



St Martin of Tours School Rosanna

2021 Annual Report to the School Community



Registered School Number: 1582

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Minimum Standards Attestation

I, Jacqueline Marshall, attest that St Martin of Tours School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

31/03/2022

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision



OUR VISION

The death and resurrection of Jesus, and the outpouring of his Spirit empowers and challenges us to embrace life within the context of the Catholic faith. We are inspired by the St. Martin's school motto, *Non Recuso Laborem* (we shall not refuse the task), to be resilient and compassionate members of our community.

OUR MISSION

Jesus' message of love as expressed in the Catholic faith, doctrines, ideals and attitudes are valued, taught and practised in the St. Martin's School Community.

Through Baptism we are sons and daughters of God, therefore we believe that all individuals have the right to grow spiritually, sacramentally, physically, intellectually, emotionally and socially in a collaborative environment where everyone can learn and achieve success.

Because Jesus taught us to love others as we love ourselves, St. Martin's provides an environment where individuals are valued unconditionally and have respect for self and others.

St Martin's offers an openness to religious questions and to a religious interpretation of the world.

St Martin's school provides an inclusive, differentiated curriculum empowering all members of the community to be curious, self motivated learners and critical thinkers in an ever changing world.

St. Martin's provides a challenging and safe environment where individuals work together as active members of the community, fostering respect, equity and empathy for all.

School Overview

St. Martin of Tours primary school was established in 1958.

The student enrolment for 2021 February census was 503.

St. Martin of Tours Catholic Primary School is in the Parish of Macleod/Rosanna. It is situated in the north/ east suburbs of Melbourne, approximately 15 km from CBD.

The school's motto "Non Recuso Laborem" forms the base of the vision statement that calls us to build capabilities and confidence to embrace life's challenges.

St. Martin's prides itself on the reputation of having a strong school community spirit. We continuously look for ways to gather together and reach out to the local community.

The focus of the school is to ensure each child is supported and challenged in their learning. Teachers and parents are committed to the children's social, emotional, spiritual and academic development.

Preparation for Sacramental celebrations and student-centred class Liturgies, give witness to the Religious Education program. Showcases are held to complement Inquiry learning topics. Students are offered enrichment and support programs including selection for inter-school sporting activities, choir, literacy intervention, Maths Olympiad, Maths Games, Chess Club and participation in writing competitions. An educational camp is offered to students in Year 4 and students from Year 5 and Year 6 enjoy an outdoor education camp. Students from years 4-6 are also involved in the Heidelberg District sporting competitions. Adjustments had to be made in 2021 due to the impacts of COVID.

The school is serviced by a well-being counsellor who is funded under the National Schools Chaplaincy and Student Welfare (NSCSW) Program. On-site speech therapy and occupational therapy is provided each week. Weekly lessons include specialist programs for Italian language program, Performing Arts, Library, Visual Arts, STEM and Physical Education.

Facilities include 21 well-resourced classrooms, a school hall (GECCO), seminar room, two Performing Arts rooms, LOTE room, STEM room, Visual Arts room, LRC (library resource centre), canteen and an administration area. Yard facilities include rubber marked asphalt areas, adventure playgrounds, sandpits and grassed areas.

Students have the opportunity to be involved in extra-curricular activities. Rehearsals for the School Concert Band and contract music specialist teachers are engaged to teach piano, guitar, violin, brass, percussion and woodwind instruments.

In 2021 where possible we ensured different programs were available remotely and we navigated periods of lockdown due to the impacts of COVID in the community.

Principal's Report



As principal I led and managed the school with the support of the staff with different priorities in 2021, they included; managing the safety of all in a pandemic, ensuring education outcomes were maintained through remote learning and monitoring the emotional and social needs of our students, families and staff.

We had a new school improvement plan from our 2020 school review and we had to adjust it due to the exceptional circumstances. I am excited about the next steps for St Martin's as stated in our Strategic Intent from our 2021 - 2024 School Improvement Plan - Our Catholic Identity permeates when developing powerful teaching within a professional learning culture to empower our students and engage them in their learning and involve parents and our community as partners in the learning.

