



St Mary's School Warracknabeal

2021 Annual Report to the School Community



Registered School Number: 581

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Contact Details

ADDRESS	2-8 Campbell Street Warracknabeal VIC 3393
PRINCIPAL	Nerrida Holland
GOVERNING AUTHORITY	Diocese of Ballarat Catholic Education Limited
TELEPHONE	03 5398 2001
EMAIL	principal@smwarracknabeal.catholic.edu.au
WEBSITE	www.smwarracknabeal.catholic.edu.au
E NUMBER	E2027

Minimum Standards Attestation

I, Nerrida Holland, 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.

23/03/2022

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

The governance of fifty-six schools in the Diocese of Ballarat was transferred to Diocese of Ballarat Catholic Education Limited (DOBCEL) on 01 January 2021. Thus, beginning an exciting and challenging first year of governance under DOBCEL and continuing the long partnership between all schools of the Diocese and Catholic Education Ballarat (CEB) of continual improvement of learning outcomes for the students in the schools of the Diocese.

COVID-19 continued to cast a long shadow over the communities in the Diocese. Our students, their families and our dedicated staff are to be commended for their ability to move from one mode of learning to another with very short notice. The true impact on learners may not be known for years. We may well reflect on the 'challenging and uncertain times of COVID' in a similar way to the those reflected on the Spanish Flu a century ago. We will remember with awe the commitment of our school communities, those who lead them and their staff. We will also speak of the resilience of the children of this generation in meeting a 'new normal' and often leading our wider communities in an optimistic response.

In 2021, our school communities and CEB have maintained a strong focus on reviewing and updating policies, procedures and practices that reflect the new governance model and continuing their commitment to providing safe, learning environments for all learners.

I thank the priests of our school communities for their ongoing pastoral care and ministry, without the demands of Governance resting on their shoulders. I acknowledge and thank the Principals of our schools for their committed leadership, care and support of their school community.

I commend this Annual Report to the School Community as a summary of the many achievements in supporting the learning needs of our students.

Tom Sexton

Executive Director

Diocese of Ballarat Catholic Education Limited

Our School Vision & Mission

Vision

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.

Mission

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 in all school environments and outside of school hours (including online environments).
- will respect the dignity of the individual and value the participation and contributions of all.
- will work in partnership with parents and the parish to encourage our students to make a contribution in the community in which they live.

School Overview

School Context

St Mary's Warracknabeal was established 1901 and staffed by a lay teacher, Miss O'Brien. In 1928, the Ballarat East Sisters of Mercy began their ministry as teachers. Since 1988, St Mary's has been staffed entirely by lay teachers.

The current enrolment is 78 students from 58 families: 26% of the families receive the Camps, Sports and Excursion Fund. (CSEF). The school's SES is 88, the lowest amongst the schools in the Diocese of Ballarat. Current 2021 data indicates a diverse religious cohort.

Within St Mary's current enrolment of students, 7 students are from households with a language spoken other than English, 3 students identify as Aboriginal and Torres Strait Islander. There are currently 15 students identified with additional needs, 10 who receive NCCD funding, and 5 without funding.

From our School Review summary

In 2016, two priorities arose from the School Review Validation and Planning process. These two priorities have served St Mary's well in their five-year improvement journey.

In this time, St Mary's school has deepened their understanding and interpretation of the ECSI survey data and the inherent challenges of maintaining a Catholic identity in a religiously diverse school community. The ECSI survey participation increased to 100% for staff and students in 2019 and professional development assisted staff in their confidence to analyse the data. The data has shown a staff movement towards recontextualisation with a lessened emphasis on Values Education.

The 2020 Insight SRC Catholic Culture data shows a slight increase in staff importance and behaviour and a significant increase in Grade 5 & 6 students in faith engagement, faith development, staff behavior, compassion, pastoral care and social justice.

These results are indicative of St Mary's commitment as a Catholic school and to giving witness to Gospel values; as Monsignor Glynn Murphy puts it: 'the ethos of a Catholic school is in its essence the offering of hope and the joy of living'.

The work undertaken around the second priority in building a professional learning culture through collaboration, high expectations, the use of data to identify the next point of learning for students, accountability, intervention and learning support is reflected in the school data. The triangulated data strongly identifies 1-year student growth in a 12-month period in English and Mathematics. The 2020 Progressive Assessment test (PAT) results show 73% of students are at or above standard in Reading.

The panel acknowledges the leadership and staff of St Mary's school in staying the course over the last five years and join with them in celebrating their achievements and successes.

Principal's Report

This is the Annual Report of the operation of St Mary's Catholic Primary School, Warracknabeal for the 2021 school year.

Enrolments

At the time of writing this report, our school enrolment totals 74 students.

At this stage, I am forecasting a 2021 enrolment of 63 students. We have 11 exiting Year 6's, 5 incoming Foundation students and perhaps some movement throughout the school.

The School Advisory Council has met regularly and has supported the operation of the school. The School Advisory Council has continued to put much energy this year into the best possible outcomes for our school and children in terms of policies, school buildings, School Review and much more. Much has been achieved. I would like to thank all members of the School Advisory Council for their time and dedication.

