



St Mary's School Robinvale

2022 Annual Report to the School Community



Registered School Number: 1590

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E NUMBER	E2060

Minimum Standards Attestation

I, Andrea Welsh, 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

17/03/2023

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 Diocese of Ballarat Catholic Education Limited (DOBCEL) is now in its second year of governance of schools. In 2022 two additional schools - Damascus College and St Francis Xavier transferred their governance to DOBCEL, a total 58 schools in the Diocese are governed by DOBCEL.

Across our diocese, schools governed by DOBCEL provide distinctive Catholic education from the Murray to the Sea. This support is operationalised by Catholic Education Ballarat and is responsible for the implementation of DOBCEL strategies, policies and procedures, and overseeing the day to day running of our schools.

The role of DOBCEL is to lead, provide service to, and partner with schools to enable every student to flourish and every student, staff member and family to experience the presence of the risen Christ in our schools.

We recognise the extraordinary servant leadership of all our school staff, leaders and Principals during 2022 as they supported their school communities through a myriad of challenges that included staff shortages, covid disruption, implications of widespread flooding and Enterprise Bargaining negotiations. We recognise the commitment and focus all school staff give to the students and families in their care in the spirit of the Gospels. Their commitment has been unwavering.

We thank families for their commitment to partnership with our schools in Catholic Education again in 2022 to support all our students to flourish.

Tom Sexton

Executive Director

Diocese of Ballarat Catholic Education Limited

Vision and Mission

St Mary's School personalises our Catholic and Mercy values by nurturing our relationship with the Parish and wider community.

Our school empowers and challenges all students to achieve high levels of learning and become valued members of the global community.

Our school is a Child Safe school where all enrolled students and visiting children have the right to feel safe and be safe.

We will:

- Strengthen our Catholic culture through raising the profile of Mary Help of Christians, our patron saint, and develop the Mercy Charism within the school and across the Parish.
- Live our Catholic Mercy Values of Respect, Compassion, Justice, Hospitality, Service and Courage.
- Practise contemporary teaching and learning, so every student is empowered, challenged and supported to achieve high levels of learning.
- Provide a Child Safe, inclusive and nurturing environment that caters for the uniqueness of each student and builds positive relationships.
- Be educators who collaboratively promote a positive environment amongst staff, students and families with direction and leadership.
- Work in partnership with parish, diocesan and local communities to enhance St Mary's Catholic identity.

School Overview

St Mary's school has and continues to provide a Catholic education in North West of Victoria on the Murray River. The school was originally established in 1959 by the Sisters of Mercy whose traditions and values are evident today in the school's mission "to live out our Catholic Mercy values of respect, compassion, justice, hospitality, service and courage."

St Mary's continues to foster a close relationship with the Parish despite several changes in resident parish priests. The school's Enhancing Catholic School Identity (ECSI) 2020 data shows 50% of staff, students and families identify as Catholic with 25 % of staff and 32% of students identifying as non-religious. Within it's community St Mary's has a diversity of faith backgrounds, philosophies and world views There are at least 10 religions represented in the school these include; Catholic, Christian, Buddhist, Muslim, Methodist/Wesleyan, Greek Orthodox, Anglican, Seventh Day Adventist, Hindu and Uniting.

St Mary's has a current enrolment of 279 students with a current SES score of 89. The National Distribution of Social Educational Disadvantage (NDSSED) when compared to other sectors sits at 52% disadvantage. This analysis highlights the fact that St Mary's was not only amongst the most disadvantaged schools in the Diocese of Ballarat but in all schools across Australia. Although faced with significant challenges, when compared with like schools, St Mary's consistently achieves above expectations.

St Mary's school population reflects its cultural diversity 52% Australian, 13% Italian, 6.7% Vietnamese, 3.8% Sri Lankan, 2.9% Greek, 2.9% Indian, 2.9% Cambodian and 1% Aboriginal & Torres Strait Islander. 29.8% of St Mary's students receive NCCD funding for additional learning and behavioural support at school and approximately 25-30% of students speak a language other than English at home. At least 14 languages other than English are spoken. These include; Hindi, Malay, Vietnamese, Cambodian, Cantonese, Thai, Filipino, Tongan, Chinese, Mandarin, Afrikaans, Fijian, Tagalog and Telugu.

