



# St Mary's School Warracknabeal

## 2020 Annual Report to the School Community



Registered School Number: 0581

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## Contact Details

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E NUMBER	E2027

## Minimum Standards Attestation

I, Joy Quarrell, 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.

30/04/2021

**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](http://www.acnc.gov.au)

## Our School Vision & Mission

### **St.Mary's School**

#### **Vision Statement**

St. Mary's Catholic School provides a challenging and comprehensive school curriculum, based on Catholic/Christian values and excellence in education. St. Mary's School is committed to the development of the whole person as we promote and support caring relationships between school, home, parish and the wider Warracknabeal Community.

### **St Mary's Primary School**

#### **Mission Statement**

As a Christ centred school we value our Catholic beliefs, practices and traditions.

In this educational environment we:

will provide a comprehensive 21st century curriculum which is vibrant, challenging and will support the development of the whole person.

will cater for the varied learning styles of our students.

will provide an environment that is happy, safe and welcoming for our students and families. This will include protecting and keeping all children safe from harm.

will respect the dignity of the individual and value the participation and contributions of all.

will work in partnership with parents and our local Church community to encourage our students to make a contribution in the community in which they live.

## School Overview

### Context

St. Mary's Primary School, Warracknabeal, was founded in 1901 to provide the required education for all primary students in the State of Victoria and to promote the Christian formation of its students within the Catholic tradition. The school was opened on August 12th 1901 when Fr. Daniel Foley was the Parish Priest and Miss O'Brien was the first teacher in charge of the school. It was then situated in Anderson Street, on a site to the south side of the site on which now stands St. Mary's Parish Church. In 1928 the Ballarat East Sisters of Mercy accepted responsibility for the school and provided their own Sisters for staff and leadership roles.

The school was transferred to its present site in Lyle Street in 1952, providing for some time education from Preparatory Grade to Year 8. The involvement of the Mercy Sisters came to a close when the last teaching Sister, Sr. Marie Flynn, completed her appointment in 1987. Since 1988 the school has been staffed by lay teachers.

### Demographics

The current enrolment is 79 children from 57 families. We are proactive in the wider community and have close links with the Kinder. The students are organised in five learning areas.

Current staffing consists of 4 full-time teaching staff, 4 part-time teachers, a Librarian and a teaching Principal. We also have on staff 5 valuable Learning Support Officers and an Administrative Officer.

## Principal's Report

### PRINCIPALS' REPORT

How do I adequately summarise this year? I am not sure I could do justice to this year. There were many ups and downs during the year due to the Pandemic. However, we had a smoother year than our city colleagues.

We experienced two lots of Remote Learning 17/04/2020 - 05/06/2020 and 06/08/2020-18/09/2020. During this time we had at least a third of our students at school. These students were from vulnerable families, children with additional needs or from families who parents were working.

Our technology skills rapidly improved, and we gained valuable knowledge in the world of Zoom meetings. Our students and staff worked extremely well using the different forms of technology.

We were thrilled to resume onsite learning as soon as was possible.

I would like to thank the students. We are blessed to have such a group of resilient students, who despite unusual and difficult circumstances, have given their best.

Thank you to all families who have been so supportive during this COVID19 year with two lots of Remote Learning to deal with, together with working from home. Your efforts during this time have certainly not gone unnoticed. Thank you.

Thank you to our staff. We have a dedicated team who strive for excellence. Despite the many challenges that this year has presented, our academic data remains extremely high, especially our Maths data.

Thank you to Father Glynn who has journeyed with us in a pastoral way all year.

I would like to thank Peter Jess who maintains our school grounds which are always looking immaculate. Thanks also to Brian who has been our extra cleaner during these COVID19 cleaning regulations.

I would like to thank and recognise the time that Mrs Tegan Ward has spent with us here at St Mary's. Tegan commenced working with us in 2006. Tegan has had a long association with our school and many children have benefited from Tegan's teaching over time.

Mrs Ward will continue her teaching career at Ss Michael and John's in Horsham, and we wish Tegan, Bernie and Leroy all the best for the future.

We also thank Mrs Alison Bish for her time with us as a Learning Support Officer. Alison will finish at the end of the school year. Alison was on a contract which concludes at the end of 2020. Thank you, Alison.