At the time of writing this report the incoming School Advisory Council members are still to be finalised.

CATHOLIC CONTEXT

A fundamental belief for Catholic Schools is that Jesus is seen in God's image and likeness in its human expression, and that Jesus' life and teachings show all people 'the way, the truth and the life'. (Jn 14:6).

In accordance with this belief, values to be promoted within a Catholic school's understanding and practice of pastoral care include love, respect, tolerance, compassion, forgiveness, reconciliation and peace.

To acknowledge the Gospel truth that all are called to 'have life and have it abundantly' (Jn 10:10) is to commit to the development of the whole person: spiritually, emotionally, socially, intellectually and physically.

Wellbeing in Catholic schools support the development of all members of the school community. It is reflected in many aspects of school life and especially in our Vision and Mission statements, policies, procedures, programs, teaching and learning curriculum, student activities, student support and well-being services, behaviour support processes, family engagement, community partnerships and school climate.

Catholic schools are committed to providing equitable access and opportunity for all. Awareness and recognition of, and response to, the needs and rights of all individuals are essential to human dignity. They are also essential elements of the Catholic Identity of St Mary's School. Inclusive practices embrace and celebrate diversity, invite belonging and provide opportunities for participation and achievement of appropriate learning outcomes.

SCHOOL REVIEW (2021)

This year our school was involved in a School Review. The panel comprised of Mrs Pauline Fisher (Lead Reviewer), Mr Chris Robarts, Miss Cynthia Maiden and Mrs Joy Quarrell. The report

prepared by the school highlighted the areas of celebration over the past two years and also suggested areas for improvement in the next 5 years.

Summary of Validation and Recommendations

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School Review Validation and planning

The panel acknowledges 2020 and 2021 at St Mary's have been characterised by disruption through COVID-19 lockdowns and remote learning. Yet despite this, the panel extend its congratulations to all staff and leadership for all the work undertaken to ensure a rigorous and thorough self-reflection and the provision of evidence and data that supports and validates the school's improvement.

The panel congratulates St Mary's staff on the significant improvement evident across all the Key Aspects of CHECS and, in particular, the strong student growth over five years in English and Mathematics.

St Mary's school improvement journey over the last five years has been an extraordinary example of 'disadvantage is not a destination nor a postcode'.

Summary of Improvement journey

In 2016 two priorities arose from the School Review Validation and Planning process. These two priorities have served St Mary's well in their five-year improvement journey.

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Summary of Focus Group input

The Focus group questions were designed to further explore the school's achievements and identified future directions. These groups included teaching and non-teaching staff, learning support officers, the administration officer and six selected parents from the school community and a selection of Year 5 & 6 students.

There was consistent agreement amongst all focus groups that St Mary's knows their students and families extremely well and this contributes to the quality relationships in the school community, and the importance of this within the socio-economic make-up of the school. The focus groups confirmed their strong involvement in all aspects of the Review and Validation and Planning process. The teacher Focus groups all agreed that the drivers of school improvement over the last five years included a strong PLC culture, teamwork, high expectations for each student to succeed, differentiation, supportive and focused leadership, and the communication and relationships with families. The Learning Support Officers concurred and stated their contribution to the school's achievements and the Review process. Parents were consistent in acknowledging the key drivers for the school's improvement were sound financial management, a welcoming and approachable school culture, the early identification of students needing additional learning support and 'happy kids'.

The St Mary's Year 5 & 6 students described in different ways the culture of St Mary's as they experience it. There was general agreement that 'St Mary's culture is kind and caring, our strength at the moment is how well we are managing lockdown and just persevering'. The students validated the learning and teaching culture of St Mary's as 'I know I am learning when I can explain something to someone else and I know I am learning when I do pre- and post-tests and get a better mark on the post test'.

Achievements

The panel commends the school:

- For its unwavering commitment to meeting the challenges to enhance their Catholic Identity
- For its open, welcoming stance as a Catholic school through its inclusive school culture and deep understanding and outreach to all families within the school and in particular the most vulnerable.
- For its highly collaborate school culture, shared leadership, and its clearly articulated and explicit improvement agenda, all of which have driven the school's learning achievements and successes
- For a learning and teaching culture of collaboration, high expectations, evidence-based professional learning and a strong staff accountability for all student learning.
- For its intentional focus on the social, emotional and wellbeing of the school community.

Key Priorities

1. Cultivating staff knowledge and ensuring skills are transferred into classroom practice to create a holistic approach to engage students, families and all staff.
2. Empowering students to be motivated and respectful learners who are developing the skills to be reflective leaders
3. Improving communication to better partner with all stakeholders about how individualised student learning and wellbeing occurs and how they can be involved.

The panel endorses St Mary's three key priorities, and are confident they will provide direction for further school improvement.

