

Annual Report to the School Community 2019



Principal : Ms Bronwyn Phillips

St Mary's Parish Primary School

CASTLEMAINE

REGISTERED SCHOOL NUMBER: **0285**



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Minimum Standards Attestation

I, Bronwyn Phillips, attest that St. Mary's Castlemaine 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

16th March 2020

Our School Vision

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

Our School Mission

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

At St. Mary's Primary School, we see learning as an adventure and a journey of endless possibilities, where students are energised to seek meaning and explore questions about the world around them.

In partnership with our parents, parish and broader community, we contribute to a life-foundation for students that is centred in Jesus Christ and grounded in truth, beauty and love.

At the very heart of our school is a desire for each student to excel, across spiritual, physical, cognitive, emotional and social domains.

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

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

We are a community of learners who:

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



As learners we:

Wonder, believe, persevere & create.

Acting with:

- respect.
- responsibility.
- resilience.

Introduction:

This Annual Report provides the school community and others with information about school performance, initiatives and developments during the year and the achievements arising from the implementation of the School Improvement Plan. The report draws together information of major interest and importance to the school community and demonstrates accountability to the Canonical Administrator, the Melbourne Diocese School Advisory Council, the Catholic Education Commission of Victoria and the Commonwealth Government of Australia. It also provides the opportunity to acknowledge and thank the many people who have contributed to the life of the school during the year.

The 2019 school year included a number of significant moments which deserve particular mention. At the beginning of this school year we were delighted to be back together as a school family and to welcome new families into our community. It is a fitting time to remember our school's vision and mission; as the best outcomes start with a vision that is clearly and cleanly seen.

I see it as a privilege to be the principal of St Mary's. I am in a position where I can enact initiatives and I feel morally driven to honour the trust placed in me by working hard to be the best leader I can to support the community to create a stimulating, inclusive, rich and diverse learning environment where our students are supported to flourish and succeed.

St. Mary's primary school staff value:

- The uniqueness of every child;
- The need for justice;
- The importance of community.



We strive to work together, fostering respect for all and developing the whole child in a challenging, positive and caring environment. In partnership with our parents, parish and broader community we contribute to a life-foundation for students that is centred in Jesus Christ and grounded in truth, beauty and love.



School Overview

- St Mary's is situated close to the centre of Castlemaine. It is 130 kilometres north west of Melbourne and 39 kilometres from Bendigo.
- St Mary's participates in many activities with local schools including Arts, Sport, Gardening and local festivities such as the Castlemaine Agriculture Show.
- In 2019 there were 46 families attending St Mary's and 74 children.
- We had several new families join our community over this year. Some transferred from other local schools while others moved to Castlemaine because of local employment in the surrounding town or district. Others were looking for a tree change.
- In 2019 we had four learning groups/classrooms to support and cater for our children's learning needs. Mrs. Therese Watts taught the Prep/ Year One class, Mrs. Debra Jones taught the Year 2/3 class, Mrs. Alison Condliffe taught the Yr 4/5, class and Mrs. Karen White taught the Year 5/6 class. Mrs. Nicole Byrne taught Performing Arts, Music, Visual Arts and Indonesian. Mr. Mark O'Sullivan taught Year Prep/One on Fridays and Physical Education as well as Sustainability/Garden Based Learning on Wednesday and Thursday. Mrs. Barb Burchett and Mr. Robert Wolff were our Education Support Officers.
- Students learn through mainstream learning experiences in Mathematics, Literacy, Physical Education, Inquiries into their World and Religion as well as through specialist classes in the Arts: Visual and Performing Arts, Indonesian as a LOTE and Sustainability.
- St Mary's welcomes and encourages all students and provides assistance to support the wellbeing and development of all who are part of the learning community. Our classes were no larger than 22 and children's learning was excelled by engaging Education Support Officers to work in each of the rooms over each day to assist the teachers in delivering teaching experiences from point of need.
- St Mary's is very involved in the Mt Alexander Shire with students and families being an integral part of the local community. Many students mix and compete in the friendly weekend sporting events as well as inter- school activities of orienteering and cross country as an example.
- St Mary's playing areas are expansive with a mixture of grass and all weather hard surfaces. Many areas are available for all students to enjoy such as a large sand pit where cross aged creative play takes part. Other areas for quiet drawing and a kitchen garden enabled students to enjoy their recesses. In 2019 we continued to develop our outdoor areas. We had a working bee to concrete in extra outdoor seating and to place pots and plants in our outdoor areas. The students drew plans of what they would like their interactive play area to look like. We had frames erected and we gathered long sticks so that the children could build tepee's and huts. We also bought a white board and black board for our outdoor classroom. We used the previous classroom desks and chairs to furnish this area. The children enjoy drawing and craft activities here during play breaks. We also use it for sustainability lessons.