St Mary's staff are committed to our students. We work in collaborative teams and focus on the specific needs of each individual student at every point in their education and development. We are constantly striving to ensure each student learns to their full capacity. Working in collaborative teams, we plan together, carefully consider student data, use their collective knowledge and skill to inform our teaching and learning.

Principal's Report

2022 began looking as though it was going to be as challenging as the previous couple of years. Although we had everyone back onsite there were still some restrictions placed on us and illness, and the significant absences this created, continued to make normal operations very difficult. This pattern continued into term three when we decided to take the opportunity offered to us by Catholic Education Ballarat to implement a Circuit Breaker weekend. This extended break gave our whole community time to rest and recover and was a turning point for us. Since then, things have been much brighter and better. I'm really pleased to be able to report that following this the school was once again operating at its full capacity with all members of our community enjoying being involved in everything we have to offer and feeling welcome.

As usual, we have worked hard to maintain our relationship with the Parish. Our parish priest, Fr Anthony Nagothu, has continued to support our school for which we are very grateful. Our students have benefited greatly from being able to attend Parish Masses with their class on a regular basis but due to our growing numbers we no longer fit in the church as a whole school community. This has in no way diminished our ability to celebrate our faith and our community, we just now need to do it in the gymnasium! Special thanks to Fr Anthony for being so accommodating in this regard and to Leanne Chirchiglia, our Religious Education Leader who works hard to plan our whole school Masses and Liturgies and always puts in an extra effort to make these celebrations a joy to participate in. This year we continued the program for Sacraments that was put in place last year, led by the Parish Sacramental Team. They do a wonderful job of ensuring our students are well-prepared for these important occasions on their faith journey and in making sure the celebrations are memorable. We thank them for their time and effort and their commitment to St Mary's School and Parish. Another event that occurred this year that is worth mentioning is that for the first time our Student Leadership Team, along with the School Leadership Team, attended the Sunraysia Catholic Education Week Combined Schools' Mass at St Joseph's College Stadium, Mildura. The annual Mass acknowledged Catholic Education Week and was attended by over 1000 staff and students from all Sunraysia Catholic schools. It was a wonderful experience for our students and a very fitting way to celebrate our school and Catholic Education in general, along with our friends and colleagues from the area.

As mentioned above, we were thrilled this year to be able to open our doors again to our whole school community. We took this opportunity to welcome our friends and families back with a number of community celebrations. Mother's Day, Father's Day and Grandparent's Day have always been important events at St Mary's but this year they were bigger, and dare we say better, than ever. It was a delight to see our gymnasium full of community members and the smiles and many, many positive comments we received told us that these events were enjoyed and appreciated by all. Of course none of these celebrations could take place without the hard work and dedication of the staff who put hours of work and much effort into preparing them so our thanks and appreciation goes to every person involved. In addition to these community celebrations we have also worked hard to provide our students with many fun and interesting learning opportunities. These included Science Week, Italian Day, Book Week, ANZAC Day,

Remembrance Day and the Colour Run. By providing these opportunities we offer our students a robust and varied learning experience and again, thanks needs to go to the staff who organise them and the students who assist and participate. I'd like to particularly thank our School Captains, House Captains and Class Captains, who form our Student Leadership Team, for the work they've done this year and the contribution they've made to the school and many of these events. Their presence and support has been much appreciated and very helpful.

As always, throughout the course of the year we continued to maintain our focus on learning and teaching. We are constantly working on improving the curriculum we offer and finding ways to better support our students' learning. This year we have continued to work collaboratively to build teacher capacity to ensure we offer the best education we can to every student in our care. While the majority of learning takes place in the classroom and on the school grounds, as already discussed we take pride in being able to offer learning experiences to our students beyond the school boundaries. These include our camp program which we were very happy to be able to offer again this year. Camps are a unique experience that allow students the opportunity to develop both personally and socially and participate in activities that they may not have tried before. This year's camp destinations included Swan Hill, Kyneton and Rose's Gap in the Grampians. Our younger students got to enjoy their first sleepover at school and our Prep students had a fun evening with their friends. In addition to camps we organised a range of excursions in and around Robinvale and the wider district. As usual, our students participated in numerous sporting events including our annual Swimming Carnival, Athletics Day and our first whole school Cross Country for many years. Many of our students excelled in these events and some were selected to participate at district, regional and state level. Congratulations to all competitors and, once again, to the staff who organise sports and the parents who volunteer their time, energy and expertise to assist and coach on these days.