Thank you

Pauline Fisher - Lead reviewer - Review and validation Panel

Remote and Flexible Learning

All staff, students and families are to be congratulated for all that has been achieved during 2020 and 2021. This has included 7 lockdowns where students have participated in remote and flexible Learning. Congratulations to all for the endurance shown during these times, perseverance and resilience that led to successful outcomes despite the many lockdowns. We wish to thank parents, many of whom were working from home, for all your assistance with 'learning from home'.

Staff are to be congratulated and thanked for their flexibility for being able to adapt from teaching at school to off-site remote and flexible learning, often with very little warning. Staff teams worked well together to put together Learning packs and work on Google Classroom for the students to work from home.

We certainly thank all students who have continued to not only survive, but thrive.

We do, however, hope that we have seen the last of lockdowns. If there happens to be a COVID-19 outbreak at our school, that situation will be dealt with swiftly and efficiently via our own system Guidelines.



Policy Considerations

During the course of the year, as part of its work, the School Advisory Council considered the following policies:

- Child Safe and all associated processes
- Enrolment Policy
- Behaviour Guidelines
- Vision and Mission Review
- School Advisory Council Guidelines

Time was also given for consideration of the following:

- Work Health and Safety Management System
- Ongoing maintenance, improvement and beautification of the school environment
- School community participation in the life of the school
- Financial management of the school
- Reporting
- Compliance Matters
- Masterplan and Building developments
- School Review processes

School Community Involvement

St Mary's continues to benefit greatly from the involvement of individuals and groups from the School and Parish Community:

- St Mary's Parents' Club
- Volunteer assistance across the school
- Parent assistance in the classrooms
- Various speakers
- Meals on Wheels

The school also was active in its support of Australian Catholic Mission. Some of these activities had to be suspended during times of Lockdowns etc.

Religious Education

During 2021, we have been planning with the curriculum document Awakenings.

Religious Education sets out to inform, form and transform learners and teachers by engaging them with the intellectual, ethical and spiritual richness of the Catholic tradition.

Overall Classroom Programme

This year the staff have continued with our Inquiry approach. We are planning learning and teaching experiences based on the Victorian curriculum.

We have been unable to attend the Energy Breakthrough in Maryborough this year due to COVID-19.

This year, Mrs Jess Boyd has been teaching Japanese to all classes. The children have been thoroughly immersed in all aspects of the Japanese curriculum.

We have continued to embrace the OLSEL Framework (English). We have been well-supported in this journey with Education Officer Felicity Lane and Speech Pathologist Ms Robyn Cranage and Mrs Sally Anderson. Mrs Patrice Rickard has supported our school as CEB Educational Psychologist and Monique Ryan has also worked with our school and students as CEB Learning Diversity Leader.

In 2021, the students in Years 3 - 6 students have worked with 1:1 Chromebooks and the Foundation to Year 2 students have used iPads and desktops.

We are also part of the CEP (Country Education Projects) Cluster.

Early in the first term, we commenced swimming. These lessons focussed on Water Familiarisation. These sessions concluded with a very successful swimming sports.

The School Athletics Sports Day was again a great success. Children also took part in Cross Country events.

Education activities (Camps and Excursions) were cancelled this year due to COVID-19 Guidelines and restrictions. A camp was undertaken late in the year, when restrictions permitted, for students from Years 3-6. This camp was held at Tandara in the Grampians.

It is a requirement of Literacy/Numeracy Funding that the school involve all Year 3 and Year 5 children in NAPLAN testing. In addition, all Foundation, Year 1 and 2 children are assessed at the start and end of this year according to Children's Literacy Success Strategy Programme.

We have also used Diagnostic Assessment tools, PAT R and PAT M and PAT S for children in Years Foundation - 6. These tools have enabled us to form a greater picture of each child's learning and associated needs.

We continue to put a lot of energy and resources into providing for children with additional needs. These children come from both ends of the continuum with needs that span academic, social and emotional areas. My thanks to all teachers and Learning Support Officers for their efforts in regard to these children.

This year we continue as part of the Resource Smart Australian Sustainable Schools Initiative, Victoria.

We also thank Mr Peter Jess for his work on our grounds which always look immaculate.

Curriculum & Professional Development

The school was closed to students on occasions, listed below, to enable staff to take part in professional development activities.

- Review Preparation Day
- Literacy Days with Misty Adoniou
- Religious Education Closure Day ECSI
- First Aid Update

In addition to whole staff in-service, all members of staff took part in a variety of Professional Development opportunities. These were mainly conducted via Zoom during 2020 and 2021.

I commend the staff on their preparedness to continually update their skills and add to the overall professionalism of the staff team.

As Principal, I most sincerely thank our dedicated and hardworking staff.

I thank the School Advisory Council, our Parents' Club who have worked tirelessly this year to support the school and students and the St Mary's Community for the help and support that has been given to our school during challenging times over the last 18 months.

This year we will farewell Oscar, George, Oli, Maddison, Miley, Amy, Annabel, Max, Charlie, Danike and Hayden. We sincerely thank them for their contributions to life at St Mary's. We wish all our existing Grade 6 children every success for the future.