- There is a strong commitment and support from our Parish Priest Rev Fr. Wahid Riad, the school staff as well as from our supportive parent body. This is witnessed by their work ethic, an active Parent's & Friends group, a Parish & School Advisory Council, a strong sacramental program and a successful school photo exhibition titled, "Whimsical Mornings/Hanging by a Thread" as well as the weekly interest & involvement of our community in the life of St. Mary's to name a few.
- At the end of term 4 we relocated all of the classrooms in order to empty the Mercy Building to be ready for refurbishment which will start in term 1 2020.
- At the conclusion of 2019 we farewelled Mrs. Debra Jones who has taught at our school for fifteen years. Deb accepted a position as a classroom teacher in Bendigo. We thank her for her work and dedication over her time at St. Mary's and wish her every success and happiness in her new school.

Throughout 2019 the main aims of St Mary's were to:

- offer a happy, welcoming, secure, inclusive and enriching environment for all.
- improve our knowledge of student learning through professional development, sharing practice, peer observation & use of data to inform planning.
- to develop a conceptual approach to Integrated Curriculum. Engaging with the Victorian Curriculum and Horizons of Hope for a whole-school approach to inquiry.
- to reconnect with our founding sisters, the sisters of Mercy and learn more about them. We named our main classroom area, 'The Mercy Building' in their honour. We will erect a Mercy cross at the completion of the building renovation.
- build our connection to indigenous culture. We named our original school building, 'Dhelkunya Dja' after we got permission from the elders. We had an official opening ceremony to mark this occasion.
- further opportunity to enact student voice.



- Oral Language Supporting Early Literacy training was undertaken by staff who had not already done it and we continue to embed this approach across curriculum areas.
- continued involvement in prayer and Mass through class liturgies, masses and holding Parish Family masses on a monthly basis.
- continue to build our presence in the local community through involvement in the early year's forums, our school production, inviting in local people i.e. Indigenous Elders as well as our continued participation in local events like the ANZAC Day March.
- completed our Masterplan and reapplied to gain funding to refurbish the main classroom areas to create a water tight and contemporary flexible learning space.
- continue and refine our Berry St training and practice with our students.
- use provocations and offer rich and diverse opportunities to stimulate curiosity and to actively engage our students to learn deeply.
- staff to maintain an enthusiastic and energetic approach to their work.
- continue to effectively support children's & staff's wellbeing through our relationships, Berry St, SEASONS and Respectful Relationships work.



Principal's Report

It is hard to believe that another year has passed but schools are very busy places and the many learning opportunities offered this year have made the time pass very quickly. As a staff we put great thought into how we present the curriculum to our students with the intent that our children can connect, grow, learn and flourish.

As passionate educators we reflect on practice and look for ways to improve student engagement and outcomes. In 2019 our focus was on Inquiry Learning which includes project based learning, genius hour and passion projects. It was our intention to develop a conceptual approach to Integrated Curriculum by engaging with the Victorian Curriculum and Horizons of Hope for a whole-school approach to inquiry. We gained the guidance from Andrew Callea, Pauline Cicutta and Snez Singh from CEM to support this development.