Maintaining our Catholic Identity in 2021 during various lockdowns was extremely important to me as a faith leader at St Martin's. We had been planned and prepared for our sacramental journey, having changed the end point on many occasions. When we knew an outdoor event would be the safest, we had a vision that was based on creating a sacred and reverent space and it was achieved. A big thank you to Marita Anderson, our Religious Education Leader for her leadership and determination and to Fr Michael and Sr Maria for their guidance and support.

In term 4 we celebrated Reconciliation, Confirmation and First Eucharist. One of our goals last year was to provide staff with opportunities to deepen their faith knowledge and relationship with God. We developed clear strategies that align staff formation to their capacities to deliver the RE curriculum with purpose and confidence. Staff maintained their professional learning in this area through participating in the Pedagogy of Encounter sessions for planning and online courses and programs specifically based on the bible and Advent.

Our goal in Learning and Teaching is to provide powerful teaching to develop deep learning. This includes commitment to achieving the highest standards, using data, research and evidence to ensure positive impact on student learning. Sandra Tieppo continued to lead our staff on The Learning Collaborative to improve high quality teaching and assessment processes. One aspect of this project based on data is creating and discussing data walls. This is where we use an assessment tool and plot every student.

An important element of our Student Wellbeing strategy was to create safe, positive and enabling learning environments. Our new journey titled Positive Behaviours for Learning allowed us to create new school wide expectations that we will roll out with our school community this year. Led by Jamie Atherton and the PBL team staff have created an Expectations Matrix (with initial input from parents and students earlier this year) Our SMOT SMART expectations include - Gratitude, Respect, Resilience, Safety and Responsibility.

Schools are about creating belonging, welcoming and positive relationships and I know our School Advisory Council and Parents and Friends Association led with this in mind. We have certainly missed opportunities to gather as a community in 2021 and hope that this becomes possible in 2022. We created some fun and colour at our feast day colour run in November which we hoped was a positive memory for our students in 2021.

My vision for 2022 - opportunities to celebrate together, continue to strengthen parish-school relationships, for our students to continue to grow as learners and believe in themselves and a culture of appreciation of one another which include random acts of kindness.

Parish Priest's Report

I would like to thank the parents of our students for all your efforts to help your sons and daughters to keep growing as the child Jesus did: - in age, wisdom and grace. Thanks to our teachers, learning support team and admin staff for their generous giving of themselves to help our Parish school continue to function so well.

And finally thanks to Mrs Jacqui Marshall and Mrs Marita Anderson, our Leadership team and staff for their efforts to help St Martin's continue to be such an attractive option for parents seeking a Catholic education for their children.

Fr Michael O'Connell

Parish Priest

Education in Faith

Goals & Intended Outcomes

Goal:

To deepen our faith knowledge and relationship with God by developing clear strategies that align staff formation to their capacities to deliver the RE curriculum with purpose and confidence.

Intended Outcomes:

- For leaders to commit to supporting individual spirituality (RD 1.1)
- Leaders nurture religious growth (RD 1.2)
- Leaders and teachers weave a religious narrative (RD 1.3)
- School provides opportunities to deepen an awareness of the sacred (RD 2.3)

Achievements

- Beginning of the year Parish Masses for staff and Prep families
- Mass for Beginning of School Year in the Church for the Year 5 level
- Mass for Beginning of the School Year live-streamed to all other year levels in classrooms
- Blessings by Parish Priest of students and classrooms
- Ash Wednesday Mass in the Church for Years 3-6 classes
- Ash Wednesday live-streamed in classrooms for Prep-Year 2 classes
- Confirmation Information Evening for Year 6 families led by Fr Elio Capra
- Confirmation Preparation Masses
- Online Eucharist Information Evening for Year 4 families led by Fr Elio Capra
- Eucharist Retreat Day for Year 4 students
- Online Reconciliation Information Evening for Year 3 families led by Fr Elio Capra
- Sacrament of Reconciliation for Year 4 students in the Church
- Sacrament of Confirmation for Year 6 - an outdoor event and live-streamed
- Sacrament of Eucharist for Year 4 students - an outdoor event and live-streamed
- Sacrament of Eucharist for Year 5 students - in the Church
- Holy Week Tableau and Project Compassion fundraising for Caritas
- St Martin of Tours Feast Day Mass celebrated on November 11th followed by a Colour Run event for all students
- Year 6 Graduation Mass
- Thanksgiving Mass in Church for Years Prep - Five
- Appointment of RE Faith Captains from the Year 6 cohort