We also farewell Cath and Brett, Tim and Teresa, Rebecca and Gavin, Fiona and David, Vanessa and Aaron, Rebecca and Brett, Susan and Brad and Trish and Stephen. Thank you for your time at our school.

Once again I would like to thank everyone for making St Mary's Catholic Primary School a vibrant community that we can all celebrate with pride.

It is with pride and some sadness that I sign off in the knowledge that this will be my last report to the community. May God's blessings be with all at St Mary's.

Joy Quarrell

Principal St Mary's Primary School,
Warracknabeal

1 November 2021

School Advisory Council Report

SAC Chairperson Report 2021

It never ceases to amaze me just how quickly each year seems to pass us by. 2021 was going to be the year recovering from and moving forward after the COVID-19 pandemic which disrupted 2020. However, this has not been the case, as 2021 saw a continued disruption and instability in society. As we live through this somewhat awkward time in history, we learn many things about ourselves, our families, and our friends, and together we grow stronger and learn so much from what we have overcome.

The school year began relatively normally, with exception to extra COVID-19 guidelines and policies set out and implemented to keep us all safe. It was wonderful to be able to welcome our Foundation students and their families to the St Mary's family, as they began their education journey with us. We also welcomed new staff and families as the year progressed, but normality was short-lived with lockdowns and remote learning becoming the new 'normal'. These interruptions to on-site learning began in February and have been an off/on situation continuously throughout the year.

I would like to congratulate our wonderful teachers, Learning Support Officers and all St Mary's staff in the way they conducted themselves and continued to educate our wonderful students in this unprecedented situation. Our school students also deserve genuine praise and admiration for their dedication to working from home, tuning into online class Meets, and motivating themselves to continue their education in very difficult circumstances. I would also like to thank and commend all the parents, grandparents, guardians and special friends for all the home support provided throughout the lockdowns.

2021 was a review year for the school. I thank Joy and the staff for the enormous amount of work and preparation put into the Review document and their openness to explore and identify areas of strength and areas for improvement for the school. The thorough and well-prepared information was appreciated by the Review Panel. It reflected both the sense of community, ownership and the collective approach that we see every day at St. Mary's. We can all hold our heads up high with the exceptional results throughout the school's operation.

Due to the COVID-19 pandemic situation continuing throughout the year there has not been the usual opportunity for St. Mary's Parents' Club to fund-raise and participate in projects as they would have liked; however, the hard work of the team was appreciated for another record-breaking Pie Drive during winter. It was also wonderful to see, at long last, lights and better signage installed at the Lyle St School Crossing during the year.

It is with a great deal of sadness that our school will farewell Mrs Joy Quarrell at the conclusion of this year. I find it incredibly difficult to put into words the impact which Joy has had on our school community over the years. She has been a leader, a mentor and a role model for everybody who has had anything to do with the school family. Mrs Quarrell has provided stability, leadership, encouragement, guidance and compassion in all facets of the school. It has been a pleasure to be a parent of students at the school while Joy has been principal. I would like to thank Joy for the simply amazing job she has done during her time here and I wish her all the very best as she takes a well-earned rest.

Graeme Holland

Catholic School Culture

Goals & Intended Outcomes

The overall CHECS survey rating for Catholic Culture is Evident with a 5.10 rating. This rating indicates the school understands its mission as a Catholic school by ensuring the dignity of the human person is embedded in the practices, policies and programs in the school. The school demonstrates its understanding of its mission as Catholic school through the Religious Education curriculum, an awareness of its school diversity and faithfulness to Catholic tradition, and its outreach in the local and wider community.

Achievements

Religious Education

The CHECS survey indicates respondents believe effective practices are EVIDENT with a 5.25 rating on the effective practices scale.

- The implementation of the revised Awakenings the Religious Education (RE) curriculum
- The focus on formative and summative assessments to inform the Religious Education curriculum teaching
- The planned RE units of work to support the school's Enhancing Catholic School Identity (ECSI) data
- The raised awareness of the importance of deep scriptural understanding to move student's literal belief towards post critical belief

Enhancing Catholic School Identity

The CHECS survey indicates respondents believe effective practices are EVIDENT with a 4.88 rating on the effective practices scale.

- The school has analysed its (ECSI) data and identified the need to become a more dialogical school by ensuring all students are given learning experiences in the sharing of the Catholic tradition.
- The school has Identified the need to re-contextualise the iconography of Mary as the Patron of the school.
- The school has a growing awareness of the diversity of faith traditions and philosophies of life in the school.
- Staff have a good understanding of the preferred stance of the Diocese in the ECSI data and understands the need to align its direction with the Diocesan stance.

Social Action & Justice

The CHECS survey indicates respondents believe effective practices are EVIDENT with a 5.19 rating on the effective practices scale.

- The school has an emphasis on Catholic Social Teachings and its link to the Gospel and ensures links to the school's social action programs.
- There is strong engagement in a wide range of Social Justice and outreach programs.

- The school has strong knowledge of all its families and demonstrates deeply committed support for families in need.