It was our intention to:

- identify the “essential content”, (knowledge, values and attitudes) within the Victorian Curriculum
- understand the conceptual links across this content
- identify key concepts in Horizons of Hope, the CEM Educational Framework
- develop a *conceptual framework* that can be used to direct the selection of units in Integrated Inquiry.

Key Understandings:

- Implementation of the Victorian Curriculum is achieved through *deep knowledge* of the content and methodology of each of the specific Learning Areas, and effective teaching and learning approaches.
- Integrated units are a *vehicle* for allowing students to apply new knowledge to past knowledge as students integrate their thinking around the bigger ideas that transfer through time and across cultures.
- We considered what was still CHALLENGING or confusing for you to get our mind around as well as what questions, wonderings or puzzles we had.
- Deep knowledge transfers across time and cultures and provides a conceptual structure for thinking about related and new ideas. Conceptual development is a lifelong developmental process. Conceptual understanding requires a higher level integrative thinking ability that needs to be taught systematically through all levels of schooling.
- Integrated thinking is the ability to insightfully draw patterns and connections between related facts, ideas and examples, and to synthesise information at a conceptual level.”

It promotes:

- Greater retention of information
- Deeper levels of understanding
- Increased motivation

We guide our students to think at the topic and factual level in order to derive larger principles about what they're learning. Teachers are designers. An essential act of our profession is the crafting of curriculum and learning experiences to meet our children's learning needs and goals.

At St. Mary's we aim to provide a well balanced approach to learning. Our children come from varied backgrounds and they spend a big part of their lives at school. Education therefore needs to be viewed as part of life not just preparation for it. It should be relevant, and purposeful so as to engage them and serve their needs. A richly diverse curriculum facilitated by teachers who are enthusiastic, capable as well as caring can cater for the varied interests and needs of students. Methods of delivery vary and opportunity for both formal and informal learning, keeps the school environment stimulating and interesting.



Literacy and numeracy as well as knowledge of key disciplines have been identified as the cornerstone of schooling for young Australians. Students benefit from and need explicit teaching in literacy and numeracy to gain the necessary skills to support and enjoy their development of interests in other areas as well as to gain the necessary grounding to broaden opportunity and function as literate and numerate people in the world. We use their interests and provocations to choose content to motivate them to develop reading, writing and numeracy competencies. We use a combination of teacher directed as well as student directed, open ended and experiential learning opportunities.



Our young people's well-being is pivotal to their ability to engage with educational opportunities and increasingly we inform and work on our practice to support them to work through emotional challenges. This year children were able to access our visiting psychologist as well as participate in Social/Emotional Learning Programs facilitated by Bronwyn Phillips.

A happy, welcoming environment where students feel safe, accepted, valued and supported to succeed, also creates more optimum opportunity for children to thrive. We continue to work on creating this atmosphere at our school.

As a staff our primary focus at St. Mary's is the children. We are here to work in partnership with our community to provide the best possible learning environment that we can for them. We strive to work together, fostering respect for all and developing the whole child in a challenging, positive and caring environment.

Education in Faith

PASSION GOAL



In Education in Faith we are deeply passionate about giving our children the opportunity to live out the principles of Catholic Social Teaching based on the teachings of Jesus.

We want to be known for providing an environment which empowers all to understand and reflect on the impact of faith in their lives.

Goals & Intended Outcomes

- To have a deep and authentic connection with sacred text.
- We have a strong commitment to enact serving others through social justice actions.
- We strengthen our Faith through meaningful, relevant, dynamic and engaging gatherings through song, movement, dialogue, readings and drama.
- We communicate with our Religious Education Co-ordinator and REC consultant and engage in professional development in Religious Education.
- Each class attends Mass on Friday once a month. We take part as a school community in regular liturgies, prayer services and community Masses.
- Students plan, prepare and lead liturgies & prayer services.
- We make strong and authentic links between sacred text and our commitment to sustainable living.
- We are proud of our faith in Jesus and celebrate our Catholic Identity.
- We make Indigenous Links.
- We are Connected with The Holy Name of Mary Parish.
- We enact the vision of the Horizons of Hope Document.



