



St Martin of Tours School Rosanna

2022 Annual Report to the School Community



Registered School Number: 1582

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Contact Details

ADDRESS	2-12 Silk Street Rosanna VIC 3084
PRINCIPAL	Jacqueline Marshall
TELEPHONE	03 8458 7500
EMAIL	principal@smrosanna.catholic.edu.au
WEBSITE	www.smrosanna.catholic.edu.au
E NUMBER	E1209

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

07/03/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - “Forming lives of faith, hope and love in the light of Jesus Christ” - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, “Every student is inspired and enabled to flourish and enrich the world”, and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne’s north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. 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

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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 2022 February census was 478.

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 2022 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.

Principal's Report

It was wonderful to see our students back with us after two years of remote learning experiences due to the COVID pandemic.

A new leadership team commenced their vision for school improvement in 2022. Building the capacity of leaders is an important element of my role as Principal and supporting them in developing action plans led to achieving the goals of our school improvement plan.

Catholic Identity and Mission

Marita Anderson, our Deputy Principal and Religious Education leader continued to lead the religious dimension of our school. The Sacraments of Reconciliation, Confirmation and First Eucharist were celebrated throughout the year for our Year 3, 4 and 6 students. Fr Elio Capra rejoined in person to lead parents and teachers in their faith formation of the Sacraments. Teachers prepared their Class Masses with Fr Michael and these were held during Semester 2.

We continued with our goal in providing 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. Teachers participated in Workshops led by the MACS team, and Christian Meditation professional learning on Prayer and Christian Meditation led by Jude Caspersz and the FRG Ministry Team. Our Student Pedagogical Data is positive whereby students feel that their Religious Education classes support their learning in the traditions of the Catholic faith, it challenges them in their thinking and exploring their own questions, it helps them to appreciate the wonder and awe of God, allows them to express their feelings about God and allows them the opportunity to learn about other views and faiths.

One of the highlights was having Andrew Chinn perform a concert for our students and teachers. Andrew spent a day with us in October to work with some of our Year 5 and Year 6 cohort to compose a school song. Members of our school choir along with staff have recorded the song with Andrew. The song is now in the refining stages and will be released early 2023. Maintaining our Catholic Identity is extremely important to us.

Leadership

The Executive Leadership Team consists of Principal, Deputy Principal, Assistant Deputy Principal and Learning and Teaching Leader. The core role of this team is to ensure our School Improvement Plan is a lived document that is evidence based. The team discusses data and ensures strong pedagogical practices are guiding all our work.

In 2022 an aspirational Master Plan was developed by Law Architects who engaged with all stakeholders - students, parents, staff and School Advisory Council members. The themes developed through consultation include; connection to nature, sustainability, gathering , connection, learning spaces and Indigenous connections. The intent is to apply for upcoming Government and State Grants.

Learning and Teaching

In the Learning and Teaching sphere, powerful teaching continued to be a big focus with Sandra Tieppo (Learning and Teaching Leader) leading through coaching and mentoring. The development of a Learning and Teaching team enabled greater scope to support good pedagogical practices across the school, upskilling teachers to have greater impact on the learning. Whilst continuing the work of the Learning Collaborative, we also saw a need to work

on the Intervention Framework to promote inclusive practice for all learners. We worked intensively on a series of modules to foster an environment that embraces the education of all learners regardless of their cultural background, socio economic status, learning needs, exceptional ability or disability. The Learning and Teaching team have promoted the effective use of data in professional learning meetings identifying students that may require further support in their learning.

Continuing to enhance our Professional Learning Culture our Year Prep to Year 2 teachers were also involved in a Monash University Mathematics project TMEL (Transforming Mathematics Engagement and learning-Early Years). The project was led by Kellie Cumming, our Maths leader. It was an opportunity to use the Action research model to improve mathematical pedagogy in the junior school. We have seen a significant improvement in the Mathematical language students are now using.

The Year 4 teachers, along with our Literacy Leader participated in the Grammar In Context Project and they had an opportunity to present their learning to other Catholic schools in Melbourne. The program offers a 'grammar investigations' approach, with a focus on teaching grammar within the context of an authentic text.

Student Wellbeing

Our focus continued to be improving student wellbeing outcomes by enhancing our positive school climate to empower students to be independent, self-motivated and successful learners. Positive Behaviours for Learning (PBL) was successfully implemented and continues to be a clear focus for us as we promote, explicitly teach and celebrate positive behaviours. A new initiative was introduced for our Year 6 students as they were paired with a staff member for the year as part of our Buddy Program. The focus of the strategy is to build stronger relationships with our senior students, provide them with another trusting adult in their lives that they can connect with and to support their transition to secondary school through ongoing discussions about the transition process. Jamie Atherton (Assistant Deputy and Student Wellbeing Leader) continues to lead this sphere.

