



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Mary's School

39 Malcolm Street, MANSFIELD 3722

Principal: Patricia Etccl

Web: www.smmansfield.catholic.edu.au

Registration: 60, E Number: E1009

Principal's Attestation

I, Patricia Etccl, attest that St Mary's School is compliant with:

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

Attested on 19 Mar 2024

About this report

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

Governing Authority Report

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

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

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

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

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

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

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

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

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

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision

Companions on the learning journey as we live, love and grow inspired by Christ

Motto

To Live

To Love

To Grow in Christ

Mission

St Mary's provides a caring and supportive environment for our children. An environment where we all work together, and grow together to deepen our relationship with God and one another.

We do this by;

- That staff and children continually work and grow together to deepen their relationship with God and one another.
- We try to provide for one another, an atmosphere where we feel, we belong, are cared for, respected for our giftedness, and are challenged to work to our fullest potential.
- The parents are the first educators of their children, and we recognise our responsibility for developing the child as a whole person.
- We must empower children to reach their full potential spiritually, physically, intellectually, emotionally and creatively.
- There is a need for open communication between parents and teachers regarding programs and the welfare of the children.

As a result of the above, we hope the children will become well-adjusted, secure and happy members of the Catholic Church and society.

School Overview

Welcome to St Mary's Primary School community. On behalf of our staff, students and parents of the St Mary's community and the Mansfield Parish, I welcome you to St Mary's school.

The Parish of St. Francis Xavier's Mansfield was defined in 1864. The intention of the first Parish Priest Rev. Kavanagh was to establish a school within the Parish – St. Francis Xavier's School was opened in 1869, however, it closed within a short time due to a shortage of funds and the lack of suitable trained teachers. The school reopened at St. Mary's in 1876. In 1891, the Sisters of Mercy came to Mansfield. On their arrival, they took over the administration of St. Mary's School. That year, Sacred Heart College Mansfield was opened to cater to day and boarding students. This college closed in 1972 leaving St. Mary's Primary School as the only Catholic Educational Institution within the Parish.

Our Year Six students choose between travelling to the Catholic Secondary College at Benalla (FCJ) or the Local Government Secondary College (Mansfield Secondary College) to further their education.

St. Mary's School is situated in the rural Victorian town of Mansfield, which is two hundred kilometres northeast of Melbourne. The local economy is based on tourism and primary production. Our environment has Mount Buller and Lake Eildon as its main assets. Our community has traditionally been a monoculture one with many of our families being attached to the local area for generations. Most families have cultural roots in Anglo-Saxon traditions and are quite content with their general lifestyle as country people. However, in recent years we have had the privilege of welcoming some new cultural representations such as India, Thailand, and the Philippines.

Our 2022 school learning environment consisted of 173 children and was arranged into 10 groupings, one Prep class, one year 1 and one year 2, three, year 3/4, two year 5 and two year 6 classes. The groupings allowed the school to operate small classes and specifically support children with learning needs throughout the school. The school has provided our children with literacy and numeracy support through the ongoing funding of additional learning support officers, the Learning Literacy Intervention Program, ERIKSEN Program, Macqlit, Numeracy Intervention Program, Literacy Leaders, Mathematics Leader, Learning Diversity Leader, and Wellbeing Leader. These support groups work intensely with parents to support classes and children.

Our school has been very fortunate to offer the following specialist programs to support our children's learning needs: LOTE (French), Music, Physical Education, Art, Library, Numeracy Intervention Program (CEM), Prep to 6 Literacy Program that includes the teaching of phonics and a whole school Sound Waves Program.

However, the main curriculum shift, for our school in 2023 was the implementation and linking of our Inquiry Learning and the Pedagogy of Encounter. Learning and teaching in a Catholic School, focusing on teachers as designers and implementing the design elements throughout the school. During 2022 this process maximize the inquiry learning model, through emersion and contemporary learning practices to provide our children with a pathway to exploring the dimensions of our Victorian Curriculum. This saw our children assessed and taught according to state standards, which were then reported to parents via the Federal Government Reporting System.

Since 2017, we have continued the analysis of data both visually and electronically as part of our ongoing commitment to quality teaching and learning. We continue to use visible data techniques to drive change in pedagogy and improve student-learning outcomes. Teaching and learning techniques were reviewed and restructured to allow children to achieve major outcomes stated in the Victorian Curriculum guidelines. Data involved in this process and that of both Literacy and Numeracy assessments e.g. NAPLAN and other standardised tests formed a basis for teacher planning and teaching.