Some significant activities this year included:

- Parable study, Old Testament-Connect to today's world.
- Initiating our Minnie Vinnies Team
- Working with the St Vincent De Paul Society
- Our Winter Appeal
- Senior Citizens Lunch
- Mother's & Father's Day Liturgies
- Children Reading at Masses
- Stewardship for the earth work
- Contributing to the Plenary Council
- Parishioners taking part on PSAC & P&F
- Senior's Lunch, Marian Singing
- We worked with CEM to integrate Religious Education with Inquiry Learning



Learning & Teaching

PASSION GOAL

In Learning and Teaching we are passionate about our learners being able to think critically and engage effectively in the world.

We want to be known as a supportive team of learners who are committed to improving the learning of themselves and others.

Goals & Intended Outcomes:

- We have a shared understanding on what Inquiry Learning is and what it looks like.
- To become familiar with the Walker Learning model and consider this approach as a means of having a consistent approach to Inquiry Learning.
- Our teaching & learning is connected to sustainability (including our garden) authentically.
- Our practice supports our students to be curious, creative and innovative learners who are prepared for their journey into the workforce.
- Our practice is based on a shared and sound pedagogy and we engage with each other & our teaching & learning consultants.
- Learning is visible and evidence based: we use our data, ongoing assessment and student knowledge to measure progress.
- One year at school should have an effect size of at least one year.
- Indigenous studies is evident in our planning and practice.
- Our student's curiosity is stimulated and aroused throughout our delivery of the curriculum.
- We explored how deep learning occurs and worked with CEM to use rich provocations to provoke and engage our learners.
- Our teaching methods embrace learning diversity and teaching is differentiated.
- To embed the OLSEL, (Oral Language Supporting Early Literacy) approach across the curriculum.
- We are committed to teaching and modelling sustainable practice in all areas according to our SEMP (School Environmental Management Plan)
- To build a culture of learners – teachers and students together.
- To reflect on current practice.
- To develop a shared understanding of collective efficacy creating a climate for learning.
- To learn from other schools.
- To identify the important elements of a culture of learning.
- To explore the dispositions of learners and identify dispositions that are powerful for moving from surface learning to deep learning.
- To identify where to next for our learning community.
- To develop a clear structure for our literacy and numeracy sessions.

Achievements were evidenced in:

- As a community we have developed and continue to develop a common understanding of collective efficacy in our school.
- Using evidence to explain the impact our practice had on learning.
- We understand the concept of dispositions in learning and we have developed and embedded our own dispositions after consultation with our students. They are wonder, believe, persevere and create. All classes have brainstormed these and listed synonyms. The children refer to these throughout the learning process.
- We continue to ensure that purposeful and authentic learning is visible throughout St. Mary's.
- We have a 5 Star resource Smart Achievement & we maintain those bench marks.
- We have implemented a Garden Based Learning Program.
- Participation in STEAM Engineers Without Borders Workshops
- We are connected to wider community.
- We have redeveloped our Vision & Mission.
- We have identified shared beliefs on how children learn.
- 3R's & Learning Dispositions are embedded across the classrooms.
- Student Voice is encouraged.
- We work on planning engaging lessons.
- We use provocations to stimulate curiosity.
- We include the following in our Inquiry Planning with specific Learning outcomes:
 - STEAM
 - Sustainability
 - Genius Hour
 - Passion Projects
 - Through the ARTS Visual & Performing
- Our work with consultants Andrew Callea (Learning & teaching), Hannah (Numeracy), Shelley Waldron (STEAM), Michelle Barton, Helen Butler, Linton Roe (Languages), Dean Carmody (ELearning), Andrea McKay (Learning Diversity) & Kimberely Morgan (NCCD)
- Students took part in our Dhelkunya Dja ceremony, Indigenous teachings, Indigenous history study and learn't Indigenous songs.
- Acknowledgement of Country at all events. Students have also written their own.
- Excursion to Reconciliation Week Expo
- Peer observation-critical friend is part of our practice.
- Vocab Wall, Story Grammar & Phonological Awareness work.
- Our urban school camp was enjoyed by all.
- We had several coding workshops this year. Four were initiated by Deb Jones as part of our hobby program and two were facilitated by Dean Carmody from CEM.
- Our Annual Review Meetings where teachers reflected on practice and reset goals using the AITSL standards.