- Online assemblies with a focus on Welcome to Country, Fire Carrier Reports and RE Captains reading Gospel stories and prayer
- Each class has a school candle and prayer cloth that is presented at the Beginning of Year School Mass
- Liturgical prayer cloths, singing bowl and copy of the 2021 Daily Children's Prayer Book - Under the Southern Cross for each classroom
- Prayers said at the beginning of staff meetings and Professional Learning Meetings
- RE Professional Learning Meetings with a focus on the Pedagogy of Encounter, dialogue and student data from the Student Pedagogical Tool and Enhancing Catholic Schools Identity Project
- Teachers worked in level planning with the Religious Education Leader to plan RE with a contemporary learning experience, to reflect an inquiry approach
- Religious Education lessons taught in virtual classrooms during remote learning
- Planning with teachers via Google meets during remote learning
- Staff gaining and maintaining accreditation to teach RE through participation in Professional Development
- Staff participation in Eastern Region Religious Education Workshops
- REL participation in Eastern Region RE Cuppa Chats twice per term
- REL participation in REL Network days
- Online Professional Development for staff - Introduction to the Bible Course by FRG Ministry
- Online Professional Development for staff - Advent by Marg Carswell
- A digital version of the To Know Worship and Love resource was used in planning and delivery of the Religious Education Curriculum
- Students in Year 3 to Year 5 participated in the Pedagogy Survey. Results shared with teachers during Religious Education planning meetings
- Class prayer sessions and Christian meditation via Google meets with students and teachers
- Class prayer sessions and Christian meditation with students and teachers in the classroom
- Meetings with Parish Priest, Principal, Religious Education Leader and Parish Associate
- Provide support to families of students who are not baptised Catholics who wish to partake in Sacraments by receiving a special blessing for their child
- Preparation of students receiving the Sacrament of Baptism
- A fortnightly Religious Education News section in the school newsletter
- Parish Weekend Mass links and Parish Bulletin sent to parents via the newsletter
- Gold coin donation for a casual clothes day on the last day of term to raise funds for St. Vincent de Paul. Vouchers were given instead of Christmas hampers
- MACSSIS Student, Staff and Parent Surveys implemented and data analysed with staff through a Catholic Identity lens

VALUE ADDED

- Masses outdoors and via video link provided an opportunity for prayer for staff, students and families
- Opportunities to participate in some Masses within the Church
- Opportunities to participate in Sacraments outdoors
- Online Professional Development for gaining and maintaining accreditation in Religious Education
- 2021 MACSSIS Student Data indicates 68% of students are positive about the Catholic Identity in our school. This data sits higher than the MACS average for schools
- 2021 MACSSIS Staff Data indicates 74% of staff are positive about the Catholic Identity in our school. This data sits alongside the MACS average for schools
- 2021 Religious Education Pedagogy Student Survey indicates that students learn in many different ways in Religious Education
- 2021 Religious Education Pedagogy Student Survey indicates that students are able to understand what the Catholic Church teaches and why
- 2021 Religious Education Pedagogy Student Survey indicates that students have the opportunity to learn about other views and faiths

Learning & Teaching

Goals & Intended Outcomes

Goal: To empower and support teachers in effectively delivering an informed targeted and personalised curriculum ensuring each learner is afforded the opportunity to achieve their potential.

Intended Outcomes:

- Teachers communicate learning intentions and success criteria to students
- Leaders measure impact on student outcomes
- Leaders build positive relationships across the learning community
- Teachers maximise student engagement in learning

Achievements

Home Learning was still a big part of the learning during the 2021 school year. As students returned to face to face teaching in the latter part of the year, both staff and students worked together to build learning stamina and resume social connections.