The school has an Annual Action Plan and a 4-Year School Development/Improvement Plan. The 2023 school year saw our teachers continuing to focus intently on our School Improvement Plan/Development Plan. We reflect on and evaluate the progress that had been achieved during the last year and plan accordingly for 2023. As a staff and community, during our post-review, we look forward to a great opportunity to celebrate our successes for 2022 and identify where we can improve for the 2023 year. This reflection on our current practice is both planned to implement change and continuous improvement, strengthening the many wonderful things already happening.

In October 2019 our Flexible Learning Space was completed and the children commenced Term Four in the new learning space. This has been an exciting time, enabling students to access the curriculum using a variety of contemporary learning practices. The modern facilities provide a very comfortable and supportive learning environment for our children. During 2023 and 2024 we have been exploring options and funding available to refurbish rooms 10, 9, 8, 7, and 12, and our library. We are also planning on creating two outdoor learning spaces, one outside rooms, 8, 9, and 10 and the other space will be created by building a roof over the outdoor basketball and netball courts.

Principal's Report

Principal's Report

It is my pleasure to present the Principal report for 2023. Once again, this year has reflected the 2021 year, where the influences of the world have had so dramatic an impact on the goals, priorities, and actions of the school. The impact of COVID from 2020 has had an impact on our children's attendance at school, resilience, and school attendance. Many families decided post-COVID to take the time as a family to travel and this has continued throughout the 2023 year.

We have been so fortunate as a community during the last three years that we have managed to navigate our way through most difficulties. During this report, I will take this opportunity to report on our achievements and reflect on how the St Mary's Catholic Primary School community has responded to supporting not only our children but each other during the last four years.

Underpinned by Christian values, our school has continued to thrive on our school's core values of 'Respect, Compassion, Responsibility, and Excellence. As Catholic educators working together with parents, the school has continued to inspire in our young children a relationship with Jesus and that by making a positive contribution to society, we express our faith and give life to our community.

It was through these times, especially this year, that the St Mary's Catholic Primary School community has been at its strongest, rallying together to reform connections that were diminished during a time of physical disconnection in 2020 and 2021. Through strong partnerships, networks, and quality relationships with Melbourne Archdiocese Catholic Schools (MACS), staff, families, parish, and the wider community we were supported during a time of uncertainty and isolation, to rebuild many lost physical connections.

The opportunity for the children to learn with and from their teacher and their peers is vital to their development and holistic growth. Another highlight was the opportunity to engage the wider community within the school and participate in excursions and school camps. During 2023 the year 5/6 children had the opportunity to travel to Phillip Island to learn about the flora and fauna of the region while building resilience through surfing and hiking. Our 3/4 cohort travelled to Sovereign Hill in Ballarat and spent 3 days learning about Victoria's history and the gold rush.

Catholic Identity

Collaboration with a dedicated team from the parish and school has helped the school overcome some hurdles presented in previous years in celebrating the Sacraments, students attending Masses and Liturgies, school visitation by our Parish Priest, and connections with

the wider parish. I take this time to thank Fr George Feliciouz and Anne Danieli our Religious Education Leader for their continued support throughout 2023. Together we continued to draw on the knowledge at hand and made consensual decisions in the best interest of all. Thank you to our families for your support, especially when last-minute changes were required!

Staff participated in the Staff Commissioning Mass at the beginning of the year and staff have continued their study towards Accreditation by participating in Faith-based Accreditation courses.

St Mary's continues to participate in the Rural Community of practice that consists of 5 schools; St Joseph's Yarra Junction, St Bridges Healesville, Sacred Heart Yea, St Mary's Alexandra, and St Mary's Mansfield. In 2021 the Rural COP became involved in the Catholic Identity project and this program continued throughout 2022 and 2023.

The data indicated that this program was very successful in increasing staff knowledge of scripture and staff Catholic Identity. During 2024 we will discuss and reflect on our data and plan for future professional development in the area of Religious Education.

Education

Implications of COVID-19 have seen us move rapidly into a new era. Each teacher and learning support officer has demonstrated true professionalism as they continue to face the enormous task of adapting to teaching and learning in a world where educational norms as we knew them, kept changing and have continued to change throughout 2023.

The staff have adapted to implementing their new technology skills, continuing to adhere to new levels of hygiene, social distancing, and maintaining strong relationships with students and families.

Ensuring meaningful learning experiences for our children is always at the forefront of our planning and systematic delivery of the curriculum. A real positive this year has been the agility demonstrated by staff in developing their capacity through incredible commitment and creativity. I wish to acknowledge the role of teachers in our school and the remarkable impact they have on the lives of our students.