Student Wellbeing

PASSION GOAL

In Student Wellbeing we are deeply passionate about nurturing people who are resilient and respectful of others.

We want to be known for enabling people to be resilient, respectful, responsible and self-regulating in order to have a positive impact on self and others.

Goals & Intended Outcomes

- To provide a safe, supportive and consistent learning culture wherein students may flourish and their wellbeing is supported.
- To further embed Restorative Practices and Berry Street and Respectful Relationships within the school.
- To further develop student skills in goal setting and self-regulation.
- We have a whole school approach to wellbeing and use the Berry Street Model to support our students to be Respectful, Responsible and Resilient.
- Our students feel safe, respected, valued and have a voice.
- Each of our students have a safety plan which is reviewed at least once a term.
- We are working through the Berry Street Program with starting Body Focus in term 1.
- Each class engages in Circle Time.
- Our 3 R's : Respectful, Responsible and Resilient guide and drive our behaviour at St. Mary's.
- Our year 6 leaders have an action plan with set goals. It is visible and accessible to our school community and enacted as well as sustained throughout the year..
- Resilience is a focus and we understand and use Berry Street strategies and language. We support students also through our relationship with them and planning for their needs.
- We use Restorative Practice and programs like SEASONS & our School Psychologist is available.
- We promote validation from within. Fortnightly recognition is given to the 3R's and birthdays at assembly.





Achievements

- We have further developed our outdoor play areas to allow more options for children, i.e. the interactive play area.
- All students have a safety plan.
- We have embedded learning dispositions.
- Leaders meet with the Principal to set goals & plan initiatives.
- Our Bird & Butterfly sanctuary has been created.
- Our school psychologist is working with students
- We have a strong Hobby Program.
- The SEASONS for growth & Social/Emotional Learning program has assisted students who participated
- Respectful Relationships has been started with senior students
- Junior children have a senior buddy that they can check in with
- The St. Vincent De Paul Society has supported families in need.
- The Principal has social development sessions with students who would benefit.





Child Safe Standards

St. Mary's Child Safety Policy

St Mary's is committed to ensuring the safety of all children and takes great care to uphold the National Child Safe Standards.

Achievements

St. Mary's completed the Child Safety Policy on 2 May 2017.

A number of Staff meetings were devoted to the background and importance of such a document.

The staff discussed the commitment and our inherent mission that underpins such a document.

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

Throughout 2019 St. Mary's continued to:

- embed child safe policies and commitments into every day practice.
- support active student participation and support developing empowerment strategies.
- implement strategies promoting the principle of inclusion.
- table child safety at weekly staff meetings.
- implement Child safety – Risk Management practices.
- updated child safety policies were uploaded onto our website.



Leadership & Management

Goals & Intended Outcomes

- To create a vibrant learning community at St Mary's that is characterized by a culture of professional dialogue, collegiality and teamwork in an environment aimed at improvement of all. All teachers form part of the Leadership Team.
- We work as an enthusiastic, collaborative and supportive team and share responsibility for our children.
- We can articulate our goals and our work reflects working towards achieving them.
- We are an authentic team of leaders who share the load and use each other's strengths to be a dynamic and transforming force.
- We model and enact our Vision and Mission (including the 3 R's) in all we do in our work.
- We share leadership and all contribute and use our strengths to lead in different areas.
- We are strong leaders who are connected, professional, approachable and we care.
- We strive for excellence in our work.
- We are organised, prepared and energetic!
- As learners we: Wonder, Persevere, Believe & Create
- Our Parish & School Advisory Council met each term.
- We model the vision of Horizons of Hope in all we do.