We tentatively say Goodbye and thanks to Brian. This may be a little premature as we do not yet know what COVID regulations will look like in 2021. Brian may be back!

Thanks to the Parents' Club and School Advisory Council. I am sure we are all looking forward to 2021 when once again we can meet again and be active in our school community.

We thank and wish all the students who are leaving our school this year all the best. We thank Zach, Zachary, Lucy, Matilda, Hannah, Charlotte, Cienna, Ava, Hailey, Airlie, Evie, Dane, Seth, and CJ. We also acknowledge Archer and Fraser, Zarli and Mitchell. Enjoy your new schools!

Thank you to the families who are leaving; Moloney, O'Connor, Penny, Richards, Williams/Anderson, Zwar, Mills and Jess. We are extremely grateful for the time you have spent with us.

One of the many successes for our Year 6 students was the \$20 Boss Program. Below we can see the students selling their wares which was the coming together for them of the whole project. This was the first time our school was involved with this Project. This was a fantastic way to complete their Primary education.

# Parish Priest's Report

There is not a Parish Priest's Report for 2020.

# School Advisory Council Report

There is not a School Advisory Council Report for 2020. We only met 3 times for the year due to COVID restrictions.

## Catholic School Culture

### Goals & Intended Outcomes

#### Catholic School Culture

In order for staff and students to grow in faith we will share Catholic faith and tradition with students and their families in "dialogue".

Regular assessment opportunities that recognise both the cognitive and affective domains of learning inform learning and teaching.

### Achievements

Educational leadership (this is every member of staff) becomes pastoral leadership becomes religious leadership. All that every member of staff at St Mary's models must be based on the message of Jesus and His teachings.

At St Mary's our Religious Education Curriculum follows Awakenings, an online tool. Our work is guided by summative and formative assessments to inform our teaching and learning. We also have the opportunity to work with a Religious Education Advisor from Catholic Education Ballarat. She assists with planning as does the REL at our school.

In light of deeper learning around our ECSI data, reading and interpreting it together, we've become more aware of the nuanced and comparatively complex nature of recontextualising dialogue. With that in mind we'd benefit from targeted professional learning for recontextualising dialogue in 2021, with a focus on the teacher in RE as witness, moderator and expert. Attending to the high level of Literal Belief in student learning would be an accompanying focus. This has been our focus for 2020 and 2021 with online and onsite visits from Gina, ECSI support leader.

Catholic dialogue is encouraged in all learning and teaching opportunities in Religious Education. Teachers, faithful to their work in the Catholic school, are striving for expertise in theological knowledge and understanding of the Catholic tradition as well as other religious traditions and world views. Teachers, recognising the cultural and religious plurality of their students, develop the skills to mediate for Catholic dialogue.

Teaching of Scripture Staff are developing our understanding of Scripture in a dialogical approach. Closure days with Gina have assisted to inform our approach to this.

Most teachers at our school are suitably accredited to teach Religious Education. Those who are not accredited are of the Catholic tradition. This is excellent data in a small school.

#### VALUE ADDED

Due to COVID19 and density limits, Liturgical celebrations were limited.

We celebrated with Liturgies during 2020 rather than Masses.

## Community Engagement

### Goals & Intended Outcomes

Families, both immediate and extended, (except during COVID19 restrictions), are always invited and welcome to attend the many school Liturgical, social and sporting events. These are always well attended and enjoyed by all and gives us confidence in our Mission of Christ. We recognise that working parents find it difficult to attend these events in school hours. Liturgical events are scheduled outside of school hours when possible and for those events held during school hours we make use of technology and social media. Whole school assemblies, award presentations, student performances and achievements are videoed and posted to the school's Facebook page for parents and grandparents to view.

### Achievements

At St Mary's we actively seek partnerships within the parish and wider community to enhance student learning and wellbeing. This is evident through our local business and community links, such as our connection with Boy's Shed, Rural Northwest Health, Meals on Wheels, '\$20 Boss' and the Town Library. These relationships create opportunities for our students to build leadership skills and increase learning outcomes.