Our 2020 School Review enabled us to put some recommendations into place during the 2021 school year. 2021 was the first year of implementation of our new four-year School Improvement Plan. This included a new and rejuvenated structure of the Leadership Team: Deputy Principal/Learning Diversity Leader, Religious Education Leader, and Numeracy and Literacy Leaders. We continued to build on our strong Parish relationship, with Fr George Delicious. Fr George made time to visit us weekly to discuss scripture with the children (COVID). Our Sacramental program continued to provide rich celebrations for our families. As a school, we examined how we integrate the teaching of Religious Education with our Inquiry Units of work, and we are continuing to refine our planning processes to reflect this.

Our main Learning and Teaching focus involved the introduction of specifically timetabled, collaborative planning sessions where teachers shared their expertise and took even greater responsibility for the learning and teaching at their level. These weekly collaboration sessions, which were led by the Lead Learners, build teacher confidence and capacity. During 2024 we will commence our four-year cycle of review again. An external reviewer will review the school's process, procedures and curriculum practices. After the review process, the external reviewer will make recommendations that will guide us in setting goals and targets for the next four years across the following areas; Religious Education, Learning and Teaching, Leadership, Wellbeing and Community.

School Advisory Council

The work of the School Advisory Council is a vital aspect of the school's operation. I sincerely thank all members for their time to meet voluntarily and for all the work they do for our community. Thanks to the following board members this year, Chair, Michael Bretherton, Minute Secretary Joanne O'Brien, Sandra O'Brien, Fr George Feliciouz, Anne Danieli, Stacey-Leigh Phillips, Courtney Hall, Elizabeth Bellingham, Laura Revell, and Trish Etccl.

Future

Moving forward, it will be important that we continue to leverage technology to enhance our programs. Any-time, anywhere learning where students and parents can access the curriculum and teachers can monitor progress online in real-time is just one positive outcome that will continue to develop in the future. One thing we can be certain about when considering the future is that significant change will continue to occur and that our children, staff, and parents, will need the skills to adapt and continually learn together, as teaching and learning continue to evolve, I encourage everyone to continue to embrace change so that our children are well- equipped in moving forward safely with confidence, skill, and support.

All children are entitled to a world-class education that prepares them for a world yet to be imagined. With access to the latest educational research and armed with the most powerful learning tools ever invented, our dedicated teachers passionately and lovingly cultivate a learning environment that feeds and grows the hearts, minds, and souls of every student in our care.

It is a privilege to be part of the community and as Principal, each day I witness the love, commitment, and hopes that each parent carries for their child. Parents are the first educators of their children, and it is they who are the consistent influence in their lives. We, as teachers, journey with you in supporting your child's development by providing a safe learning environment.

We will continue to work in partnership with families, nurturing their child's development, and taking a genuine interest in their well-being to guide, support and assist their holistic development. The teachers at St Mary's School are professional, dedicated, and resolute in

ensuring that each child attains their full potential. Cooperation, respect, and shared responsibility are values fostered throughout our school.

Our learning and teaching are based on contemporary learning styles and resources. Teachers work collaboratively to plan an engaging and differentiated curriculum, in a supportive and caring environment, that is centred on the individual needs, learning styles, and interests of the students.

We are blessed to have a dedicated staff, supportive parents, a welcoming school and parish community, an engaging Parish Priest, and friendly and cooperative students, who are interested in learning.

As a Catholic school, we are committed to an education that is centred on the Gospel message of Christ. We work in unison with the Melbourne Archdiocese Catholic Schools (MACS), parish leaders, and parents, in promoting values and ideas that are central to our Christian beliefs.

Kind regards

Trish Etccl

Catholic Identity and Mission

Goals & Intended Outcomes

Catholic Identity and Mission

- **Goal:**
 - To develop and embrace a clear vision statement to enhance the Catholic Identity of the school.
- **Outcomes:**
 - Development of a clear vision shared and consistent expectations and established reviewing processes.
 - That a clear statement of beliefs and expectations for learning and teaching that connects with student well-being is developed and implemented. This would be assisted by processes and procedures for self, team and leadership monitoring and review.
 - Explicit and clear school-wide targets for improvement have been set and communicated to parents and families within accompanying timelines.