- Adjusted and refined the use of Home Learning Protocols and websites to support learning from home
- Daily check ins via Google Meets for focused teaching and whole class social connection
- Additional teacher check ins with 'students at risk'
- Consistent use of school websites and online learning platforms such as Hapara, Google Classroom and Seesaw
- Staff continued to be upskilled in their Digital technology skills and the use of engaging material for online learning
- Provision of face to face learning program for 'Essential Services' students
- Two Learning Conversations were held in the 2021 school year via Google Meet
- Continued professional development on the 'The Learning Collaborative' and the 14 parameters
- Organised 'Ghost walks' for tuning in session for work on the 'Third Teacher'
- Professional learning on the use of 'Bump It Up Walls'
- Regular COMPASS alerts for school events-classes sent out weekly/fortnightly learning updates for parents
- Generated mini data walls for a unit of Maths work during initial stages of learning about data walls
- Revisited and generated a whole school Data Plan to track assessment across the school
- Learning intentions and success criteria used more consistently during learning and on planning documentation

- Four staff trained for GRIN (Getting Ready For Intervention in Number) and began its implementation in Term 2
- Maths PD Making Assessment Count - Cathy Epstein from the Mathematics Association Victoria
- Using 'Key Ideas for Conceptual Development In Maths' document to support planning
- Introduction of Number talks in the Numeracy session
- Maths Extension for Year 3 and Year 4 in Maths Games
- Maths Extension for Year 5 and 6 in Maths Olympiad
- Literacy and Maths leaders attended Melbourne Archdiocese Catholic Schools North East Network meetings for their own professional development and networking with other leaders
- Literacy leaders trained in Levelled Literacy Intervention through Pearson Academy
- Literacy leader modelled strategies for Guided Reading with Learning Support Officers
- Weekly Professional Learning Team meetings for Literacy/Numeracy were scheduled each week to support staff with new strategies and focused use of data
- All students participated in testing for Literacy and Numeracy at the beginning and the end of the year. Numeracy testing is conducted prior and post teaching of units.
- Book Week Fair organised to promote Book Week
- Book Week celebrations included visits by authors Tim Harris and Heath McKenzie
- Students encouraged to participate by voting in the YABBA book awards
- Purchase of garden beds for unit of work on Sustainability
- Dance classes with Ken Marshall for Years 3 and 4
- Dance Classes with Ken Marshall for Year 6 Graduation
- Buddy classes shared Inquiry showcase to display and explain their learning
- Prep transition sessions held in small groups at the end of the year
- Online information sessions for Prep Parents
- NCCD- learning Disability modules completed online by staff
- Curriculum audit of learning areas across the school in team planning
- The introduction of Analytics in COMPASS to track Literacy and Numeracy data

STUDENT LEARNING OUTCOMES

The Learning Collaborative project and its implementation across the school has provided opportunities to improve student learning outcomes. The use of learning intentions and success criteria have given students opportunities to become more focused and reflective in their learning. The introduction of data walls has also promoted a focus on better use of data in the areas of Literacy and Numeracy.

Regular Professional learning meetings provided opportunity for teachers to moderate using student work. Targeted professional learning helped build the capacity of staff to support students at their point of need.

The development of a School Data Plan strengthened teacher capacity to refine assessment practices and identify students at risk. Leaders worked alongside teachers to support students and their needs. Intervention programs were also tailored to the needs of the students and their data tracked to monitor improvements. Close partnerships between school and home helped promote an understanding of the learning in class. The continued use of Individual Learning Plans allowed for smart goals to be set for students at risk.

The use of pre- and post-testing for units of work in Numeracy has enabled for more targeted teaching and opportunities for growth. Staff were able to feed back on the areas that students required more work in. This was supplemented by the use of Essential Assessment, where students were given targeted learning experiences to build their knowledge in particular areas.

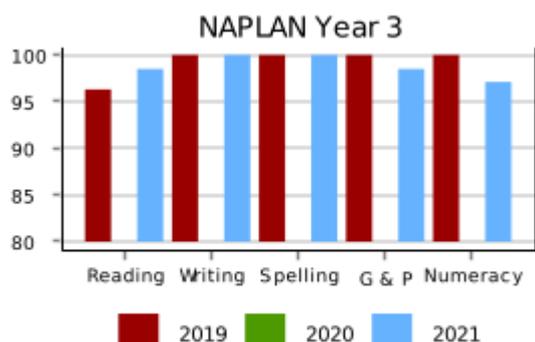
The use of PAT data and Fountas and Pinnell running records allowed for triangulation of data and tracked student growth in Reading. Literacy leaders guided staff in analysing trends in the data, providing the necessary adjustments for students where required. The Levelled Literacy Intervention Program also provided support for students across the school.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	98.5	-
YR 03 Numeracy	100.0	-	-	97.1	-
YR 03 Reading	96.3	-	-	98.5	-
YR 03 Spelling	100.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	98.5	-	-	96.3	-
YR 05 Numeracy	98.5	-	-	100.0	-
YR 05 Reading	97.1	-	-	100.0	-
YR 05 Spelling	100.0	-	-	100.0	-
YR 05 Writing	98.5	-	-	98.1	-

* 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

Goals

Through collaboration staff provide a safe, positive and engaging learning environment where teachers make the learning visible to encourage student self-efficacy and agency.