Our senior students participate in Meals on Wheels weekly within the community. Explicit links are made to ensure the students understand the participation in this community service relates to Christ's Teachings. Our students look forward to their rostered turn. Participation in this activity brings much joy to the recipient as well as the students. Our ability to contribute to this service lessens the load on an already aging volunteer population.

In 2020, despite the challenges of COVID19 and remote learning, the senior students completed '\$20 Boss'. This was the first year of participation and its success has meant that the school will continue with this for years to come. This project developed students' understanding regarding the purpose, roles and expectations involved. This experience fostered the students' resilience, flexibility and also involved their parents who provided assistance.

Through \$20 Boss the children solved a real problem and understood their relationship with money.

The Boss Project enabled the senior students to grow their teamwork, leadership, entrepreneurial, financial and communication skills.

With the restrictions due to COVID19 we couldn't showcase the children's efforts on our school site therefore they sold their final products at the local community market. This allowed parents, family, Parish and community members to support and congratulate the students on their successes.

Our School Advisory Council meets on a regular basis, operates effectively and cooperates in the work of governance.

Some SAC members in our school community find it challenging that in other organisations they have input into policy formation. At SAC they are provided with much policy information but not input as their role is Advisory. Parish links have been maintained via a Parish Rep on the SAC.

## PARENT SATISFACTION

A stable student enrolment over the past period confirms that families in the Warracknabeal community recognise the school's capabilities to partner with families to provide children with quality learning experiences.

Feedback from parents indicates that the school is swift to respond to any concerns expressed by families. Communication with parents is seen as effective.

Google Drive allows immediate parent access to their children's work in Years 3-6. Students can share their portfolios with their parents at home.

The school actively collaborates with Shire groups to improve learning through initiatives such as the 'WORDS' project, Bridges out of Poverty etc.

There is evidence that the school reaches out to a variety of external organisations to ensure that all students receive the support that they require to ensure that they learn and develop. Teachers and external providers work closely together to support those children who require additional guidance and expertise.

The school recognises that it faces a challenge to find additional ways to engage those parents who for a variety of reasons remain on the 'fringe' and find it difficult to be fully engaged in their children's learning.

On a broader basis the school acknowledges that there is an ongoing challenge to identify better strategies to ensure the inclusion of all parent groups to support the learning of all children.

A key challenge exists as a result of the proposed new government College development, which may impact on the school enrolment, as some parents might want a "one-stop shop". The challenge will be for the school to reinforce the school's qualities and advantages to the wider community. It is acknowledged that the school will need to continue to be proactive with the local Kindergarten and childcare centres.

A key consideration for the school will be to develop a strategic response to any eventual changes in regional educational delivery including showcasing the strengths and achievements of the school in the wider community. A further related consideration will be to strategically align school community members to be involved in Kindergarten and Secondary College Board/Council.

## Leadership & Stewardship

### Goals & Intended Outcomes

Our goal is to improve student learning outcomes through a collaborative approach to learning and teaching.

### Achievements

At St Mary's our school leadership has guided staff to improve student learning. Careful analysis of student data from NAPLAN results, PAT testing, Literacy Observation Surveys and CFATs has provided a clear focus for improvement needed in student learning. Each year the school has a priority curriculum area which prompts planning for targeted staff Professional Development aimed to improve teaching in that area. The school focus was clearly on spelling with all teaching staff taking part in Professional Development Days with Literacy expert Misty Adoniou and receiving teaching support and guidance from CEO Literacy Consultant Felicity Lane. Last year's student results showed a clear drop in writing results so this year the curriculum target area is writing. Teaching staff have continued to access expertise from both Misty Adoniou and Felicity Lane to provide teachers with extra skills, information and training to improve writing results.

Staff and school leaders take both a personal and collective responsibility to improve student learning and wellbeing. All teaching staff implement and record student learning in pre and post tests which are loaded onto Google Drive documents. All teaching staff access this information to consider both individual student needs and overall teaching foci. Students receive acknowledgement for effort at school assemblies each fortnight. Teachers present certificates recognising individual effort in each classroom, as well as awards for achieving reading milestones and maths awards. Student wellbeing is also a priority with staff knowing and teaching Zones of Regulation and the RRRR program. All staff are committed to the school's School-Wide Positive Behaviour Support program, using a 90-10 approach to student behaviour in the classroom. This means that 90 percent of the time staff are praising students who are doing the right thing and 10 percent of the time directing students to a set task. Staff are encouraged to award two tokens to students each day to reward effort and good behaviour. Students may then trade their tokens in for prizes.