Achievements

- Staff Catholic Identity scores improved from 64% to 79% from 2021 to 2023
- Student Catholic Identity scores improved from 49% to 54% from 2021 to 2023
- Family Catholic Identity scores improved from 57% to 63% from 2021 to 2023
- Staff PLTs targeting Catholic Identity and staff development and understanding of scripture
- An increase to 95% attendance at Sacramental Program information and activity nights
- The implementation of a Parish-Based Sacramental Program
- Professional development conducted by an education consultant in RE
- Whole school Mass for families on Feast Days and recognised Liturgical celebrations
- Grandparents Mass, school open classrooms, and morning tea
- Entire School Masses every fortnight at the church with the parishioners
- Morning prayer in classes and the whole school each Monday morning
- The 'Angelus' prayed throughout the school at noon daily
- Designated time provided for our REL to prepare PD, support teachers and coordinate the RE curriculum
- Evaluation of resources to budget for future requisites
- Staff Prayer and prayer roster for all staff meetings
- Social justice focuses on supporting Project Compassion, Catholic mission work, and the needs of our local community e.g. CWL, Hospital, and St. Vincent De Paul
- Feast Day celebrations

- Easter Paraliturg and Stations of the Cross
- Community Service projects
- Staff and students taking active roles in RE e.g. Masses, Paraliturg, and newsletter presentations
- A collective community established of local Catholic schools to share knowledge and ideas
- Staff Professional Development in Catholic Identity, Staff Formation, and Curriculum

Value Added

- Sacrament of First Eucharist
- Sacrament of Confirmation
- Sacrament of Reconciliation
- Sacramental evenings with families facilitated by Fr George and Maria Forde
- Whole School Masses at the beginning and end of each school term
- St Patrick's Day Mass, Feast of the Sacred Heart, Mass for Mary of the Cross McKillop and the Assumption of Mary & All Souls Day
- Grandparents Mass with Andrew Chinn
- Andrew Chinn concert with the students
- Pray the Angelus every day at noon
- Staff prayer at all meetings
- Participation in the BRCE Network Spirituality Day
- Fr George visits the children at school and discusses scripture in preparation for the Sacraments
- Catholic Identity project with MACS and the Rural COP.
- Two PLTs online with Peta Goldburg each term focusing on Scripture
- Purchase of relevant resources to enhance the delivery of the RE Curriculum
- Religious Education Leader
- Student lead prayer at all assemblies and events
- Daily prayer in the classroom throughout the day

Learning and Teaching

Goals & Intended Outcomes

Goals & Intended Outcomes

Goal: To further develop and embed effective Pedagogical Practices.

- **Outcomes:**

Leadership encourages research-based teaching practices in all classrooms to ensure that students are engaged, challenged, and learning successfully.

- A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance, behavioural outcomes, and student well-being.

Achievements

- **Achievements:**

Professional Learning Teams analysed data and planned to teach and learn in line with the information gathered

- Completed Intervention Framework modules as a whole staff to look at current practices and develop a shared focus for optimising student learning
- Staff members are trained to further assess the learning needs of low or slow-progress learners
- Teaching strategies adopted to address needs as highlighted in data e.g. Inquiry Learning approach & Pedagogy of Encounter
- Professional development for staff with MACS in analysing data and interpretation of data
- Working collegially with MACS personnel to develop diagnostic testing and analysis of numeracy and literacy data
- Review assessment policies, procedures, and requirements with staff and further refine the school data plan.
- Small focus teaching groups for all classes as required
- Implementation of the Multilit Program, ERIKSEN Program, LLI and Numeracy Intervention
- Literacy and Numeracy Leaders appointed for two years
- Additional LSO support provided for children at risk as identified in the data
- Involvement of teachers in extensive Professional Development in the teaching of spelling and writing and Religious Education
- Preparing of and Implementing assessments and reporting related to the Victorian Curriculum in literacy and numeracy

- Full compliance with assessment and data formation related to MACS & VRQA guidelines for children in Prep to Year 6 Planning – two years, 'Inquiry Learning Units' of work
- Implementation of facilitated planning termly

Developed expert teaching teams in Numeracy and Literacy

- The development of a whole school curriculum plan
- Development of a whole-school professional learning plan.
- Continued participation in the TLC & SILK networks, working with Lyn Sharratt and Simon Breakspear
- Participation in the Rural Community of Practice and the BRCE Network
- Data wall for Reading, Writing and Numeracy & data-driven planning
- Implementation of the 14 parameters across the school
- Case Management Meetings fortnightly
- Learning walks throughout the school by leadership
- Survey data gathered from parents and students related to teaching and learning
- Ongoing Professional learning for staff using technologies to support our teaching and learning
- Staff professional development in the Victorian Curriculum
- Incorporating the use of Google Docs in planning
- Grade 3-6-Establish consensus around the key elements of unit planners, including enabling/extending prompts, Learning Intentions, Success Criteria and Adjustments
- Grade 3-6-Focus on the key elements of persuasive writing and the VCOP and the Seven Steps for Writing Success resource
- Continued Implementation of 'Agile Sprints' across the school to improve student growth and learning outcomes
- Rural Community of Practice to assist with building the capacity of middle leaders in the school to drive change in teaching pedagogy
- Continue implementation of intervention programs in Numeracy and Literacy across the school P-6 and coaching for staff

