSIS data provides a snapshot of the Grade 4-6 year levels as well as the insight provided by a focus group of Grade 5/6 students during the School Review process.

An interesting point raised more indecently than through the available data, was mixed experiences and preferences by students towards remote learning. Based solely on conversations at the time, there was an approximate 50/50 split in student preferring remote learning to face-to-face learning.

The MACSSIS data indicates minimal difference between student engagement in 2019 in comparison to 2021, There was a total overall growth of 6% in student satisfaction across all areas. Student safety and positive school environment were the key areas of growth between the two data sets.

STUDENT ATTENDANCE

- daily attendance of each student enrolled at St Mary's is recorded at least twice a day
- any absences of a student from school are identified
- reasons for each student's absence recorded
- explanations for absences that are provided, are a reasonable excuse for the purposes of their responsibilities under the Act.
- follow up any unexplained absences of a student by contacting the parent/guardian of the student as soon as practicable on the same day by our administration officer.
- parents are notified promptly regarding a student's unsatisfactory school attendance.

- if contact cannot be made with the parent, contact is made with the emergency contact/s nominated on the student's file held by the school
- information regarding a student's unsatisfactory attendance at school is recorded on their student file
- parents/guardians are informed of their responsibilities around attendance and initiatives aimed at promoting parental awareness of the importance of children attending school every day are implemented.
- attendance improvement strategies, interventions and levels of adjustment are implemented where the absence is having a significant impact on a student's educational achievement and development.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	91.3%
Y02	85.4%
Y03	87.2%
Y04	90.4%
Y05	88.1%
Y06	87.8%
Overall average attendance	88.4%

Child Safe Standards

Goals & Intended Outcomes

From March 2021, St Mary's adopted the newly drafted Melbourne Archdiocese Catholic Schools Ltd. policies for Child Safety and corresponding documentation such as the Child Safety Code of Conduct. This was a valuable opportunity to revise our policies and procedures in alignment with the change of Governance. Furthermore, this provided an opportunity to engage with parents (especially through the School Advisory Council) to critically reflect upon our Child Safety practices as a part of the School Review process.

A number of Staff meetings were devoted to the background and importance of such a document. The staff discussed the commitment and our inherent mission that underpins such a document.

- Discussion around the purpose of a Child Safety Policy.
- The principles outlined in the policy were discussed.
- Parent community informed of process and about child safe laws.

Achievements

Significant achievements in 2021 related to the transition from school-based Child Safe policies and procedures to contextualised policies and procedures from Melbourne Archdiocese Catholic Schools Ltd. (MACS).

Throughout 2021 St. Mary's continued to:

- embed child safe policies and commitments into every day practice.
- support active student participation and support developing empowerment strategies.
- implement strategies promoting the principle of inclusion
- flag and discuss child safety at weekly staff meetings.
- increase familiarisation of the Four Critical Actions for Schools document
- enhance Child safety - Risk Management practices.
- compose and share remote learning guides with child safety as a central focus (especially online safety)
- promote cyber-safety throughout remote learning program

Leadership & Management

Goals & Intended Outcomes

Goals

To create a vibrant learning community at St Mary's that is characterised by a culture of professional dialogue, collegiality and teamwork in an environment aimed at improvement of all.

Intended Outcomes

That Clarity, centred on St Mary's School Vision will improve That Organisational Climate will improve particularly the Engagement variables That staff capacity to implement Visible Learning will be further developed and reflected in their practice.

Achievements

- There were numerous updates to policies, procedures and general expectations through the transition to MACS as the governing authority. The critical aspects of the transition were fully implemented in the 2021 school year.
- Whilst transitioning to MACS we had also made another substantial transition to a new administration system called ICON. This had been in development for many years with updates to continue. The transition was quite challenging, time consuming and frustrating for us as a school. Karen Williams had been phenomenal in her ability to manage this significant change. Her work is greatly appreciated as was the patience of the school community during this transition. To assist Karen the second semester, we appointed an additional administration officer for 8 hours per week.
- Minor improvements/enhancements continued across the school. This included the design and fitting of wall stickers, alterations to the tuckshop area and added pinboards to the refurbished Mercy Wing.
- We commenced the school review process. We worked through the VRQA and Child Safe compliance audit. The formal review process began in term 3 with reviewer, Mike Rowland. The staff worked extensively with the Regional Learning Consultants to respond through our self-reflection rubric.
- Towards the end of the 2021 school year we were experiencing exponential growth at St Mary's as a result of many people's hard work. We were looking and planning for an increase from 82 enrolments in 2021 to 95 in 2022. A testament to the work of the school community and staff cohort over many years.
- Our engagement with New Pedagogies for Deep Learning (research base by Professor Michael Fullan) was emerging by term 4.
- Staff engaged again with Dr Jared Cooney Horvath to learn more about Educational Neuroscience. The final day focussed significantly on formation of memories from the perspective of learners.
- At the beginning of term 4, we received Phil Watts' resignation from the maintenance position. A huge thank you to Phil for all his work (both paid and unpaid) at St Mary's.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