Opportunities and Challenges

- To look at ways to re-contextualise the iconography of Mary as the Patron of the school and to pay homage to the congregational heritage of the Mercy Sisters
- To continue professional learning in Catholic culture with an emphasis on Scripture, the Catholic Tradition and the language and design of the ECSI survey tool.
- To make more explicit connections between ECSI data and the RE curriculum

Agreed key improvements for this aspect for the next five years

The panel believes the school has identified significant key improvements:

- For staff to engage in ongoing learning in Catholic faith and theology, Catholic Social Teaching, other faiths and philosophies of life
- For students to be given learning experiences in Catholic tradition and regular opportunities to reflect and respond to their own faith or philosophy of life
- To ensure Aboriginal and Torres Strait Islander cultures and histories are acknowledged, celebrated and embedded within the curriculum in a true spirit of dialogue and reconciliation

VALUE ADDED

- Meals on Wheels to those in need within the community. This became restricted as restrictions altered.
- Staff worked with Advisors from Catholic Education Ballarat.

Community Engagement

Goals & Intended Outcomes

The overall CHECS survey rating for Community Engagement is evident with a 5.28 rating. This rating indicates the school builds strong partnerships with its parents and caregivers based on a belief and commitment, that to strengthen the parent engagement in learning, is to ensure improved outcomes for student learning.

Achievements

Partnering with Families

The CHECS survey indicates respondents believe effective practices are EVIDENT with a 5.50 rating on the effective practices scale.

- The staff know their students and families extremely well.
- The school is welcoming and accessible to all.
- Parents and students report they have been supported throughout remote learning.
- There are strong partnerships between the school and all families, particularly families with diverse learning needs.
- The school works well in engaging parents in their children's learning through regular communication using a variety of platforms.

Community Partnerships

The CHECS survey indicates respondents believe effective practices are EVIDENT with a 5.06 rating on the effective practices scale.

- There is a commendable use of Allied Health Services and other community partnerships including WORDS, BASTOW, Bridges out of Poverty and the By Five project to strengthen partnerships with parents.
- St Mary's is very visible and present in the Warracknabeal community through a range of activities and outreach programs.
- The school has worked hard to obtain 5-star sustainability accreditation through Resource Aussie Smart.

Opportunities and Challenges

- To re-engage with all families, post COVID around their mental health and wellbeing
- To continue to strengthen engagement with all families and their child's learning

Agreed key improvements for this aspect for the next five years

The panel believes the school has identified significant key improvements:

- To authentically build greater parent engagement by designing 'parent-friendly' surveys to obtain accurate information to inform future school improvement
- To improve parent communication of student learning to better educate the community in what St Mary's does in improving student learning and wellbeing and how parents can be involved more at St Mary's

- To improve ongoing access to and partnership with professional services within a rural setting.

PARENT SATISFACTION

St Mary's Parent Club

As we come to the close of 2021, it surely has been a very quiet year of fund-raising for the Parents' Club. The fund-raising we have been able to achieve is with the commitment and assistance from everyone within our school community.

Our fund-raising for 2021 has a total net income of approx. \$5000, an amazing effort by the school families and school community and to all we are very thankful. This year our 2 fund-raising events were a Bake sale and a Pie drive. Parents' Club also catered for a funeral and football event.

Special lunch days began at the start of the year, but unfortunately didn't last long due to COVID-19 restrictions. This would not have been possible without the dedication and commitment of a small group of parents that assist monthly with preparing and making the lunches for our children.

Unfortunately, due to COVID-19 restrictions, the Parents' Club was unable to be actively involved in the school for any catering events this year, such as school gatherings, prep Information evening, grandparents' day. The opportunity to participate in these social events at the school is rewarding for the Parents' Club and our School Community, so let's hope that next year we can all get back involved within our School Community activities.

This year the Parents' Club have contributed towards the year 6 jumpers and towards the Graduation dinner for year 6 students. Parents' Club will liaise with the school to contribute towards anything they require moving into 2022 year.

To each one of our school families, that either donated, assisted with baking, selling pies, assisted with catering, words cannot say how grateful the Parents' Club are for your support and assistance with these fundraising events, as it would not be successful without your support, and all funds raised benefit all our children.

I would like to acknowledge and thank our office bearers, Emma Mansfield, Narelle Drage, Cathy Bellis for their commitment over the past year, as there weren't many meetings this year. Let's hope we can re-connect in 2022 for face-to-face meetings. Thank you to each of you for the support in the past year and I look forward to the same involvement in 2022.

Parents' Club would like to thank the teachers for their dedication and preparation throughout this trying year of remote learning: you have all done an amazing job to keep our children connected with their school studies.

Finally, Parents' Club would like to thank Joy for her dedication, gratitude and care that she has given to St Mary's School Community, Parents' Club, families and their children over the many years of being the principal of St Mary's Warracknabeal. Joy, we would like to thank you for your continuous hard work over the years, your loyalty to the school and the professional working relationship you have had with many families. You will truly be missed by all, and we wish you all the best for your retirement and future adventures.