Community Engagement

Parents as partners and providing an environment of belonging are key strategies to building community. Engagement to Empowerment for students supports their self-efficacy, agency and voice. An example of how this has been achieved is through our Inquiry units where students are asked to consider the "so what" of their learning by making a difference.

Parents play an active and collaborative role in the school as members of the PFA and School Advisory Council. SAC members have and will continue to work through a new document titled "Working together in mission - a charter for parishes and schools in the Archdiocese of Melbourne". The document outlines the roles and responsibilities of those who lead the shared work and mission of Catholic parishes and schools.

Our 2022 parent data through MACS surveys indicate that strong parent satisfaction in the area of school climate (80%). This refers to families' perception of the social and learning climate of the school.

I continued to feel honoured and privileged to lead St Martin of Tours school community and thank Fr Michael for his guidance, support and faith leadership.

Jacqueline Marshall

Principal

Parish Priest's Report

PARISH PRIESTS MESSAGE
'NON RECUSO LABOREM
WE SHALL NOT REFUSE THE TASK'

2022 – Is the year that we in Australia came out of lockdown and started to live with Covid. The Pandemic has effected our lives greatly and the impact on the children and their families, as well as teachers and staff of our Parish School, is ongoing.

In acknowledgement of this, I commend the efforts of all who are a part of our Parish School for their work for the common good and especially for the welfare of the children.

And I particularly would like to highlight the role of our Principal, Jacqueline Marshall, her Deputy Principal, Marita Anderson and Assistant Deputy Principal, Jamie Atherton and the Parish School leadership team for their oversight and considered responses to all the needs that have come before them.

Truly the responses to the pandemic's effect on our Parish School has been in the spirit of our patron saint, Martin of Tours. St Martin did not refuse the challenging tasks God asked of him in throughout his life in fourth century France.

Let us ask him, as our heavenly friend to help us to keep faithful to the challenging tasks that God has given to us: to especially care for our family, friends, Parish School, Parish and wider community in these difficult times.

Fr Michael O'Connell

School Advisory Council Report

The School Advisory Council (SAC) met 6 times throughout 2022. The purpose of the SAC is to advise the School Leadership team about school policies and procedures. The board is comprised of the following: Parish Priest (Father Michael), Principal (Jacqueline Marshall), Deputy Principal (Marita Anderson), Staff member (Melissa Campbell) as well as 10 parent representatives (1 Parish representative and 2 PFA representatives)

The school upholds St Martin's motto "Non Recuso Laborem" with dedicated parents and teaching staff not refusing the work but instead embracing and overcoming the challenges to provide quality education to the students.

The following key items were tabled in 2022:

- Child safety
- Review of AAP & SIP
- Review Home Learning Policy
- Catholic Identity & Religious Education
- Review of the School's website
- Engaged with Master Planning- Law Architects
- Review of Maths Curriculum
- Student Wellbeing initiative - Positive Behaviours for Learning
- Review of School community partnerships - as identified in the AAP- " families are supported to be actively involved in the school community."

Catholic Identity and Mission

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
- Leaders nurture religious growth
- Leaders and teachers weave a religious narrative
- School provides opportunities to deepen an awareness of the sacred

Achievements

- Beginning of the year liturgy for staff
- Beginning of School Year liturgy for Years 3-6
- Blessings by Parish Priest of students and classrooms
- Ash Wednesday Mass
- Year 1, Year 2 and Year 5 Family Masses
- Prep Welcome Mass
- Whole school Feast Day Masses - Sacred Heart, Feast of the Assumption, Mary Mackillop
- St Patrick's Day Mass (MACS) attended by School Captains and RE Captains
- Confirmation Information Evening for Year 6 families led by Fr Elio Capra
- Confirmation Commitment and Preparation Masses
- Eucharist Information Evening for Year 4 families led by Fr Elio Capra
- Eucharist Commitment and Preparation Masses
- Eucharist Retreat Day for Year 4 students
- Reconciliation Information Evening for Year 3 families led by Fr Elio Capra
- Sacrament of Confirmation for Year 6 students
- Bishop Terry Curtin visit to Year 6 cohort prior to Sacrament of Confirmation
- Sacrament of Eucharist for Year 4 students
- Sacrament of Reconciliation for Year 3 students
- Holy Week Tableau and Project Compassion fundraising for Caritas