Coming out of the COVID era we knew how important it was to be particularly mindful and attentive to the wellbeing of our students. When we returned to school this year it was very obvious that almost two years of learning from home had had an impact on our children and in many ways they needed to learn to 'do school' again. We focussed our energy in helping them become accustomed to the expectations and routines of school again and thanks to the efforts of staff, the support of parents and the hard work of students we soon had our school running smoothly again. Throughout the year we have kept wellbeing at the forefront of our thinking and have continued to improve our Learning Diversity system and our School Wide Positive Behaviour framework. We have also worked on increasing the level of support we offer to our many students who speak a language other than English at home. This has included employing a full time Wellbeing Coordinator and an EAL Coordinator whose work has greatly enhanced our ability to offer a safe and inclusive environment to all students. As you know, we take the safety of our students very seriously and new Child Safe standards came into being in July this year in conjunction with the release of the DOBCEL Child Safety and Wellbeing Policy.

This year our long awaited building project finally began and is well underway. The new administration and staff building is taking shape daily, and we are very excited to see the end result. There is no doubt these facilities will not only change the facade of our school for the

better but more importantly they will improve the operations of the school and offer a place where staff and community can meet and do business in comfort and safety. The new Junior wing is equally exciting. The indoor/outdoor learning spaces that are being built will go a long way towards achieving our goal of creating a contemporary and engaging learning environment where staff and students can work together, and every child can reach their full potential. The new student amenities and nature based playground will also be welcome additions to our school grounds. Special mention needs to be made of the teachers and students who relocated without complaint and have managed to make comfortable classrooms and offer a quality education in less than ideal spaces. This was a mammoth effort and without their support our new buildings would not be able to be built.

In addition to the above, this year we completed an external School Review. Reviews take place every five years and involves leadership, staff, students and parents examining the achievements and challenges of the last school improvement cycle. The process is thorough and involves the school reflecting on each area of its operations, looking carefully at data, preparing reports and using this information to determine future direction. The process culminates in an external panel consisting of an lead reviewer, Catholic Education Ballarat consultants and a principal from another school spending two days onsite examining the reports and data, interviewing representatives from all areas of the school and offering feedback. I am delighted to report that the reviewers were very pleased with what they saw. They provided us with very positive feedback along with some insightful suggestions about how we can continue to grow and improve over the next improvement cycle. Thank you to everyone who was involved in this process and who have helped to make our school the wonderful place that it is!

Catholic Identity and Mission

Goals & Intended Outcomes

In order to support our students' faith journeys we will share and strengthen our understanding of the Catholic faith and tradition within our school community.

Achievements

In 2022, staff participated in professional learning to enhance their understanding of the principles of Catholic Social Teachings. Staff have continued to incorporate a range of resources to further develop a rigorous Religious Education curriculum using the Awakenings curriculum. We have had increased choir participation at assemblies, liturgies, School Masses and community events. There has been increased recognition and celebration of other faiths and traditions within our school community. We have an increased number of staff with accreditation to teach in a Catholic school and to teach Religious Education in a Catholic school.

- Introduction of Faith, Mission and Wellbeing Deputy Principal role
- Awakenings planning support for primary teachers with staff from CEB
- Updated 2 Year Religious Education cycle
- Successful virtual Ash Wednesday liturgy
- Whole school Easter Liturgy and celebration conducted on site
- Successful whole school celebration for Pancake Tuesday
- Supported Caritas throughout Lent and with a casual clothes day
- Classes rostered on to attend weekly Parish masses
- Each PLT given the opportunity to lead prayer at staff meetings
- The school Choir has begun singing the National Anthem and Happy Birthday regularly at assemblies
- Feast Day celebrations, NAIDOC celebrations etc. have also celebrated our diversity
- Social Justice Captain Student Leadership position description developed for 2023
- We supported the St Vincent De Paul winter appeal with a casual clothes day and selling of hot chocolates. This enabled us to form a partnership with our local chapter of St Vinnies