Tammy Marshall

Leadership & Stewardship

Goals & Intended Outcomes

The overall CHECS survey rating for Leadership and Stewardship is Evident with a 5.36 rating. It is clear there is a positive environment, where a strong sense of purpose and direction is shared by all staff in their collective ownership of the learning and teaching environment.

Achievements

Shared Leadership

The CHECS survey indicates respondents believe effective practices are EVIDENT with a 5.31 rating on the effective practices scale.

- Strong evidence supports the belief all staff have a role to play in the leadership of the school.
- There is evidence to support all staff see themselves being responsible to and accountable for all students learning.
- The data supports a culture of collective responsibility for improving student learning.

Building Staff Capability

The CHECS survey indicates respondents believe effective practices are EVIDENT with a 5.06 rating on the effective practices scale.

- There is an outstanding commitment to staff professional learning in response to identified priorities.
- All Professional learning is a response to the analysis of learning data.
- All Professional learning has strong connections to the school's Annual Action Plan (AAP).
- There is evidence to support all Professional Learning engaged in by staff is research and evidence based.

A Culture of Continuous Improvement

The CHECS survey indicates respondents believe effective practices are EVIDENT with a 5.44 rating on the effective practices scale.

- There is evident commitment to ongoing school improvement.
- A strong PLC culture drives the next point of student learning.
- A developed and implemented AAP sets the direction on an annual basis.
- The setting of targets and the monitoring of growth supports student learning.

Stewardship of Resources

The CHECS survey indicates respondents believe effective practices are EVIDENT with a 5.63 rating on the effective practices scale.

- There is sound financial and compliance management.
- There is evidence of the school's commitment to maintain and improve the already outstanding facilities.
- There is evidence of a developed Facilities Masterplan.

Opportunities and Challenges

- To develop and document a cyclical maintenance plan as part of the Facilities Master planning
- To develop and implement Professional Learning Plans for all staff, aligned to the school's identified priorities and individual needs
- To develop and embed a culture of feedback across all stakeholders
- To strengthen current induction processes for new staff

Agreed key improvements for this aspect for the next five years

The panel believes the school has identified significant key improvements:

- To enhance staff learning in relation to leadership capabilities, personal learning goals and school improvement plans
- To ensure the facilities are fit to purpose
- To develop and embed a culture of feedback across all stakeholders

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

- Engaging Learners
- School Wide Positive Behaviour Support
- ROSAE PL
- ReLATE PL
- Religious Education ECSI data
- Review Preparations
- Safeguarding Reference Group
- Diocesan Leadership Gathering
- Religious Education Conference
- Information Sharing and Family Violence Reform
- Cyber Safety - Susan McLean
- Trauma Informed Practice
- By FIVE
- Learning Diversity PL
- Yarriambiack Early Years
- Dr Billy Garvey Early Years
- Anaphylaxis and First Aid Updates
- Imperfect Leadership

- Strengthening Families
- Tom Hierck

Much of this Professional Learning was attended through Zoom meetings due to COVID-19 restrictions.

Number of teachers who participated in PL in 2021	9
Average expenditure per teacher for PL	\$486

TEACHER SATISFACTION

St Mary's has a 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.

Historically, AEDC data, By Five data, Early Years data and Yarriambiack Shire data has indicated that Warracknabeal is a low literacy area. Consequently, our teaching programs are based on information provided by the Catholic Education Office, our literacy consultant Felicity, BASTOW and sourced from Professional Learning days. 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 further guidance and support is needed. Ongoing and consistent monitoring of student learning using; CFATs, Writing moderations, Reading assessments also provide information about each student and their learning needs.

The Insight data, as seen on page 26 of the Data Profile document, indicates that the teaching climate at St Mary's is very positive.

Pastoral Care is highly evident for staff, with staff able to approach the school's leaders to discuss issues. Parents rated teacher morale in the top percentile, indicating that they believe teachers at St Mary's are dedicated, enthusiastic, passionate and take pride in their work. Staff data would support this, with staff believing they can make a difference to students' learning and effectively engage students in their learning. Teacher confidence is extremely high with all staff strongly believing they can optimise students' opportunities. The curriculum in this school is well-planned and well-documented, with staff rating St Mary's in the top percentile.

Whilst staff and parent opinions indicate that teachers at St Mary's are confident that a motivating and engaging curriculum is being delivered, and academic data supports this, student opinions differ. Students indicated, through Insight data on pages 64 and 65, that stimulating learning and purposeful teaching is in the bottom percentile. Overall, students indicated that teachers are not engaging to listen to, nor do they make learning

interesting. Although the student data suggests otherwise, it is highly evident that teachers and staff are engaging in effective learning practices, as evidenced by the CHECS data.

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.

Results from the CHECS Survey has been completed and the data analysed.