- Caritas Workshops for Year 5 students during Lent
- St Martin of Tours Feast Day Mass celebrated on November 11th
- Year 6 Graduation Mass
- Thanksgiving Mass
- Appointment of RE Faith Captains from the Year 6 cohort
- Whole school 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/Liturgy
- 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 Professional Learning Meetings
- RE Professional Learning Meetings with a focus on the Pedagogy of Encounter, prayer, 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 each classroom
- 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 Praying the Rosary by FRG Ministry
- Online Professional Development for staff - Lent, Advent
- 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 Masses - classroom teachers and students prepare and participate in a class mass shared with parents, grandparents and buddy classes
- 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.
- Christmas Hampers, Winter Appeal items and cans of food donated to St Vincent de Paul throughout the year
- MACSSIS Student, Staff and Parent Surveys implemented and data analysed with staff through a Catholic Identity lens

VALUE ADDED

- Masses and Liturgies provided an opportunity for prayer for staff, students and families
- Professional Development was provided to staff for gaining and maintaining accreditation in Religious Education
- Andrew Chinn concert and workshop to develop a song about St Martin of Tours to be sung in future school Masses
- SAC meetings begin with a prayer. SAC meeting in July with a focus on the importance of prayer in a Catholic school
- Mission Formation Workshop hosted by MACS attended by Parish Priest, Principal and Religious Education Leader
- 2022 MACSSIS Student Data indicates 64% of students are positive about the Catholic Identity in our school. This data sits alongside the MACS average for schools
- 2022 MACSSIS Staff Data indicates 73% of staff are positive about the Catholic Identity in our school. This data sits alongside the MACS average for schools
- 2022 Religious Education Pedagogy Student Survey indicates that students learn in many different ways in Religious Education
- 2022 Religious Education Pedagogy Student Survey indicates that students are able to understand what the Catholic Church teaches and why
- 2022 Religious Education Pedagogy Student Survey indicates that students have the opportunity to learn about other views and faiths
- 2022 Religious Education Pedagogy Student Survey indicates that students learn to appreciate and wonder about the beauty and mystery of life

Learning and 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

- Additional teacher check ins with 'students at risk' as the school year returns to normality after COVID
- 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 platforms
- Digital Technology Leader participated in Edu Tech Conference with Learning and Teaching Leader to investigate new programs/platforms
- Two face to face Learning Conversations were held in the 2022 school year
- Continued professional development on the 'The Learning Collaborative' and the 14 parameters
- Participation in the School Improvement Learning Collaborative Networks supported by Simon Breakspear
- Continue to participate in 'Ghost walks' 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
- Audit of the School Data Plan to track assessment across the school including Tier 1,2 and 3 assessments
- Learning intentions and success criteria used more consistently during learning and on planning documentation
- All Foundation to Year 2 teachers participated in the Transforming Mathematics Engagement and Learning Project

- Introduction of the Mathematics Interview Online and professional development provided by the Mathematics leader to both teachers and Learning Support Officers
- Using 'Key Ideas for Conceptual Development In Maths' document to support planning
- Consolidation of Number talks in the Numeracy session
- Maths Enrichment through participation in the BEBRAS challenge and Australian Mathematics Trust competitions
- Literacy and Maths leaders attended Melbourne Archdiocese Catholic Schools North East Network meetings for their own professional development and networking with other leaders
- Literacy intervention teachers supporting Years 1 and 2 and Years 3 and 4
- Literacy leader and Learning Support Officer participated in MACS Eriksen project targeting the Year 2 cohort
- Literacy leader modelled strategies for Guided Reading with Learning Support Officers
- Literacy leader and Learning and teaching leader participated in the John Munro Professional Learning Sessions on Literacy
- Learning Support officers allocated to each level across the school and supported students in whole class, small group and individual setting
- Year 4 teachers and Literacy leader participated in the MACS Grammar In Context project and learning display
- 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 celebrations included visits by author Tristan Bancks
- Students encouraged to participate by voting in the YABBA book awards
- Dance classes with Ken Marshall for Years 3 and 4
- Basket Supper Dance Year 3 and year 4 families
- Dance Classes with Ken Marshall for Year 6 Graduation dinner
- Buddy classes shared Inquiry showcase to display and explain their learning
- Prep transition sessions held in small groups at the end of the year
- Information sessions provided for Prep Parents
- Parent Helper sessions
- Prep Welcome Dinner
- Staff participated in the MACS Intervention Framework project led by the Learning Diversity Leader and her team
- PLPs revised and audited in light of work on The Intervention Framework
- Intervention Framework modules for staff