We worked towards these goals through engaging in:

- professional learning team, staff meetings and planning together.
- collective efficacy work.
- exploring the Walker Learning Model.
- collaborating with each other.
- visible learning.
- goal setting.
- AITSL standards principal's feedback.
- Berry Street Education Model.
- a growth mindset approach.
- looking after our well-being.
- mind frames work.
- continuing to implement the 3 R's & learning dispositions.
- communicating with each other and maximising our talents.



- seeking feedback after peer observation.
- using open dialogue.
- learning intentions & success criteria are Visible throughout the school and articulated with the children.
- circle time work.
- relationship building.
- staff leading different curriculum areas.
- involving school captains to enact initiatives and promote student voice.
- encouraging students to feel comfortable to share ideas, worries & celebrations.
- we have a regular media presence and we have revamped our website.
- following a whole-small-whole approach where learning is differentiated and children can learn from their point of need.

In preparation for our review in 2020 and to formulate our next four-year School Improvement Plan we familiarized ourselves with the School Improvement Framework (SIF) rubric.

The SIF Rubric is designed to:

- provide school leadership teams with a *frame of reference* for reflecting on their progress towards their School Improvement Plan
- assist schools in *collating relevant evidence* (both quantitative and qualitative) for school review
- *support evidence based conversations* about current performance
- *scaffold progression* to support future school improvement

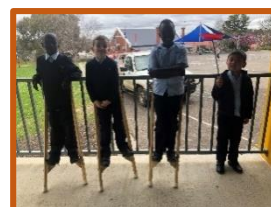
As a staff:

- we read and become familiar with the capabilities and considered the essence of each capability.
- read the indicators and brainstormed the behaviours/practices that we would see in an ideal school.
- identified quantitative and qualitative evidence of this behaviour/practice.
- referred to the SIF rubric and marked the most appropriate criterion.



TEACHER PARTICIPATION IN PROFESSIONAL LEARNING in 2019

1. Walker Study Tour Training Bendigo (1 day)
2. NCCD Kimberly Morgan CEM (1 day)
3. First Aid 1-day update
4. Inquiry Learning Dispositions Andrew Callea & Deb Vetri. 3 Days
5. Collaborative Impact Program Corwin which was Funded. This makes up the bulk of the PD costs.
6. Sustainability:
Resource Smart PD at Lockwood South.... Looking at how schools embed their "Sustainability Education" at their school. 2days
7. Coding in the Classroom: Dean Carmody CEM Melbourne 2 Hours.
8. Green Hat Workshop 2 hours
9. Languages Integration Linton Roe 2 hours
10. Weekly PLT Meetings across all curriculum areas.



The following professional standards were explored on these days:

- Know students and how they learn.
- Know the content and how to teach it.
- Plan for and implement effective teaching and learning.
- Assess, provide feedback and report on student learning.
- Engage in professional learning.
- Engage professionally with community.
- Create and maintain supportive and safe learning environments.

NUMBER OF TEACHERS WHO PARTICIPATED IN Professional Learning in 2019	8
Average Expenditure per staff member on Professional Learning in 2018	\$900.00



School Community

PASSION GOAL

In our school community we are passionate about people being active and involved in an environment that is welcoming and vibrant.



We want to be known as a people who take an interest in each other and share common experiences, through a variety of activities, to the benefit of all.

Goals & Intended Outcomes

- To have a positive, welcoming & vibrant persona and be viewed as a school that strives for excellence within a rich and diverse learning environment within the school and the wider community.
- Each class contribute to the organisation of a Sunday Mass once a year (so one class each term) and all staff attend these Masses.
- Further develop our hobby program to manifest student voice and enable further options for students to explore and develop interests at recess and lunch times.
- We are a connected and supportive team of leaders who have a shared understanding of practice and work collaboratively.
- Staff engage in a social gathering once each term.
- Staff connect and engage with our parent & local community.
- Classes share the responsibility of promoting teaching & learning, events and successes.
- To improve student learning outcomes through partnerships with family, parish and community that creates a positive sense of belonging.