St Mary's has a commitment to research-based underpinnings for learning and teaching improvement, and for leadership and management development. The prominent features of staff professional development in 2021 were around Educational Neuroscience with Dr Jared Cooney-Horvath and enhancing staff self and collective efficacy through the Leading Teams professional development facilitated by Jake Bridges and Brendan Maher. The school focussed on whole staff focussed professional development as per the aforementioned opportunities which was further enhanced by internal meetings. Timetabling was scheduled to release classroom teaching staff to attend weekly Learning and Teaching meetings facilitated by Therese Watts which specifically targetted upskilling in the area of literacy from F-6 and aligning appropriate pedagogies to the age groups.

Further professional development opportunities were extended to staff based on focus areas from Professional Learning Plans and/or areas of responsibility. This included:

- THRASS training for a school wide approach to spelling
- Peaceful Kids
- ICON training for administration officer
- First Aid training
- Cleartrack training
- OH&S / Emergency Management training
- Network meetings for Religious Education and Learning Diversity Leaders

Number of teachers who participated in PL in 2021	9
Average expenditure per teacher for PL	\$2200

TEACHER SATISFACTION

Firstly, it is important to acknowledge the tremendous efforts of the wonderful staff at St Mary's during exceptionally difficult times.

Between 2019 and 2021 there has been a shift in teacher satisfaction across the school as indicated by our MACSSIS data. The overall positivity from teaching staff has regressed by 5%. However, there is some sound growth in particular areas, including a 20% improvement in the perception of quality relationships between staff and members of leadership. There is also a growth in the positive attitude towards continual improvement in the learning and teaching at St Mary's.

Key areas for future improvement are the amount of quality feedback offered to staff and enhancing the environment where mistakes are valued as part of staff capacity building.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	81.9%
--------------------------------	-------

ALL STAFF RETENTION RATE

Staff Retention Rate	83.3%
----------------------	-------

TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	0.0%
Graduate	20.0%
Graduate Certificate	0.0%
Bachelor Degree	60.0%
Advanced Diploma	20.0%
No Qualifications Listed	20.0%

STAFF COMPOSITION

Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	10.0
Teaching Staff (FTE)	7.8
Non-Teaching Staff (Headcount)	4.0
Non-Teaching Staff (FTE)	3.0
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Goals

To improve student learning outcomes through partnerships with family, parish and community that creates a positive sense of belonging.

Intended Outcomes

That parents understanding of Visible learning will be deepened. That the broader community will become an active partner in the learning at St Mary's.

Achievements

- The Parents and Friends continued to be exceptionally supportive of the school which is greatly appreciated.
- Morning toast/Breakfast club commenced following the easing of restrictions to the delight of the students. This was a positive endeavour to welcome parent helpers back onsite.
- The P&F organised a movie night to celebrate the end of the year and generally, all we had endured, just celebrating being together. Although the weather was challenging, the event was a huge success.

PARENT SATISFACTION

The data trends from our parent survey provide an insight into the effects of the pandemic. St Mary's has always had a vibrant and connected school community, where families are always welcome. As a result of the pandemic, the school has lost the rich face-to-face parent engage and the disconnect is represented by an 18% decline in family engagement. For the 2021 school year this is indicative of the time, where barriers to engagement were evident in every space, both physical and online. There was a 25% decrease in satisfaction between the 2019 and 2021 school years in terms of family interactions and involvement with the school.

Future Directions

The School Review process was critical in assisting St Mary's School in devising a School Improvement Plan. Over the next 4 years the recommendations are for the school to:

- Building the professional capabilities of teaching staff to improve student outcomes.
- Developing student agency, empowering students to direct and take responsibility for their learning.
- Developing the approach of adaptive leadership.

From 2022, St Mary's School will be partnering with a global initiative called New Pedagogies for Deep Learning. The process will support our staff and community to promote develop student learning through forming learning partnerships, utilising digital technologies effectively, enhancing the learning environment and using a blend of traditional, contemporary and emerging teaching strategies.