- Curriculum audit of learning areas across the school in team planning
- The introduction of Analytics in COMPASS to track Literacy and Numeracy data
- Year Four students participated in an overnight camp experience in the City at CYC
- Years Five and Six students participated in an Outdoor Education Camp experience in Gippsland-Camp Rumbug
- Introduction of Drama club
- Regular sessions for School Choir
- Carols Night
- Fire Carriers students- acknowledgement of country at school events
- Revised Student leadership structure to include sustainability and arts captains

STUDENT LEARNING OUTCOMES

NAPLAN Scores 2021-2022

Year 3	Reading 2021	Reading 2022	Numeracy 2021	Numeracy 2022
School Score	490	454	421	426
State Average	452	472	414	413

Year 5	Reading 2021	Reading 2022	Numeracy 2021	Numeracy 2022
School Score	538	552	524	517
State Average	523	520	506	496

The 2021 and 2022 NAPLAN results reflect that our school is performing well when compared to the State Average. The slight dip in 2022 from 2021 for Year 3 reading reflected the need to focus our intervention in this area. The Literacy leader worked with the Learning and teaching team to track students at risk and possible support they may need to improve. Learning Support Officers were upskilled in reading instruction so that students at risk could also be supported more often. The school participated in the Eriksen Reading Intervention Research project where particular cohorts became the focus. Learning Support Officers were also up-skilled in this area to be able to support the Literacy leader. Levelled Literacy intervention also continued for students in Year 3 and 4. The use of PAT data and Fountas and Pinnell running records allowed for triangulation of data and tracked student growth in Reading.

The Learning Collaborative project continued to support consistency of practice across the school. Work in 2022 focused on the area of intervention and identifying students at risk. Through professional development on the Intervention Framework modules, staff have a

greater knowledge of Tier 1, 2 and 3 assessments that can be utilised to identify students' particular areas of need. An audit of the School Data plan was conducted to reflect these tiers. The school also developed a clearer process for the internal referral process.

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. 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 continued to provide reliable data to enable targeted teaching and opportunities for student growth. Staff were able to triangulate data and provide the relevant learning experiences at their point of need. The introduction of the Mathematics Interview online also provided data to pinpoint particular areas of need using the Growth points. Essential Assessment is another source of data used by teachers where students were given targeted learning experiences to build their knowledge in particular areas.

The junior school were involved in a major project in conjunction with Monash University named TMEL (Transforming Mathematics Engagement and Learning). The project involved the Prep to Yr 2 teachers in 8 professional learning days about using engaging lessons through concrete and pictorial representation. The project assessed student growth through the Mathematics Online Interview to identify students point of need in their learning. Teaching teams collaboratively worked on action research cycles, where they implemented key concepts and current pedagogical actions from the professional learning.

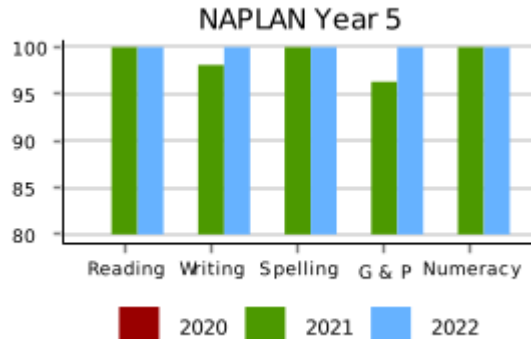
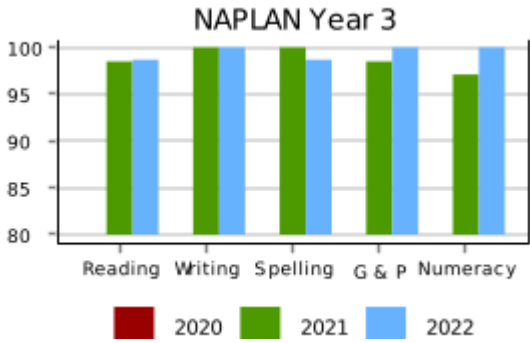
The Year 4 Teachers and Literacy Leader participated in Grammar in Context professional learning program which aims to improve writing. The professional learning program lead by MACS was guided and presented by Dr Misty Adoniou. This pedagogical approach lead students through an investigation of the grammatical features of exemplary texts to discover the impact of author's choice on meaning-making when creating written texts. It provided teachers with knowledge and confidence to explicitly teach grammar in context and to support students to transfer this knowledge to their own writing.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	98.5	-	100.0	1.5
YR 03 Numeracy	-	97.1	-	100.0	2.9
YR 03 Reading	-	98.5	-	98.7	0.2
YR 03 Spelling	-	100.0	-	98.7	-1.3
YR 03 Writing	-	100.0	-	[naplan.y3.schoolWR.minimumStandardsStr]	0.0
YR 05 Grammar & Punctuation	-	96.3	-	100.0	3.7
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	100.0	-	100.0	0.0
YR 05 Writing	-	98.1	-	100.0	1.9