Achievements

- Our students presented at local council for the Climate Change Forum.
- We had a highly successful Sustainability Summit. We invited locals to run workshops and we involved the community.
- Our community supported our working bee and assisted in improving our playground.
- We had a highly successful Photo Exhibition weekend.
- We create a welcoming presence in our school.
- We have a media presence.
- We have created a beautiful learning environment, display boards, plants and reflection areas.
- We have regular calls for possible enrolments.
- Over 16 new families have started this year.
- We are conducting a higher number of school tours than last year.

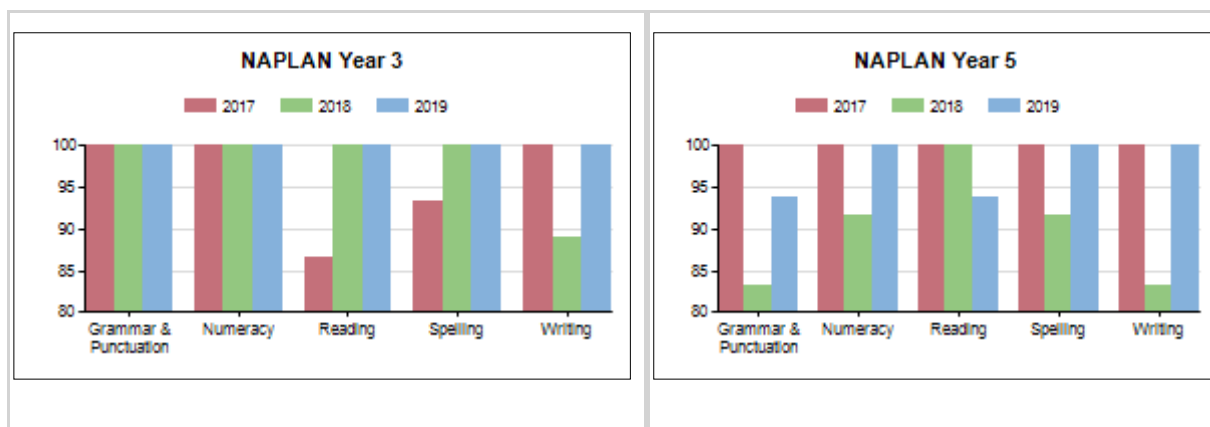
- Class long lunches organised by parents.
- Social activities.
- Morning tea after Parish Masses.
- Parishioners often compliment children on their behaviour during Masses.
- Cooking was done over the year with parent assistance.
- The Green Team is active and it is mostly student led.
- We offer Chess, Ukulele, Recorder, Art, Circus, Board games and other lunch time hobbies.
- We have applied for Building Grants x 3.
- We applied for a Solar Grant, Bike Education Grant and Tree grant.
- We used VLine for train travel.
- We engaged with the parish, Sacraments, Masses, Senior Luncheon, Fund raisers, PSAC & P&F, Performances
- We participated in the ANZAC Day March and our choir sang.
- We visited the St. Vincent De Paul Help Centre.
- We took part in the local inter-school sporting events.
- RSL involvement
- We spoke at the ETTY St. Kindergarten AGM and I visited the local Kindergartens.
- We share what we are doing on Facebook, via the newsletter, Flexibuzz, emails, diaries, newspaper articles & advertisements
- We have fortnightly assembly presentations
- Year 5-6 updated our sustainability Website
- Senior parishioners attend assemblies, prayer services and some meetings.



School Performance Data Summary

E1031
St Mary's School, Castlemaine

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	86.7	100.0	13.3	100.0	0.0
YR 03 Spelling	93.3	100.0	6.7	100.0	0.0
YR 03 Writing	100.0	88.9	-11.1	100.0	11.1
YR 05 Grammar & Punctuation	100.0	83.3	-16.7	93.8	10.5
YR 05 Numeracy	100.0	91.7	-8.3	100.0	8.3
YR 05 Reading	100.0	100.0	0.0	93.8	-6.2
YR 05 Spelling	100.0	91.7	-8.3	100.0	8.3
YR 05 Writing	100.0	83.3	-16.7	100.0	16.7