VALUE ADDED

- Regular whole school masses and liturgies held each term

- Feast day celebrations and whole school events such as Mother's Day morning tea, Father's Day breakfast, Pancake Tuesday, Sports Days, Grandparents and Special Friends day
- Regular performances from our school Choir

Learning and Teaching

Goals & Intended Outcomes

In order to build a culture of shared responsibility and stewardship we will develop High Functioning Professional Learning Teams.

Achievements

Throughout 2022 our focus was to continue to strengthen and develop our teacher capacity through the development of High Functioning Professional Learning Teams (PLTs). Each PLT worked on establishing norms and expectations to allow them to work effectively throughout the year. Supported by the Leadership Team, as well as CEB Education consultants, teachers worked on further developing their skills in the areas of using learning intentions and success criteria, data and assessment, and student engagement all with a focus on improving our reading data.

After a period of inconsistency due to COVID, our teachers worked together during PLT meetings to ensure student engagement was a focus in all learning experiences. Camps and excursions were scheduled, reading materials, classroom resources and furniture were upgraded and many fun and interactive learning experiences and celebrations such as World Maths Day, Italian Day, the Science Fair and 100 days of Prep were planned. Lessons and units of work were supported by incorporating resources and links through organisations such as 'Do it for Dolly', Australia's Biggest Child Safety lesson, Victoria Police and other local guest speakers.

In addition to some of the regular curriculum activities, teachers also focused on including a number of extra curricular activities to cater for all learners. The Prep and Year 8 Buddy program was revised and additional activities were planned to support our Prep students as well as provide Leadership opportunities for our Year 8 students. Our Prep transition program ran effectively during Term 4. Throughout the year there were also numerous sporting events at a school level with opportunities for our students to compete at different stages in our region and state.

To continue to build on and develop our Secondary curriculum, an electives program was introduced to provide varied learning experiences for our students. The secondary students also participated in a number of off site excursions including the Mildura Field Days and incursions like the SALT (Supporting And Linking Tradeswomen) workshops which gave the students a broad range of learning experiences.

STUDENT LEARNING OUTCOMES

Our focus during PLT meetings included ensuring consistency, not only in our curriculum planning and delivery, but also the use of reliable assessments to monitor student progress and success. Consistent agendas during PLT meetings provided teachers with the required support to both collect and analyse student data to drive teaching and learning.

In 2022 all students in Years 3, 5 and 7 completed NAPLAN assessments online, and we were pleased with our results.

Our updated assessment schedule included a number of formative and summative assessments, and we were able to see consistency across different data sets. Teachers were assisted to implement additional support for students requiring extra support both at a classroom or intervention level.

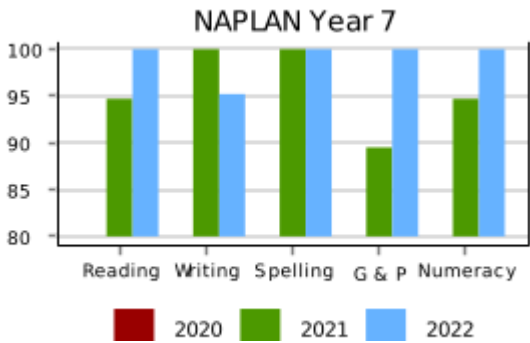
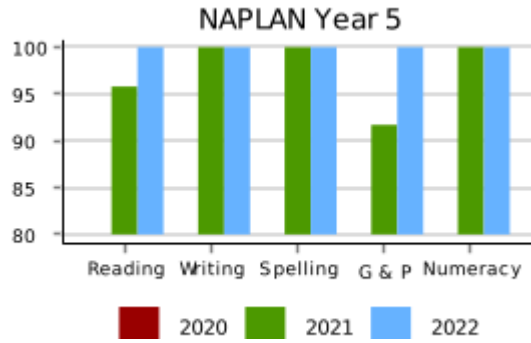
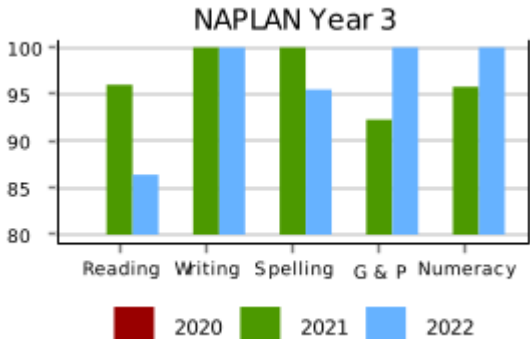
We believe these positive results are a reflection of the changes and commitment to our learning and teaching practices, as well as the dedication of our PLTs to work together to deliver high levels of learning