Intended Outcomes

- Policies, procedures and practices provide positive behaviour in learning environments
- Students develop their own individual and collective wellbeing
- Families engage with school to support safe and positive learning environments

Achievements

Achievements

- Continuation of a school wide approach to home learning and support during the COVID pandemic that included ongoing reflection, evaluation and improvement
- Implementation of Tier 1 of the school's implementation of Positive Behaviours for Learning (PBL) providing a consistent approach to positive behaviour support
- Review the SMOT Intervention Framework model
- Establishment of an 'Online Safety Team' with the clear mandate of working towards both eSmart accreditation & eSafety compliance
- Creation of a Child Safety online tool for students to communicate with staff
- National School Chaplaincy Program (NSCP) continued to service students and parents requiring intervention and support
- Refinement of the school's approach to the recording and communicating of student's behaviour and learning needs through the COMPASS school management system and its 'Chronicle Entry' function
- Establishment of the Student Taking Action Research Team (START) with representative students from Years 3 - 6 to further support the empowerment of student voice to facilitate positive change initiatives
- Building of the leadership capacity of the four Year 6 House Captains as school leaders to facilitate positive behaviour practices

VALUE ADDED

Value Added

- Student Wellbeing Leader engagement in both Eastern Region & Templestowe Cluster Student Wellbeing Network meetings
- Intervention support meeting conducted twice a term to identify and review student needs
- PSG (Program Support Group) meetings were held for integrated students that are part of the Students with Disabilities (SWD) Program. Teachers then formulated Professional Learning Plans (PLP) to support the needs of their students
- Student Leader organised & led online assemblies
- Whole school engagement initiatives that promote student wellbeing linked to the Social & Emotional Learning (SEL) curriculum;
- National Day Against Bullying and Violence (NDA)
- National Walk Safely to School Day
- R U OK? Day (Building relationships)
- First Aid in Schools Program
- Child Safety "Day for Daniel"
- Human Sexuality Program for Years 5 & 6 including a Family Information Night

STUDENT SATISFACTION

Student Satisfaction

MACSSIS 2021 Student Data

- Students' responses to 'MACSSIS' Learning disposition data was documented as at a school positive average of 78% in comparison to like schools in MACS
- Students' responses to 'MACSSIS' School belonging data was documented as at a school positive average of 76% in comparison to like schools in MACS
- Students' responses to 'MACSSIS' Rigorous expectations was documented as at a school positive average of 84% in comparison to like schools in MACS

MACSSIS 2021 Student Data

- Rigorous expectations 84% (MACS 80%)
- School climate 68% (MACS 67%)
- School belonging 76% (MACS 75%)
- Learning disposition 78% (MACS 74%)
- Student safety 63% (MACS 62%)

STUDENT ATTENDANCE

Student Attendance

In line with the St Martin of Tours Primary School Student Attendance Policy parents and carers, the principal, classroom teachers and admin staff each have a shared responsibility for the recording, monitoring and responding to student attendance. Classroom teachers and specialists are responsible for the recording of attendance via the Compass portal in both the morning and afternoon. Admin staff follow up each day to ensure that attendance records are up to date. The Principal is responsible for ensuring unexplained absences are followed up. Parents and carers are responsible for recording the non-attendance of students via the Compass portal. Student attendance records appear on the student reports issued in both Semester 1 & 2.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.6%
Y02	96.6%
Y03	97.1%
Y04	97.1%
Y05	96.7%
Y06	95.1%
Overall average attendance	96.4%

Child Safe Standards

Goals & Intended Outcomes

Goal

To ensure that St Martin of Tours Primary School, despite the educational impacts of the COVID pandemic, maintains a strong commitment to the strengthening of the Child Safe Standards, evidenced within our school culture, in both policy and practice.