Student Learning Outcomes

Year 3 & 5 NAPLAN Data from 2022 to 2023:

- 2023 Naplan Data indicates that we are above the mean for like schools in Year 3 Numeracy and just below the mean in Year 5.
- 2023 Naplan Data indicates that we are above the mean for like schools in Year 5 for Reading, Writing and Grammar & Punctuation.
- 2023 Naplan Data indicates that we are at the mean for like schools in Year 3 Writing and just below the mean in Reading, Spelling and Grammar & Punctuation.

- St Mary's School is 10% above the MACS average for Year 5 students exceeding in Reading
- St Mary's School is at the MACS average for Year 5 students who are strong for Numeracy and above the average for Year 5 MACS students who are strong in Naplan for Reading.
- St Mary's School is below the MACS average for Year 5 students who are not proficient in Numeracy and Reading.
- St Mary's School is at the mean for the MACS average for Year 3 students who are strong in Numeracy and Reading.
- St Mary's School is above the mean for the MACS average for Year 3 students who are not proficient in Numeracy and Reading.
- The table below measures our school against all schools within the state of Victoria which will have a very different demographic to a country rural school. We have performed very well in relation to the state mean for Years 3 & 5 in Reading, Writing and Numeracy.

At St Mary's we have the following programs in place to improve or extend Literacy and Numeracy Outcomes:

- LLI program - Reading Comprehension
- Eriksen program - Phonics based
- Little Learners Love Literacy - Literacy for P to 2.
- Macqlit - phonics and sounds for students with Dyslexia and speech issues.
- Speech programs and a speech pathologist.
- Tutoring program - numeracy and literacy focus depending on the requirements of the children in the program.
- Visiting OT to the school to assist with sensory issues and gross and fine motor skills.
- School counsellor to assist with social, emotional, and self-efficacy issues.
- Numeracy intervention for children from 3 to 6 who are not at standard in numeracy.
- Math's Olympiads to extend the children in numeracy.
- ENA - Prep to 2 numeracy program.
- Soundwaves program - implemented from 3 to 6 to develop the children's spelling. This program also has a remedial/ intervention component to further assist the children who require extra support.
- Coaching provided for all staff in literacy and numeracy.

Assessment & procedures:

- We have Case Management meetings fortnightly at the visual data wall to discuss the children of wonder in literacy and numeracy. This is the timetable each term.
- NAPLAN Data is analysed by the MACS team, Leadership, and all teaching staff.
- Data Plan is followed by all staff and is adjusted and reviewed yearly by the Literacy and Numeracy Leaders. It is then reviewed by all staff.

- 3 staff are qualified to perform User B assessments for Literacy and to identify cognitive learning issues. Once these are completed appropriate referrals and programs are implemented.
- Our goals and targets are set annually in our AAP and in our numeracy and literacy AAPs. These goals and targets are set and agreed to by all staff.
- Our curriculum plan is audited and reviewed annually to ensure we are meeting the requirements of the Victorian Curriculum.
- All staff meet with the principal at least twice a year to reflect on their performance, review their goals and discuss and agree to any further support they may require to improve their teaching practices.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	385	50%
	Year 5	520	83%
Numeracy	Year 3	386	69%
	Year 5	487	79%
Reading	Year 3	386	69%
	Year 5	526	80%
Spelling	Year 3	379	38%
	Year 5	483	70%
Writing	Year 3	424	81%
	Year 5	506	93%

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

Student Wellbeing

Goals & Intended Outcomes

Goal: To build teacher capacity to improve student agency and voice in learning.

Outcomes:

- Learning and Teaching is connected to Student Wellbeing.
- Students have an authentic voice and are active agents in their learning and well-being.