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	92.3	-	100.0	7.7
YR 03 Numeracy	-	95.8	-	100.0	4.2
YR 03 Reading	-	96.0	-	86.4	-9.6
YR 03 Spelling	-	100.0	-	95.5	-4.5
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	91.7	-	100.0	8.3
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	95.8	-	100.0	4.2
YR 05 Spelling	-	100.0	-	100.0	0.0
YR 05 Writing	-	100.0	-	100.0	0.0
YR 07 Grammar & Punctuation	-	89.5	-	100.0	10.5
YR 07 Numeracy	-	94.7	-	100.0	5.3
YR 07 Reading	-	94.7	-	100.0	5.3
YR 07 Spelling	-	100.0	-	100.0	0.0
YR 07 Writing	-	100.0	-	95.2	-4.8

* 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

In order to maximise learning for all we will embed systems to ensure our teachers have sound curriculum knowledge and demonstrate best practice.

Achievements

During 2022 we continued to embed the SWPBS framework in our school and develop a consistent whole school reward system for classroom behaviour. We developed a more consistent and focused use of the SIMON behaviour tracking module and used the data to inform the explicit teaching of our SWPBS blitz focus. The use of consistent SWPBS language and philosophy for day to day responses was evident across the school including the use of restorative conversations and approaches.

The wellbeing team established Tier 2 & 3 interventions to develop social skills and build resilience as well as enhancing our behaviour support processes and individual one on one daily check ins and individualised staff and student wellbeing support.

- We conducted the whole school professional learning day to review our SWPBS matrix and responses
- GRIP Leadership opportunities were provided to develop leadership skills for secondary students & Class Captains
- Staff professional learning and regular review of our social behaviours data at staff meetings have helped to ensure staff are using SIMON more consistently
- Weekly blitz focus for SWPBS lessons, including writing lesson plans and sharing of resources for weekly SWPBS focus at staff meetings, have been developed
- A new wellbeing referral form has been developed to ensure a more thorough understanding of student needs
- A behaviour intervention for students in Year 5-8 was implemented, reviewed and will now form part of our ongoing management strategy
- A full time wellbeing coordinator was employed to offer a range of services to students such as small group interventions, social skills programs, counselling and overseeing SWPBS
- Observations of use of SWPBS took place and feedback was provided to staff
- National awareness days recognised to help promote wellbeing and begin discussion of important issues including: Do it for Dolly Day (focus on anti bullying), R U OK day? (focus on mental health), Australia's Biggest Child Safety Lesson and Daniel Morcombe day (Focus on Child Safety)
- A range of lunchtime activities and clubs were introduced
- Continued to strengthen our school buddy program between our year 8 and prep students

- Continued to strengthen our connection with community through community celebrations such as Mother's Day, Father's Day and Grandparents and Special Friends Day
- Transitioned our newsletter to Schoolzine to enable families to translate it into other languages
- Continued to recognise student achievements, including SWBS sponsored awards, at assemblies
- Continued to model our SWPBS approach with staff rewards such as a lucky draw for early finishes on Friday afternoons
- Reintroduced staff social events and functions to support staff wellbeing
- Redeveloped behavioural support plans to further enhance support for both students and staff
- Developed SRC to further enhance student voice within the school
- Discussion about students needs a regular agenda item at PLT meetings
- Fruit bowls placed in classrooms
- Employment of an EAL coordinator to assist with curriculum audit and development and communications with families
- Daily CICO interventions developed as part of our behaviour support and wellbeing strategies
- Whole school fun days and celebrations days such as Feast Day, St Patrick's Day, Unit Fun Days, School Camps, Colour Run, Interschool Sports and Sporting Carnivals
- Staff attended training Berry Street training to further develop classroom management strategies and shared strategies at staff meeting
- Positive Behaviour tokens were trialled in the Secondary classrooms and a SWPBS shop was established to reward positive behaviours