			1	5	10		5.56	In this component observable practices are highly evident.
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TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	88.0%
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ALL STAFF RETENTION RATE

Staff Retention Rate	79.0%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	16.7%
Graduate	16.7%
Graduate Certificate	0.0%
Bachelor Degree	100.0%
Advanced Diploma	0.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	10.0
Teaching Staff (FTE)	6.2
Non-Teaching Staff (Headcount)	9.0
Non-Teaching Staff (FTE)	5.3
Indigenous Teaching Staff (Headcount)	0.0

Learning & Teaching

Goals & Intended Outcomes

The overall CHECS survey rating for Learning and Teaching is Evident with a 5.36 rating. This rating indicates the school has developed as a 'community of learners'. The evidence is compelling in the school's focussed and targeted professional learning, a documented, sequential and sequenced curriculum in English, Mathematics and Religious Education which underpin effective teaching strategies, practices and programs.

Achievements

A Guaranteed and Viable Curriculum

The CHECS survey indicates respondents believe effective practices are EVIDENT with a 5.56 rating on the effective practices scale.

- A clearly articulated, documented and known guaranteed and viable curriculum for English, Mathematics & Religious Education
- The Essential learnings are clearly articulated for English & Mathematics.
- It is the school's intention to continue to articulate the essential learnings in other Key Learning areas of the Vic Curriculum.
- Work has commenced in developing proficiency scales.
- There is excellent use of Google Drive to improve curriculum accessibility for all teachers.

Effective Teaching

The CHECS survey indicates respondents believe effective practices are EVIDENT with a 5.56 rating on the effective practices scale.

- Clear and strong triangulated data provides evidence students are learning.
- Clear commitment to ensuring all students achieve to high standards
- Engagement in Professional learning in response to student data e.g. Writing PL
- Implementation of strategies from PL to strengthen pedagogy
- The use of the '6 critical questions' to inform the PLC learning cycles
- The effective use of pre- and post-Common Formative Assessment Tasks (CFATS)
- Evidence of clear statements of non-negotiable teaching practices

Engaging Students in Their Own Learning

The CHECS survey indicates respondents believe effective practices are EVIDENT with a 5.38 rating on the effective practices scale.

- There is clear acknowledgement of the need to strengthen student engagement in their learning across the school.
- There is use of Learning Intentions and Success Criteria across classrooms.

Analysis and Use of Data

The CHECS survey indicates respondents believe effective practices are EVIDENT with a 5.56 rating on the effective practices scale.

- A systematic collection and response to data is evident
- A collaborative analysis of all data sets is evident
- Data storage ensures accessibility for all staff
- Professional learning teams plan strategically through their use of 'Faces on the Data Wall'

Coordinated Strategies for Intervention

The CHECS survey indicates respondents believe effective practices are EVIDENT with a 5.63 rating on the effective practices scale.

- A wide range of Intervention programs are employed to support student learning.
- A proactive approach is used in early intervention in the early years.
- Strong evidence indicates an outstanding knowledge of students with diverse learning needs.
- Evidence of excellent processes to attract and use additional funding (NCCD).

Opportunities and Challenges

- Staff engagement in Professional learning in High Impact Teaching Strategies
- To build the capability of students to take ownership of their own learning (student voice and agency)
- To complete the work of developing a guaranteed and viable curriculum across all key learning areas
- To monitor the effectiveness of Intervention programs

Agreed key improvements for this aspect for the next five years

The panel believes the school has identified significant key improvements:

- To create and implement a whole school approach to moderation in writing
- To continue to improve outcomes across all learning areas with an emphasis on Reading and Writing across all year levels
- To use evidence-based improvements of student engagement in their learning

STUDENT LEARNING OUTCOMES

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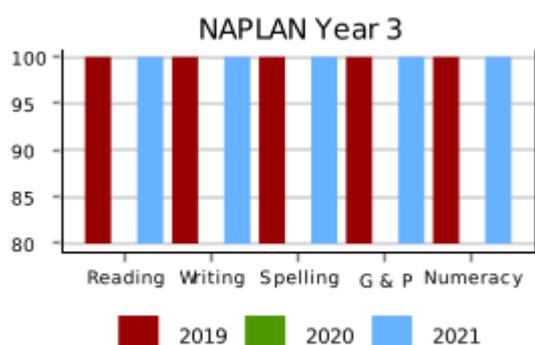
There is a strong focus on data collection. Faces on the Wall data shows clearly where each student is in their learning. Other data sets are gathered and discussed at all PLT meetings. These meetings are held regularly.

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	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	100.0	-	-	100.0	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	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.



Wellbeing

Goals & Intended Outcomes

The overall CHECS survey rating for Wellbeing is Evident with a 5.34 rating. The rating supports the school's intentional focus on the social, emotional and mental wellbeing of all members of the school community. The wellbeing of the school community is integrated in a holistic approach with strong alignment to the Learning and Teaching culture of the school.

Achievements

Quality Relationships

The CHECS survey indicates respondents believe effective practices are EVIDENT with a 5.50 rating on the effective practices scale.