* 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

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 New 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

- Tier 2 implementation of Positive Behaviours for Learning (PBL) continuing a consistent approach to positive behaviour support
- Complete whole school professional development of the online modules of the Intervention Framework
- National School Chaplaincy Program (NSCP) continued to service students and parents requiring intervention and support
- Continuation of the recording and communicating of student's behaviour and learning needs through the COMPASS school management system and its 'Chronicle Entry' function
- Continuation 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 beginning with student safety
- Building of the leadership capacity of the four Year 6 House Captains as school leaders to facilitate positive behaviour practices and the introduction of new Arts & Sustainability Leadership roles
- Schoolwide Buddy Program expands with the addition of a Year 6 Student / Staff Buddy initiative to support relationship building, student mentoring and preparation for the transition to Year 7

VALUE ADDED

- Student Wellbeing Leader engagement in both Eastern Region & Templestowe Cluster Student Wellbeing Network meetings

- The establishment of the Student Learning Team aimed at providing strategic support for teachers to help cater for their students that present with behavioural or learning 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
- Continued commitment to 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”
- Loyola Secondary School Life Excursion (Year 4 as part of the secondary school transition program)
- Metro Trains Incursion (Year 6 as part of Year 7 transition)
- Online Safety: Responsible Citizenship Family Night for Years 5 & 6

STUDENT SATISFACTION

MACSSIS 2022 Student Data

- Students' responses to 'MACSSIS' Learning disposition data was documented as at a school positive average of 79% in comparison to like schools in Catholic Education Melbourne of 73%
- Students' responses to 'MACSSIS' School belonging data was documented as at a school positive average of 78% in comparison to like schools in Catholic Education Melbourne of 71%
- Students' responses to 'MACSSIS' Rigorous expectations was documented as at a school positive average of 81% in comparison to like schools in Catholic Education Melbourne of 78%

MACSSIS 2022 Student Data

- Rigorous expectations 81% (MACS 78%)
- School climate 65% (MACS 61%)
- School belonging 78% (MACS 71%)
- Learning disposition 79% (MACS 73%)
- Student safety 63% (MACS 58%)

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	89.6%
Y02	89.2%
Y03	88.9%
Y04	90.6%
Y05	89.4%
Y06	89.4%
Overall average attendance	89.5%

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 New 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 New 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 New Child Safe Standards

Achievements

The ongoing promotion and enhancement of the New Child Safe Standards continued to be a focus for the St Martin of Tours staff and community in 2022. 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 the New 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 a combination of Positive Behaviours for Learning (PBL) implementation, 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 maintained a commitment to whole school engagement activities that promote student wellbeing linked to the Social & Emotional Learning curriculum such as 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

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, Assistant Deputy Principal, Curriculum Leaders, REL, Learning Diversity, Student Wellbeing, Maths and Literacy Leaders
- Development of the next four year School Improvement Plan (SIP)
- Development of the Intervention Framework and professional learning for staff
- Leaders participated in the School Improvement Learning Collaborative professional development led by Simon Breakspear and MACS
- Meeting with Consultative Committee to discuss class structures for 2023 and face to face teaching workload in alignment with the CECV Enterprise Bargaining Agreement and Library initiative
- 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
- Policies reviewed for presentation to School Advisory Council
- Attendance by Leadership at Parish Pastoral Council, School Advisory Council and Parents and Friends Association meetings
- RE Leader, Learning and Teaching Leader, Student Wellbeing Leader, Maths and Literacy Leaders, DigiTech Leader presented areas of focus at the SAC meetings
- Leadership presentations for Prep Parent Information Enrolment Session and Orientation Sessions
- Mentoring and coaching across all curriculum areas