VALUE ADDED

- The running of our annual sport carnivals (Athletics, Swimming and Cross Country) encouraged our parent community to engage with their children in the school environment
- Science Week saw a range of guest presenters visit the school to further enhance student engagement including the Science Fair which was conducted by our Year 7 & 8 students. Other schools were invited to attend some of these sessions which strengthened our community partnerships
- Students were able to attend school camps (prep tea, 1/2 sleepover, 3/4 camp Swan Hill Pioneer Settlement, 5/6 camp Campase Downs & 7/8 camp Roses Gap) to further develop their social skills and resilience
- Our annual Colour Run was held, which focused on bringing our school community together to improve mental health and wellbeing

- Students in both Primary and Secondary had the opportunity to participate in Interschool sports, Lightning prems, Cross Country and Athletics
- The introduction of open classrooms and an activity that invited parent and student involvement during our Mother's Day celebration encouraged our parent community to engage with their children in the learning environment
- Father's Day breakfast was reintroduced which saw a significant number of fathers and other significant men in our student's lives re-engage with the school with a shared breakfast and opportunities to interact and play sports
- Our Grandparents and Special Friend's day celebration was an opportunity to invite community members to our school and view spectacular performance by our students after their STOMP workshops

STUDENT SATISFACTION

Our most recent Insight SRC data demonstrated we remained very consistent in the area of student wellbeing. Our results demonstrated slight growth in student wellbeing and more substantial growth in students behaviour, however, these scores are still just below the mean for Australian schools. Students reported Teacher Empathy, Stimulating Learning and Classroom Behaviour in lower 25% of Victorian schools. All other student satisfaction scores indicate St Mary's is amongst the middle 50% of Victorian schools and are relatively unchanged from our prior insight SRC results.

STUDENT ATTENDANCE

In accordance with the Education and Training Reform Act 2006, schooling is compulsory for children aged from 6-17 years of age unless an exemption has been granted.

Parents and guardians must enrol a child of compulsory school age at a registered school and ensure the child attends school at all times when the school is open for instruction.

St Mary's adheres to the Victorian Government's 'Every Day Counts' processes for supporting student attendance. St Mary's recognises the importance of regular school attendance. We understand the building blocks for a great education begin with students coming to school each and every day.

Missing school can have a major impact on a child's future. A student missing one day a fortnight will miss four full weeks by the end of the year. By Year 10 they'll have missed more than a year of school. There is no safe number of days for missing school, each day a student misses puts them behind, and can affect their educational outcomes.

Coming to school every day is vital, but if for any reason a child must miss school, at St Mary's we suggest that parents speak with the classroom teacher and find out if any work needs to be completed.

If a child is experiencing ongoing attendance issues parents are asked to contact the school so parents and staff can work together to help the child attend school every day.

St Mary's uses SIMON to monitor and record student attendance on a daily basis. It is a requirement that parents or guardians make verbal, written or electronic contact with the school office or the child's classroom teacher to notify the school of any absence. Teachers mark the roll between 8.42am-8.52am each morning. After the morning rolls are marked, parents are notified via SMS if students are absent without an explanation and the parents are required to contact the school to provide an explanation for the absence. The roll is marked again when students return to their classrooms after lunch as an added safety precaution.

If a child is absent for three or more consecutive days their classroom teacher will contact the family to enquire about the wellbeing of the child. In addition to this it is a part of the Wellbeing Leader's role to support students and families experiencing school refusal, chronic absences or truancy.