Achievements

- Professional development of staff related to discipline, bullying, and the National Safe Schools Framework.
- Staff and student involvement in the Resilience Project.
- Professional development for all staff with the Resilience Project.
- Implementation of strategies focused on Values Education and Respectful Relationships.
- Weekly meeting scheduled for principal and student wellbeing coordinator
- Review of referral procedures and documentation of learning needs e.g. Individual Learning Plans, Parent Support Groups, and recording support Implementation of target programs.
- School funded counselling support for children, parents, and staff via appointed school counsellor support one day per week.
- School funded cognitive assessments as required.
- Contracted Speech Pathology by the Shire of Mansfield, Occupational Therapy provided at school by Kidex.
- Review of anti-bullying strategies and re-development of staff handbook and Behaviour Modification Procedures.
- Development of a student's voice through our Student Representative Council discuss school issues, safety and plan community-building activities.
- Lego Masters Competitions.
- Cooking Program.
- Breakfast Club.
- Lunchtime activities.
- Gardening Club.
- School dog – Maggie May.
- Resources provided for staff to support Student Well-being Programs.

- Scheduled meetings for parents, teachers, and support officers to ensure support for individuals or groups of children.
- Development of self-reflection strategies to allow students and staff to give and receive feedback related to student learning.
- Staff PD day working with Maria Ruberto from Salugenics.
- Use of technology to promote students' personal learning.
- School focuses on Social and Emotional Learning.
- NCCD data collection and funding support.
- Professional Development of staff in NCCD.
- Professional Development of staff in the 'Respectful Relationships Program'.
- Implementation of the 'Respectful Relationships Program' across all year levels
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Value Added

- Activities that promote student connections and engagement.
- Social Skills Program: Circle Time Activities during school hours to build social skills, School Leadership Programs e.g. SRC, School Buddy program, and Year 6 Leadership Program.
- Parish-based Sacramental Program supported by the school.
- Environmental Programs: School Vegetable Garden, School Chicken/Farming Program.
- Professional Learning Programs: Positive School Wide Behaviors Program for Teachers.
- Inter-school Sports Program for Grades 3 to 6, Local excursions for Preps to Two.
- School excursions and school camps. Camp program from P-2.
- Junior Basketball and netball are held within the school facilities for the community.
- Lunchtime activities. E.g. Library – Lego Club, Gardening, Art Shed, Toys in the sandpit, Board Games in the Principal's office, and sporting equipment made available to students to use at lunch and recess.
- Learning Diversity Leader, Well-being Leader, and membership to Well-being Cluster.
- Athletics Day.
- Actively Supported by 'Be You Consultant, to promote and protect positive mental health in children, young people, and teaching staff.
- Program Support Group meetings which include students' voice.

Student Satisfaction

From 2022 to 2023 we witnessed negative movement in our data. The children became easily tired as they were not used to attending school full-time and playing and interacting socially in the schoolyard.

We believe this is an overflow from COVID. Many children have required support to learn how to interact with other children post-COVID. Our year 5/6 and 3/4 students were our junior students during the COVID years.

Many missed out on their first year of Prep and in the formation years of year 1 & 2. Some of our year 3 students didn't attend kinder during COVID. Many families during post-COVID have chosen to travel and value family functions and time together more highly than their child's attendance at school.

The children's school attendance and resilience have been low due to this and we are looking for improvement during 2024.

Our overall negative endorsement data moved from 63% to 59%.

- Rigorous Expectations 75% to 68%
- Student engagement 47% to 46%
- School Climate 68% to 54%
- Teacher Student Relationships 74% to 64%
- Schools belonging 74% to 64%
- Learning disposition 67% remaining at 67%
- Student safety 67% to 56%
- Enabling safety 63% to 59%
- Student voice 51% to 59%
- Catholic Identity 50%to 54%

Student Attendance

The Class Attendance Register is a legal document. Student attendance is monitored through the use of an electronic roll system. Our students have an attendance rate of above 87.8%. Parents are required to notify the school of student absence and this is monitored by the school's administration.

- It must be completed twice daily, once in the morning by 9.30 am and by 2 pm in the afternoon. A text message or email is sent to parents after 9.30 am daily, advising them if their child is absent from school without prior notification from the parent.
- Parents/Guardians can contact the school via phone and email to inform the school their child will not be at school.
- If a student leaves early, they are marked absent for the afternoon.
- The roll must be entered electronically and as a hard copy, which is placed in the class roll folder.
- Late arrivals and early departures report to the office and the roll is to be edited accordingly.
- All absences must be labelled with the correct code.

- The number of days absent is included in the school report and is sent home twice a year.
- Any child with continuous absences are monitored and reported to the principal.
- Child Safety meetings frequently review attendance/engagement and plans for improving this are put into place.
- Post COVID-19, impacted our student attendance data during 2023. All attendance data is uploaded to the CECV site.