Intended outcomes

- Ongoing commitment to a whole school approach to the strengthening of the Child Safe Standards that moves beyond the minimum level of compliance
- Maintain rigorous risk management and employment practices
- Engagement strategies are maintained for the inclusive voice and empowerment of students, families and staff to ensure a whole school approach to maintaining and enhancing the Child Safe Standards

Achievements

Achievements

The ongoing promotion and enhancement of Child Safe Standards continued to be a focus for the St Martin of Tours staff and community in 2021. Following the School Review in 2020 St Martin of Tours Primary School, guided by the CECV School Safety Compliance Assessment Tool, continued to develop evidence of the schools' commitment to Child Safety. A snapshot of achievements within the 5 themes is provided below.

Theme 1: Embedding an organisational culture of child safety

School policies, guided by the roll out of MACS policies that ensures compliance with VRQA minimum standards, were audited and refined to ensure that Child Safe practices and procedures are embedded. A practical example of this in action is the way Child Safety continues to be addressed at every formal Professional Learning Meeting as a standing agenda item.

Theme 2: Managing risk

The Child Safe Risk Register was maintained.

Theme 3: Building the foundations through practice

The PROTECT principles continued to be revised through staff professional development, inclusion in the Staff Handbook and promotion through strategically positioned displays for staff attention.

Theme 4: Empowering the community

With the impacts of the COVID pandemic a constant consideration for our plans to support our community, St Martins continued to deliver a comprehensive social and emotional learning (SEL) curriculum through the Promoting Alternative Thinking Strategies Program (PATHS) that is inclusive of both the Child Safe Curriculum and the Resilience, Rights and Respectful Relationships program (RRRR). The school engaged students in the Walk Safely to School Day, National Day Against Bullying and Violence (NDA) and the 'Day for Daniel' Child Safety initiatives.

Theme 5: Selecting, monitoring and engaging our people

All staff completed their online Mandatory Reporting modules and the school continued to follow recruitment practices for safe organisations when recruiting new staff.

Leadership & Management

Goals & Intended Outcomes

Goal: To develop a strategic approach to school leadership to support and enhance the improvement agenda that centres around professional learning, induction, succession planning, coaching and mentoring to enrich the capabilities of staff.

Intended outcomes:

- School leaders effectively lead and manage change
- The school has a documented plan for whole school improvement
- School community fosters a culture of learning
- Leaders measure impact on student outcomes

Achievements

- Updated staff handbook and weekly correspondence to staff to communicate management issues
- Use of daily on-line bulletin to communicate events for each day
- Weekly Leadership meetings for Principal, Deputy, Curriculum Leaders, REL, Learning Diversity, Student Wellbeing, Maths Leaders and Literacy Leaders
- Further developed a Home Learning Policy (Remote Learning) for staff with a focus on school structure and chain of accountability
- Development of the next four year School Improvement Plan (SIP)
- Meeting with Consultative Committee to discuss class structures for 2022 and face to face teaching workload in alignment with the CECV Enterprise Bargaining Agreement
- Inclusion of OH&S and Child Safety Standards in all staff meetings
- Agendas and minutes for PLM meetings recorded electronically on Google drive for all staff to access
- Annual Review Meetings reflecting aspects of teacher initiatives to lead to improved student learning (optional due to COVID)
- Policies reviewed for presentation to School Advisory Council
- Attendance by Leadership at Parish Pastoral Council, School Advisory Council and Parents and Friends Association meetings
- Leadership presentation for Prep Parent Information Enrolment Session
- Mentoring and coaching across all curriculum areas

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

- Online Professional Development for staff - Introduction to the Bible Course by FRG Ministry
- Online Sacrament Information nights
- RE Workshops conducted by MACS RE Team
- Online Professional Development for staff - Advent by Marg Carswell
- GRIN (Getting ready In Numeracy) Maths Professional learning
- Maths PD Making Assessment Count-Cathy Epstein from the Mathematics Association Victoria
- Literacy leaders trained in Levelled Literacy Intervention through Pearson Academy
- MACS Eastern Region Network meetings North East Zone- Mathematics/English/ Digital technology
- NCCD- Learning Disability Modules
- Mathematics PLMs- focus with the lens of the Learning Collaborative
- First Aid Training
- Developing Mathematical Understanding F-2 Multiplicative Thinking (Eastern Region)
- SILC Webinar with Dr Lyn Sharratt - Bump it up Walls to Learning Walls
- ERO SILC Webinar with Dr Lyn Sharratt
- Introduction to the Mathematics Online Interview (MOI)
- Supporting Graduates: Provisional to (Full) Registration