During the periods of remote learning student attendance was monitored in two ways. Students were required to join a Google Meet with their classroom teacher each day when the roll was taken. If a student was unable to be present at the Google Meet the teacher checked they had participated in the day's lessons by monitoring their activity on Google Classroom. Teachers notified school administration of all student attendance and the roll was maintained accordingly. It was expected that, if a student was unable to participate in remote learning for any reason, the parent contacted the teacher or school to let them know. A daily message was sent out to the parents of absent students as it would be normally and consistent or prolonged absences were investigated by school leadership.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	84.7%
Y02	86.1%
Y03	84.6%
Y04	84.5%
Y05	85.1%
Y06	88.2%
Y07	84.3%
Y08	79.7%
Overall average attendance	84.6%

Child Safe Standards

Goals & Intended Outcomes

St Mary's remains committed to the safety, participation and empowerment of all students by actively implementing, reviewing and improving systems and practices in accordance with Ministerial Order No. 870 and Ministerial Order No. 1359.

Child Safety and knowledge of the Standards are of paramount importance within our school. We hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility.

Achievements

On 1 July 2022, the new Victorian Child Safe Standards (the Standards) came into effect. The new Child Safe Standards are underpinned by Ministerial Order No. 1359. Ministerial Order No. 1359 defines the actions schools and school boarding premises must take to meet the requirements of the new Child Safe Standards which includes:

- involving families and communities in organisations' efforts to keep children and young people safe
- a greater focus on safety for Aboriginal children and young people
- managing the risk of child abuse in online environments.

The Diocese of Ballarat Catholic Education Limited (DOBCEL) as the governance authority of our diocesan schools, are progressively releasing new and updated policies, some of which require local contextualisation. St Mary's has implemented a number of new policies in recent times, as listed below:

- DOBCEL Child Safety and Wellbeing Policy
- DOBCEL Child Safe Governance Policy
- DOBCEL Child Safety Standards - Recordkeeping Policy
- DOBCEL Identifying and Responding to Abuse - PROTECT - Reporting Obligations Policy
- DOBCEL PROTECT Reportable Conduct Schedule
- Safeguarding Children and Young People Code of Conduct
- Bullying Prevention (including Cyberbullying) Policy
- School Complaints Handling Policy

- Recruitment Policy
- Diversity and Equity Policy
- Engaging Families and Caregivers in Child Safety Policy
- Recruitment Policy.

St Mary's has implemented all the new and revised DOBCEL policies in accordance with the required timelines. Promotion of new and revised policies have been communicated to the whole school community throughout the year. All policies and procedures regarding Child Safety are accessible to parents via hard copies or our school website. Our Child Safety Officer provides support, advice and expertise to staff on matters of child safety.

Leadership

Goals & Intended Outcomes

During 2022 we continued to build upon the strengths and leadership capabilities of staff and to develop an understanding of shared responsibility and leadership. We improved school resources in an effort to address the particular needs of staff and students and provided a variety of ways to engage families in school events.

In order to meet the emerging needs in the school, very strategic leadership appointments were made which included; Learner Diversity Leader, EAL Coordinator, Community Liaison Officer and Wellbeing Leader. These appointments enabled a re-structuring of the Leadership Team to meet the growing needs of students and has supported the capacity building of leaders. The strategic recruiting and retaining of quality staff is always a challenge in remote rural communities, however we have endeavoured to be innovative and future focused in our appointments.

We have worked towards staff consensus in the areas identified as school priorities. For example developing collaborative teams and the role of peer observation. There is clear evidence of a strong collaborative culture within staff and our organisational health data indicates a balance has been developed between supportive leadership and clear expectations and accountabilities.

Achievements

- Face to face Diocesan Leadership Gatherings and other professional learning opportunities resumed
- Tender accepted, building project started on schedule and progressing well
- School Review preparation completed. External School Review successfully undertaken and favourable report received
- Student enrolments continuing to grow
- 2023 staffing completed with all positions filled and including a change to the Leadership structure in 2023: Principal, Deputy Principal-Primary, Deputy Principal-Secondary, Deputy Principal-Faith & Wellbeing, Learning Diversity Leader, Wellbeing Leader. An EAL position has also been added to the staffing structure to support students from non English speaking backgrounds.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- Child Safe Induction
- OHS Induction
- CPR, Asthma & Anaphylaxis refreshers
- Mandatory Reporting