Average Student Attendance Rate by Year Level	
Y01	89.1%
Y02	85.5%
Y03	89.9%
Y04	91.2%
Y05	86.4%
Y06	84.8%
Overall average attendance	87.8%

Leadership

Goals & Intended Outcomes

Goal: To develop 'Expert Teaching Teams

- **Outcomes:**

The school has found ways to build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom.

- Strong procedures are in place to encourage school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching.

Achievements

- Processes for effective communication established for staff, parents, and the School Council
- Implement all MACS policies and guidelines
- Online meeting format and protocol introduced across the school
- Development of a new leadership team
- Development of Leadership - Lyn Sharratt, Simon Breakspear, and the MACS Team
- Curriculum PD - Inquiry Learning with Terri Beggs
- Pedagogy of Encounter PD - with the MACS REL
- Facilitated Planning time-tabled termly
- Use of Gmail and Google Drive as a means of communication within the school for staff
- Restructure of School Leadership Team to ensure cross-school level representation and strong leadership
- Timetabled Leadership Team meetings
- Time-tabled Child Safety Meetings
- Rural Cop and implementation of strategies
- Professional Development to build the capacity of middle leaders to drive change
- Weekly memo to allow more teacher learning time at meetings
- Establishment of Professional Learning Teams that meet weekly
- Establishment of 'Expert Teaching Teams' in Literacy and Numeracy
- Formalising set times for Literacy and Numeracy support meetings
- Formal meeting time weekly between REL and Principal
- Budgeting and timetabling release for staff coaching and professional development
- Budgeting for all school resources to enhance student learning outcomes
- LSO's are trained to implement intervention strategies

- Formation of a Child Safety Team that meet fortnightly
- Fortnightly meetings of the School Leadership Team
- Continued meetings with the school Leadership Team and MACS Team
- Engagement of coordinators in regional networks and clusters
- Allocated time for Student Well-being and Learning Diversity Leader
- Appointment of an OHS officer and procedures
- Budget for OHS and building maintenance issues was re-evaluated and new budget formulated
- Building grant application submitted
- Constant reference to School Vision, SIP, and AAP when implementing actions to drive change
- All attendance data is uploaded to the CECV site. Developing staff understanding of 1,6,7 and 14 of the 14 parameters
- Staff attended Professional Learning Network Meetings for Numeracy, Literacy, Teaching and Learning, Technology (ICT), Deputy Principals, REL's and Principals
- School attendance at Learning and Teaching briefings
- Principal briefings face-to-face and online
- Professional development Closure Days for RE, Spelling, Assessment, and Numeracy. Cluster Education in Faith & Scripture.
- Planning and Assessment - Data Plan
- Teaching and Learning zone meetings focus on Design Principles and curriculum development P-6
- Professional Learning Team meetings focusing on Literacy, Numeracy, ICT, student Well-being and RE
- Training of leaders to implement the Respectful Relationships Framework and the Resilience Project
- First Aid & Anaphylaxis
- Continued meetings online and face-to-face with the MACS team and leadership

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

Staff attended Professional Learning Network Meetings online for Numeracy, Literacy, Teaching and Learning, Technology (ICT), Deputy Principals, Library, Well-being, REL's and Principals

School attendance online at Learning and Teaching briefings

Principal online briefings

Professional development online for RE, Spelling, Assessment and Numeracy. Cluster Education in Faith & Scripture.

Planning and Assessment

Lyn Sharratt – TLC Eastern Region Cohort 1

Rural COP cluster meetings

Peta Goldberg - Understanding Scripture

BRCE Network - Social Justice and Jesus the Jew Spirituality Day with Peta Goldberg

Professional Learning Team meetings focusing on Literacy, Numeracy, ICT, Student Well-being and RE

Inquiry Learning with Terri Beggs

Pedagogy of Encounter with the MACS - Steve Nash

Training of leaders to implement the Respectful Relationships Program

First Aid & Anaphylaxis

Numeracy Coaching & Literacy Coaching

Online Learning Modules – Mandatory Reporting/Disability Standards

RE Accreditation

Learning Support Officers – Certificate

Multi Lit PD for some staff and LSOs

ICON – training for all admin, deputy principal and principal

Expenditure And Teacher Participation in Professional Learning	
Finance Cluster Meetings	
Numeracy Intervention	
Resilience Program	
OHS training	
VIEU - New agreement	
New agreement principal & admin training with MACS	
Learning & Teaching Network with MACS	
NOI - MACS	
EOI - MACS	
NAPLAN analysis	
ENA	
COMPASS PD for all staff	
Emergency Management Training all staff by Dynamic	
NCCD.	
Protect PD for all Child Safety Team members	
Principal Forums	
Principal Breakfast meetings principals - Maria Ruberto from salugenics	
Wellbeing for staff - Maria Ruberto from Salugenics	
Michael Carr Greg - Mental Health First Aid training	
Number of teachers who participated in PL in 2023	30
Average expenditure per teacher for PL	\$878.00