Number of teachers who participated in PL in 2021	30
Average expenditure per teacher for PL	\$500

TEACHER SATISFACTION

Staff-leadership relationships - Perceptions of the quality of relationships between staff and members of the leadership team. MACSSIS Data saw an increase from 70% in 2019 to 84% in 2021.

Collaboration around an improvement strategy - Perceptions of the coherence of the school's improvement strategy. MACSSIS Data saw an increase from 45% in 2019 to 70% in 2021.

Collective efficacy - Teachers' perceptions that staff at the school have what it takes to improve instruction. MACSSIS Data saw an increase from 70% in 2019 to 83% in 2021.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	80.2%
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ALL STAFF RETENTION RATE

Staff Retention Rate	83.9%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	38.2%
Graduate	2.9%
Graduate Certificate	0.0%
Bachelor Degree	79.4%
Advanced Diploma	29.4%
No Qualifications Listed	5.9%

STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	52.0
Teaching Staff (FTE)	39.5
Non-Teaching Staff (Headcount)	17.0
Non-Teaching Staff (FTE)	10.3
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Goal: To develop powerful teaching within a professional learning culture to empower our students and engage them in their learning and involve parents and our community as partners in the learning.

Intended outcomes:

- To foster a culture of welcome and embrace difference and diversity
- To engage with feedback to enhance the culture of the community
- To support families to be actively involved in the school community

Achievements

- Provide families with support to navigate remote learning.
- Supply and maintain electronic devices (chrome books, ipads) for all students that required them during remote learning.
- Support families with wellbeing check ins where required.
- Continuing to use the application Seesaw as a way of sharing student work with their families in a timely manner.
- Continuing to use Compass as a parent portal to the school.
- Information sessions for prep parents to assist with school transition modified to comply with COVID Safe requirements.
- School band rehearsed and Instrumental lessons via Google meet.
- Student leaders facilitated virtual school assemblies.
- Colour run celebrated for our feast day.

Parent involvement (remote or face to face)

- Parents and Friends Association/School Advisory Council.
- Sacramental celebrations.
- Parent representatives from each class organised acknowledgements to staff.

PARENT SATISFACTION



Family engagement data - The degree to which families are partners with their child's school is above the MACS average in the 2021 MACSSIS Family surveys.

School climate data - Families perceptions of the social and learning climate of the school.

MACSSIS Data saw an increase from 80% in 2019 to 83% in 2021.

Communication data - The timeliness, frequency, and quality of communication between the school and families. MACSSIS Data saw an increase from 64% in 2019 to 67% in 2021.

Future Directions

Education in Faith

- Whole school approach to Prayer and Christian Meditation.
- Providing opportunities for students to engage in scripture and go further by taking action and making connections to own lives.
- Revisit Vision and Mission statement to ensure it is a living document.

Learning and Teaching

- Review the best sources of data and the timing to measure the impact-audit of Data Plan.
- Allowing for multiple entry points within the learning intentions and success criteria eventually working towards co-construction.
- Implementation of Learning Walks and use of the 5 questions to reflect on practice in the classroom.
- Professional development around Case Management meetings.

Student Wellbeing

- Complete Tier 1 of the implementation of Positive Behaviours for Learning (PBL) thus providing a whole school approach to positive behaviour support for students.
- Students voice continues to be developed through opportunities to participate in student representative groups to facilitate positive change initiatives throughout the school.

Leadership and Management

- Coaching and Mentoring opportunities especially related to The Learning Collaborative, which includes use of questioning and learning walks and talks.
- Leaders develop action plans around the improvement agenda and each leader develops their own implementation plan.
- Develop an Induction Manual for staff that supports graduate teachers and newly appointed staff.

School Community

- Improve parent engagement by providing opportunities for them to engage in their child's learning.
- Increase and value parent voice and support them to be active participants in their child's learning.