St Mary's prides itself on its positive relationships between leaders and staff. All staff are encouraged to say hello and goodbye to each other every day and staff consistently do this. Any personal and professional successes are shared and celebrated and staff quickly offer support and help to any fellow staff member in times of distress. Staff have a recognised system for celebrating all birthdays and gather at least two to three times a year for social events such as Christmas parties and movie nights. All staff receive the same information about what is happening in the school through a weekly staff memo. Teaching staff meet two to three times a week. Staff who are unable to attend a meeting access information discussed through staff minutes which are loaded onto a shared Google Drive.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

Description of Professional Learning undertaken in 2020

Professional Learning for 2020 was difficult due to COVID19. Most of our Professional Learning for 2020 took place via Zoom meetings.

Number of teachers who participated in PL in 2020	8
Average expenditure per teacher for PL	\$629

**TEACHER SATISFACTION**

Teacher Satisfaction

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**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	91.6%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	94.4%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	14.3%
Graduate	28.6%
Graduate Certificate	0.0%
Bachelor Degree	100.0%
Advanced Diploma	14.3%
No Qualifications Listed	0.0%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	9.0
Teaching Staff (FTE)	6.7
Non-Teaching Staff (Headcount)	10.0
Non-Teaching Staff (FTE)	5.7
Indigenous Teaching Staff (Headcount)	0.0

## Learning & Teaching

### Goals & Intended Outcomes

We have a documented curriculum based on the mandated Victorian Curriculum.

Scope and sequence documentation for Mathematics, Reading and Writing, using the Essential Learnings,

Learning Intention and Success Criteria are listed in the Essential Learning documents for each learning area.

### Achievements

At St Mary's we have developed a guaranteed, coherent and viable curriculum that is continually evolving with current curriculum challenges. The curriculum reflects the current Vision and Mission statements which are displayed on all correspondence such as the weekly newsletter, information book and other formal correspondence. The curriculum is based on the Victorian Curriculum Standards and states the Essential Learnings.

Essential learnings in Mathematics, Reading, Writing, Spelling and Speaking and Listening are documented in a central location on Google Drive, along with weekly work programs, term scope and sequences and yearly documentation which can be accessed by all staff.

Historically, Warracknabeal has been identified as a low literacy area. Consequently, our teaching programs are based on information provided by the Catholic Education Office. These researched based programs such as; Stepping Stones, OLSEL, Scaffolding Literacy, JEMM and Jolly Phonics, provide effective teaching strategies throughout the school that enhances both learning outcomes and teaching practices.

By incorporating these programs, teachers have clear indicators of students' abilities and where it is needed to provide further guidance and support. Ongoing and consistent monitoring of student learning using CFAT's, Writing moderations, Reading assessments, also provide information about each student and their learning needs.

St Mary's has clear agreed school pedagogical practices across all year levels which are informed by the content in the Victorian Curriculum. All staff have access to these on Google Drive and hard copies are located in a central location. Within these agreed statements are non-negotiable teaching practices, such as Guided Reading, daily writing, differentiated learning outcomes, which are clear collective commitments that staff make when employed by St Mary's.

Staff are continually staying informed with current classroom practices through professional development, weekly meetings and school in-services, including RE, behavioural management, literacy and numeracy. These are selected by analysis of current school data.

Timetabling across the school is consistent across the year levels and caters for students' needs, focusing on the core curriculum. Differentiated learning is planned for and is evident in each classroom. There is a strong adherence to fundamental and researched based teaching practices.

## STUDENT LEARNING OUTCOMES

Regular collection of data through PAT, Writing Moderation and Running Records is used to monitor student progress. When students are not meeting benchmarks as stated by the Victorian Curriculum, intervention processes and practices are engaged to investigate and gain further information about their learning needs. This information is used to create an individualised program that will best support and enhance the students' learning outcomes.