Teacher Satisfaction

Our overall staff satisfaction was at 69% during 2023. This was a difficult year for the school due to staff and student absences post-COVID and not having enough staff available to fill the Deputy Principal role and Learning Diversity Leader positions due to a statewide teacher shortage. The positions were not filled until mid-term 2 resulting in added stress and workload to other staff.

Staff collaboration remained the same at 85% and collaboration in teams decreased from 80% to 75%. This was most likely due to staff absences throughout the year post-COVID and shifting to a new planning model for staff and a new governance model.

Staff MACSSIS data was at or above the MACS average for 2023 in most domains - School Climate, Student Safety, Catholic Identity, Collective Efficacy, Support for Teams, Collaboration in Teams, Collaboration around improvement strategy, Professional Learning, Staff Safety and Instructional Leadership. The collective efficacy of staff decreased from 93% to 82%.

Parents were generally satisfied with the school and the school climate data on the parent survey improved from 77% to 81%. St Mary's MACSSIS Family data was above or at the MACS average for 2023.

Teacher Qualifications	
Doctorate	0.0%
Masters	0.0%
Graduate	4.3%
Graduate Certificate	8.7%
Bachelor Degree	52.2%
Advanced Diploma	17.4%
No Qualifications Listed	17.4%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	20
Teaching Staff (FTE)	15.6
Non-Teaching Staff (Headcount)	14
Non-Teaching Staff (FTE)	11.7
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

Goal: To be an effective outward facing school that promotes parent engagement in learning.

- **Outcomes:**
 - Parent voice is strengthened throughout the school
- Parent engagement in student learning is increased

Achievements

- School Advisory Council following the MACS governance guidelines that meet regularly throughout the year
- The SeaSaw program is used as a means of communication and engagement in the students learning from P to 4.
- Mothers Night and Fathers Night annually
- Welcome BBQ and open classrooms
- Learning Expo's throughout the year
- Mission Fete raising money for St Vincent De Paul
- Canteen operated by our year 6 students
- Sacramental evenings
- Mother's Day stall and Father's Day stall
- School assemblies attended by parents and lead by our year 6 leaders
- Monday morning briefing lead by our year 6 leaders
- Open Day and school tours
- Fathers football match versus the year 6 students
- Mothers netball match versus the year 6 students
- School Newsletter, Facebook page and Compass App
- Christmas concert in the school grounds
- School tours
- Regular Parent Support Group Meetings either online or face-to-face
- Parent-teacher interviews
- Whole school Masses and liturgies.
- Parent participation in school camps and excursions
- Outside community groups involved in school activities
- Mansfield Cubby - after-school care and holiday program in the Mercy Centre
- Playgroup once a week between 9 am and 11 am in the Mercy Centre - Crawl & Play
- Shire and Mansfield Hospital's involvement with the school in the Resilience Project
- Inter-school sports - athletics and swimming
- Connections with local schools and FCJ in Benalla

- Information in the local paper
- Swimming program
- Working Bee
- Breakfast Club
- Prep information evening
- Online Parent Helpers Course
- Participation in the Grand Parade
- Participation in the Shire ANZAC and Remembrance Day services and our school services and Mass.
- Working collegially with the Mansfield Autistic Centre
- Rural Cop Collective involving 5 rural schools.
- BRCE Network with FCJ and other feeder schools
- Day for Dolly Day
- Bullying No Way Day
- WOW Day and a visit from the local SES
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Parent Satisfaction

Parent satisfaction is at 81% for 2023. The parent survey ranked the school climate at 93%. We have seen a positive increase in our Family MACSSIS data for 2023.

Our MACSSIS Family Data was at or above the MACS average in every domain. Our parents are very happy with the school and generally believe St Mary's school is a good school for their child or children.

- Family engagement improved from 59% in 2022 to 78% in 2023
- School fit improved from 81% in 2022 to 83% in 2023
- Catholic Identity remained the same for both 2022 and 2023 at 63%
- Communication decreased from 88% in 2022 to 85% in 2023. This could be due to the introduction of a new system
- Student Safety increased from 85% in 2022 to 93% in 2023

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

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