- Evidence of high-quality respectful relationships between all stakeholders
- A quality, caring, supportive relationships between students evident through School Wide Positive Behaviours Support (SWPBS)
- Evidence of a culture of pride, hospitality and welcome
- The school is seen as open, approachable and staff are compassionate
- There are wide-ranging social actions to serve and unite the community

Wellbeing Practice

The CHECS survey indicates respondents believe effective practices are EVIDENT with a 5.44 rating on the effective practices scale.

- Clear, documented evidence around wellbeing policies and procedures
- Engagement in the Reframing Learning and Teaching Environments ReLATE professional learning
- SWPBS practice is embedded across the school
- Variety of support programs are implemented and monitored across the school e.g. Rights, Resilience & Respectful Relationships, Zones of Regulation

Safe Learning Environment

The CHECS survey indicates respondents believe effective practices are EVIDENT with a 5.44 rating on the effective practices scale.

- Evident and embedded Child Safe practices
- The use of SIMON for behaviour incident tracking
- The design and maintenance of school facilities ensure a safe and stimulating environment for all
- Use of Operoo for supporting a safe OHS environment

Opportunities and Challenges

The Insight SRC data 2020 Students Socio - Emotional experience of school is low and needs to be viewed through a lens of lockdowns and remote learning

- To recalibrate post COVID-19 and strengthen student voice and agency
- To strengthen opportunities for student leadership
- To continue to embed a consistent approach in whole school agreed strategies for behaviour management, and to ensure this is included in the induction process for new staff

Agreed key improvements for this aspect for the next five years

- To develop confident and respectful students who are able to regulate their own behaviour and model this to other students
- To strengthen student voice and agency in learning
- To ensure staff wellbeing is monitored and supported

VALUE ADDED

- Cyber Safety workshops for Years 3-6 students
- Strengthening Families and By FIVE involvement
- PL with Dr Billy Garvey Royal Children's Hospital
- Meetings with parents regarding PLPs
- Diocesan Child Safety Network
- ReLATE Professional Learning

STUDENT SATISFACTION

It was a recommendation of our Review that the students take more ownership of their learning through goal setting and other forms of independent learning. This has been followed by staff Professional Learning for 2022 - Learner Agency as Living Ecology - a way of being and becoming.

STUDENT ATTENDANCE

- Student Attendance is managed through SIMON. Teachers complete the class rolls at 9.30 and 2pm.
- Absences are noted by both the Administrative Officer and the Principal.
- If the school has not been notified of a student's absence via Skoolbag App, a text, phone call or note in the student's diary from the previous day (if a planned absence), the school will follow up with a phone call to the parents or caregivers.

- During remote and flexible Learning, attendance was managed by Class Meetings at 9am. The student roll was taken at these meetings.
- Attendance was also managed by a significant number of students attending on-site for learning during Lockdowns.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	92.3%
Y02	91.2%
Y03	89.5%
Y04	92.1%
Y05	86.9%
Y06	86.6%
Overall average attendance	89.8%

Child Safe Standards

Goals & Intended Outcomes

All aspects of school life at St Mary's has the welfare and wellbeing of students, staff and families at the core of its work.

Achievements

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 2021, 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. We have worked with the PROTECT documents.

Staff have engaged in Information Sharing and Family Violence Reform training.

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 once a year.
- Staff members have completed the Victorian Department of Education and 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 Zones of Regulation, 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 to ensure 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 wellbeing and safety of all students under its care by actively implementing, reviewing and improving our child safety strategy.

Future Directions

Summary of Key Improvements

Vision and Mission

- To develop and articulate a short and succinct vision and mission statement
- To create a display of the vision and mission for all areas of the school facilities
- To ensure the renewed Vision & Mission is visible and accessible across the whole school
- To include the renewed Vision and Mission is included in all induction processes with all new staff

Catholic School Culture

- For staff to engage in ongoing learning in Catholic faith and theology, Catholic Social Teaching, other faiths and philosophies of life.
- For students to be given learning experiences in Catholic tradition and regular opportunities to reflect and respond to their own faith or philosophy of life
- To ensure Aboriginal and Torres Strait Islander cultures and histories are acknowledged, celebrated and embedded within our curriculum in a true spirit of dialogue and reconciliation

Community Engagement

- To design surveys to obtain accurate information about the school and community partnerships to bring about a whole school view to inform future school improvement.
- To improve parent communication of student learning to better educate the community in what St Mary's does in improving student learning and wellbeing and how parents can be involved more at St Mary's
- To improve ongoing access to and partnership with professional services within a rural setting

Leadership and Stewardship

- To enhance staff learning in relation to leadership capabilities, personal learning goals and school improvement plans.
- To ensure the facilities are 'fit to purpose'
- To develop and embed a culture of feedback across all stakeholders

Learning and Teaching

To create and implement a whole school approach to moderation in writing

- To continue to improve outcomes across all learning areas with an emphasis on Reading and Writing across all year levels.
- To use evidence-based improvements of student engagement in their learning

Wellbeing

- To develop confident and respectful students who are able to regulate their own behaviour and model this to other students
- To strengthen student voice and agency in learning
- To ensure staff wellbeing is monitored and supported