The evidence demonstrates that writing was significantly affected by COVID19 and Remote Learning. Live teaching could not replace what face to face teaching could achieve. Data shows 56% at or above standard for writing. This is significantly below our reading and speaking and listening data, 79% and 86%,

Teaching staff have noted that they need to become more accurate with assessment of speaking and listening. Assessment is currently teacher judgement, not using the curriculum to assess consistently.

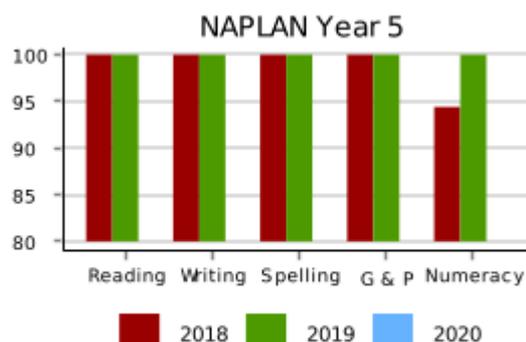
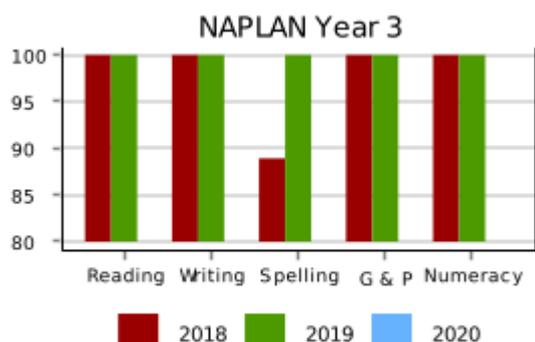
ATSI cultures and heritage embedded in the curriculum: becoming familiar with the culture of our local area and embedding it into the curriculum throughout the school.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
			%		%
YR 03 Grammar & Punctuation	100.0	100.0	0.0		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	88.9	100.0	0.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	100.0	100.0	0.0		
YR 05 Numeracy	94.4	100.0	5.6		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	100.0	100.0	0.0		
YR 05 Writing	100.0	100.0	0.0		

\* 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.



## Wellbeing

### Goals & Intended Outcomes

Leaders of wellbeing develop a culture across the school community which highlights the links between student wellbeing and improved learning outcomes. At St Mary's we ensure a safe and effective environment that contributes to positive learning outcomes and the wellbeing of the whole school community.

Leaders promote and support positive, respectful relationships between all members of the school community.

### Achievements

St Mary's has effective practices to monitor student behaviour and build a consistent whole school approach to student management. At St Mary's we have implemented the School Wide Positive Behaviour Support (SWPBS) and the school's behaviour management policy which includes a 90/10 approach which is used by all staff across the school. This program ensures that all students are treated equally and given fair warning to correct negative behaviour. Student behaviour is recorded on SIMON which is a program accessible to all staff. This is a great resource to refer back to for report writing, parent conversions and to assist with writing PLP's.

St Mary's fosters and promotes staff and student safety, leadership, self-esteem and self-responsibility. Displayed in all our classrooms is our school motto of being a Safe, Respectful and Responsible learner and this is taught explicitly. Students are encouraged to create learning goals and how to achieve them which assists in their self-esteem. Following the SWPBS and 90/10 approach students are praised countless times throughout the day for good behaviour. St Mary's has installed security cameras which can be referred to when incidents occur as well as act as a security measure for our school. St Mary's runs a Year 6/Foundation Buddies program which sees the Foundation students starting school with a familiar face in which to call on for assistance at school. We have student elected School Captains and Vice Captains, giving students the opportunity to represent their school and student body. Year 6 students have the opportunity to design a Year 6 school jumper that is voted on by their classmates. This promotes a sense of leadership amongst the students as it clearly defines them visually as the senior students of our school.

St Mary's has effective practices to promote and enhance staff wellbeing. St Mary's has regular RE Professional development days which focus on wellbeing. We have a social committee which holds 3-4 social activities per year, where all staff are invited to come along to an after school activity from a pizza and movie night, attending a stage production or a dinner at a restaurant, this helps enhance staff to staff relationships. Recently all staff have been attending ReLATE sessions aimed at student and staff wellbeing. Staff and students annually review our Minor/Major matrix where we collaboratively agree on acceptable and unacceptable school wide behaviours. All classrooms work on and display Zones of Regulation which teaches students how to understand their emotions and how this may affect their learning.