<ul style="list-style-type: none"> • DDA & DSE Modules • HINT • SALT Modules: Cyber Safety, Whistleblowing & School Privacy • Stepping Stones Refresher • Intervention Framework • School Review Workshops • Using Data (SPA) & Reporting • Catholic Principles of Social Justice • SWPBS • ERIK • Effective use of Teacher Assistants • ECSI 101 • New Child Safe Standards • Berry Street • First Aid Training 	
Number of teachers who participated in PL in 2022	23
Average expenditure per teacher for PL	\$1886

TEACHER SATISFACTION

Recent Insight SRC data indicates the school has made huge gains in each of the four pillars of school culture that underpin staff wellbeing (empathy, clarity, engagement and learning). This is supported by school climate scores which are now all within the range of the middle 50% of Victorian schools whereas they have previously been in the lower 25%. The most significant gains were made in the areas of empowerment, ownership, professional growth, student management, student behaviour and curriculum processes. This is supported by the results of the most up to date CHECS survey which indicated favourable responses of above 95% in the areas of relationships and wellbeing practices.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	85.2%
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ALL STAFF RETENTION RATE

Staff Retention Rate	92.5%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	5.9%
Graduate	11.8%
Graduate Certificate	5.9%
Bachelor Degree	82.4%
Advanced Diploma	17.6%
No Qualifications Listed	5.9%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	23.0
Teaching Staff (FTE)	21.0
Non-Teaching Staff (Headcount)	19.0
Non-Teaching Staff (FTE)	15.4
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

In 2022 our goal for Community Engagement was to continue to engage and reconnect our parents/carers to the school, increase their involvement in their children's learning as well as provide more opportunities to have parents/carers present or actively involved in school events. In addition to their participation, we continued to work on improving our communication methods between home and school.

Achievements

From the beginning of 2022, as a school we worked hard to ensure that there were various opportunities for our parents/carers to connect with our staff and to increase their involvement in their children's learning. Early in Term 1, Meet & Greet Meetings were scheduled so that parents and teachers could establish positive partnerships to support the needs of our students. Following our Term 1 Meet & Greet Meetings, Parent Teacher Interviews were scheduled for Terms 1 and 3 to ensure ongoing communication. Formal written student reports were sent home during Terms 2 and 4. Regular and ongoing communication occurred as well as Program Support Group (PSG) meetings for students who require additional support.

Throughout 2022, we successfully held a number of school and community events which saw a significant increase in attendance from our parents/carers and wider community. We celebrated events such as Mother's Day, the school Feast Day, Father's Day and Grandparents/Special and Friend's Day on top of our annual sporting events. Along with significant parent/carer or community attendance at these events, we often had a number of parents actively volunteer their time to assist with the running and organisation of these events. A small parent committee was established who assisted with our annual Easter Egg Raffle, Pancake Tuesday and Italian Day celebrations.

To cater for our culturally diverse community we continued to use Schoolzine and Class Dojo to communicate with home as both platforms allow families to translate information into their preferred language. The employment of a full time Wellbeing Coordinator supported by a Community Liaison Officer provided opportunities for increased engagement and communication with families, including home visits.

VALUE ADDED

- The introduction of open classrooms and an activity that invited parent and student involvement during our Mother's Day celebration encouraged our parent community to engage with their children in the learning environment

- Father's Day breakfast was reintroduced which saw a significant number of fathers and other significant men in our students' lives re-engage with the school with a shared breakfast and opportunities to interact and play sports
- Our Grandparents and Special Friend's day celebration was bigger and better than ever with increased attendance from our extended community as well as a spectacular performance by our students after their STOMP workshops
- The introduction of the Secondary Science Fair not only engaged our students in their own learning but also invited the rest of the school community to engage and enjoy their work along with parent and community engagement

PARENT SATISFACTION

The most recent Insight SRC results indicate a significant improvement in Community Engagement. The school now sits within overall Australian Schools mean, in this area. There was also an increase in Parent Opinion Scores, most significantly in the areas of Parent Partnerships and approachability which indicate we are now amongst the top 25% of Victorian schools. All other parent opinion scores indicate St Mary's is amongst the middle 50% of Victorian schools.