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL		%
Y01		95.4
Y02		95.1
Y03		94.7
Y04		96.2
Y05		94.8
Y06		94.6
Overall average attendance		95.1

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	93.6%

ALL STAFF RETENTION RATE	
Staff Retention Rate	66.7%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	0.0%
Graduate	20.0%
Graduate Certificate	0.0%
Bachelor Degree	80.0%
Advanced Diploma	60.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	6
Teaching Staff (FTE)	4.6
Non-Teaching Staff (Headcount)	3
Non-Teaching Staff (FTE)	2.4
Indigenous Teaching Staff (Headcount)	0

SUMMARY

For schools of predominately Anglo/Celtic students' **good schools** should average over 400 in Year 3 and 500 in Year 5 for all subject areas and an **excellent school** will average in excess of 425 for Year 3 and 525 for year 5, this is way higher than the State or National figures, here is how we scored:

St Mary's 2019 NAPLAN

Year 3	Average score	Year 5	Average score
Grammar & Punctuation	441.8	Grammar & Punctuation	480.7
Numeracy	409.5	Numeracy	494.5
Reading	448.9	Reading	524.3* nearly excellent
Spelling	378.9	Spelling	488.3
Writing	432.5	Writing	473.4

As we are a small school a few students under achieving (or over achieving) will make quite a difference and can have a disproportionate impact on this sort of analysis.

Year 3 had Excellent results in G&P, reading and writing. Our Numeracy is just a little below excellent school level and we need to work on spelling.

Year 5 Reading is nearly in the excellent school range and the other areas are in the average range. Our tracker sets our standards quite high to give us a better grasp of the areas that need work. The value of NAPLAN is that it highlights areas to strengthen.

CATHOLIC EDUCATION MELBOURNE SCHOOL IMPROVEMENT SURVEYS (CEMSIS)

Surveys are offered to families, students and staff to all school communities in the Archdiocese of Melbourne. In the case of St Mary's Castlemaine 13 families (representing 23% of all families), 8 staff (89%) and 32 students (82%) responded to the surveys. The survey questions cover all aspects of school life including student engagement, school culture, parent participation and Catholic Identity of the school amongst a few of the areas covered. School figures are compared to all schools in the Archdiocese and for the majority of areas covered St Mary's figures were above the CEM figures.

Parents were above CEM averages in all areas covered by the survey namely; Family Engagement, Barriers to engagement, School Fit, School Climate, Student Safety, Communication and Catholic Identity. School Climate returned a school of 93%. A great deal of resources have been allocated to improving communication between school and home and these are efforts are starting to show signs of improvement.

The student data overall showed some improvement from 2019. In the 9 areas covered by the survey St Mary's was either above or slightly below the CEM averages. Students feel safe at St Mary's and believe that the staff are doing their best to meet their needs. The Catholic Identity and Student engagement are two areas that the students believe are demanding most attention at St. Mary's

While the number of staff responding to the survey (8/82%) is relatively low they were overall very positive about all the areas covered in the CEMSIS Staff survey. Staff believe that they have a good understanding of their students' needs and believe that they work very collaboratively throughout the school to provide engaging educational experiences for all students at St Mary's. Staff believe that students at St Mary's are safe, understood and well cared for. An area that could be a priority in the future is the level of feedback received by staff.

Overall the St. Mary's School Community has continued to make significant inroads in many areas particularly in forging strong links with the families in the school, providing sound educational programs for its students and supporting staff in a way which enables them to perform their professional duties. This is evidenced also in the strong increase in enrolments with 16 prep children enrolled for 2020 as well as a further 8 children across other grades which bring the numbers up to 90 for 2020.

I would like to thank you all for welcoming me so warmly into your terrific school community three years and one term ago! Indeed, I feel most privileged to have been entrusted with the opportunity to work as your school principal and your willingness to contribute and do what you can to support our school to flourish has made working with you all a joy.

Together we have achieved a great deal and I look forward to hearing of your continued work in further developing this very special school.

Bronwyn Phillips (Principal January 2017 – April 2019)