## VALUE ADDED

St Mary's' School, as mentioned above, uses the following in our processes -

- Zones of Regulation
- We are responsible, respectful and safe learners.
- minor/major matrix showing acceptable behaviours.
- SWPBS/Tokens
- School captains/House captains
- Foundation/Grade 6 Buddies Program
- SIMON
- 90/10 system
- ReLATE
- Security cameras for safety
- School orientation/tours, very welcoming was the feedback given
- Uniform/Year six jumpers

## STUDENT SATISFACTION

Students have indicated that they have enjoyed their learning, however there is a need for more student voice opportunities.

## STUDENT ATTENDANCE

Student attendance is monitored by roll taking through SIMON. Rolls are completed at 9.30 am and 1.30pm.

Parents inform us via phone, text, Skoolbag App if their child is going to be absent.

If the school does not hear from the parents by 10am, the school contacts the parents to ascertain why the student is absent. (We, of course, also check that the child hasn't left home but not arrived at school for whatever reason).

During COVID19 we had at least a third of our students at school. Our monitoring of the other students took place through Google Meets where all children working from home needed to log on for a whole class Meet where the Roll was also taken.

This monitoring was then entered into SIMON (during COVID19 Remote Learning times).

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	93.8%
Y02	96.4%
Y03	93.7%
Y04	94.5%
Y05	89.2%
Y06	94.1%
Overall average attendance	93.6%

## Child Safe Standards

### Goals & Intended Outcomes

St Mary's Catholic Primary School continues to hold the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the gospel. St Mary's Catholic Primary School acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

Throughout 2020, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse.

### Achievements

#### **The embedding of policies and commitments into everyday practice**

- Child Safety Standards remain a regular agenda item at School Advisory Council meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed.
- Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and students' management, duty of care and reporting requirements.

#### **Training of teachers, non-teaching staff and volunteers**

- All teaching & non teaching staff members participated in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually.
- Volunteers are provided with regular briefings on acceptable behaviours and are required to read and sign the school's Child Safety Code of Conduct.
- Staff members have completed the Training on-line Mandatory Reporting module.

#### **The participation & empowerment of students**

- The school's Child Safety Action Plan focused primarily on the promotion and participation of student empowerment. Providing students with a voice is critical in ensuring their well-being and safety. Education about healthy and respectful relationships and the development of resilience through participation in programs such as Rights, Resilience and Respectful Relationships as well as Zone of Regulation and ReLATE, played a fundamental role in achieving this outcome.

#### **Consultation with the community**

- St Mary's Catholic Primary School continued to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.
- The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via parent information nights, the school newsletter and website.

### **Human Resource Practices**

- St Mary's Catholic Primary School continues to implement robust Human Resource practices ensuring the suitability of any staff member or volunteer permitted to participate in 'Child Connected Works'.
- To achieve this the school implements rigorous screening processes which have a child safety focus and include:
  - Position advertisements
  - Position descriptions
  - Referee Checks
  - Key Performance Indicators have a Child Safety focus
  - Victorian Institute of Teaching Registration (VIT)
  - Working With Children Checks & National Criminal Record Checks
  - Screening of Casual Relief Teachers, Contractors and Volunteers.

St Mary's Catholic Primary School remains committed to ensuring the well-being and safety of all students under its care by actively implementing, reviewing and improving our child safety strategy.

## Future Directions

The future directions include focusing on the Literacy levels for our Prep and Year 1 students, especially Writing. These students seem to have been the most affected by COVID19 and our Remote Learning. We will also be focusing on the learning outcomes for all our students.

Wellbeing of all community members will continue to be a focus. ReLATE will form part of our Action Plan.

We will continue to focus on the Safeguarding of all our children and attend to all Policy developments.

Recently we have welcomed back volunteers into our school and this will continue.

Our school will become a part of a bigger Parish that includes 5 other schools. Into the future it is suggested that staff plan and staff and students celebrate together.

We will continue to be across DOBCEL and Policy requirements.

Our Master Plan will continue to be developed. This will include a shelter (all-purpose built for all weather conditions) and possibly the purchase of a bus. This would be used to transport our students around town and any local excursions.