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- Online Professional Development for staff - School of Prayer by FRG Ministry
- Sacrament Information nights
- RE Workshops conducted by MACS RE Team
- Advent in The Year of Matthew
- Lent- Elio Capra
- Online Professional Development for staff - Lent and Advent
- RE Professional Learning Meetings - focus on prayer, dialogue, Pedagogy of Encounter
- Christian Meditation PL led by Jude Casparesz
- Positive Behaviours for Learning led by Roland Wans
- GRIN (Getting ready In Numeracy) Maths Professional learning
- TMEL Project: All Foundation to Year 2 teachers participated in the Transforming Mathematics Engagement and Learning Project
- Intervention Framework Project
- MACSSIS Data feedback
- MACS Eastern Region Network meetings North East Zone- Religion/Mathematics/English/ Digital technology/Learning and Teaching leaders/ Learning Diversity/Wellbeing
- NCCD- PLP Writing, Student Referrals and Moderation
- Mathematics PLMs focus on Engagement in Mathematics/Image Making
- Mandatory Reporting
- First Aid Training and Anaphylaxis Training
- Dynamiq Online Warden Training
- SILC Webinar with Dr Lyn Sharratt - Bump it up Walls to Learning Walls
- ERO SILC Webinar with Simon Breakspear
- Introduction to the Mathematics Online Interview (MOI)
- Supporting Graduates: Provisional to (Full) Registration
- Introduction to the English Interview Online (EOI)
- Grammar In Context
- MACS Eriksen Project
- Improving Student Learning Outcomes in Mathematics led by John Munro (ACU)

- The Science of Writing
- NCEC - Catholic Conference for executive leaders

Number of teachers who participated in PL in 2022	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. The 2022 MACSSIS Staff data indicates 82% in 2022. The MACS average is 79%.

Collaboration around an improvement strategy - Perceptions of the coherence of the school's improvement strategy. The 2022 MACSSIS staff data indicates 65% and sits alongside the MACS average for schools.

Collective efficacy - Teachers' perceptions that staff at the school have what it takes to improve instruction. The 2022 MACSSIS Staff data indicates 84% and is higher than the MACS average of 77% for schools.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	81.4%
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ALL STAFF RETENTION RATE

Staff Retention Rate	75.0%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	27.5%
Graduate	2.5%
Graduate Certificate	2.5%
Bachelor Degree	72.5%
Advanced Diploma	22.5%
No Qualifications Listed	15.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	58.0
Teaching Staff (FTE)	42.1
Non-Teaching Staff (Headcount)	20.0
Non-Teaching Staff (FTE)	12.6
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

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

- 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.
- School Tours and Information sessions for prep parents to assist with school transition.
- Student leaders facilitated school assemblies
- Student and parent involvement in parish masses
- Master Plan session - parent focus group
- Italian Day
- STEM and Art Showcase
- Inquiry Showcases
- Bookweek parade and activities
- Year 3 and Year 4 dance lessons and Supper Dance event
- Year 6 dance lessons for Graduation Dinner event
- Andrew Chinn concert and development of St Martin of Tours school hymn
- Literacy Parent Helper sessions
- Sports Carnival
- Year 4 City Camp
- Year 5 and Year 6 Outdoor Adventure Camp to Rumbug
- Incursions across year levels - Parliament, Wild Weather, Cultural Dance, First Aid in Schools
- Bishop Terry Curtin visit to Year 6 cohort leading into Sacrament of Confirmation

- Guest speakers - Year 5 disability unit
- Cybersafety Family Forum

Parent involvement (remote or face to face)

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

PARENT SATISFACTION

2022 MACSSIS Family data for Family Engagement where the degree to which families are partners in their child's school indicates 46% for the school. The MACS average is also 46%.

2022 MACSSIS Family data for School Climate where families' perceptions of the social and learning climate of the school indicates 80% which sits alongside the MACSSIS average of 85%.

2022 MACSSIS Family data for Student Safety where perceptions of student physical and psychological safety while at school indicates 68% which sits alongside the MACSSIS average of 72%.

Future Directions

Catholic Identity and Mission

- provide professional development opportunities for personal faith formation of staff
- build capacity in staff to dialogue with students using the hermeneutical prompts to build on deeper thinking and be able to recontextualise the learning and make links to the Gospels
- Provide further opportunities for students to engage in scripture and go further by taking action and making connections to own lives.
- continue to immerse the staff, students and families in the Catholic faith, scripture and traditions by providing opportunities of to attend and participate in liturgical celebrations
- embed the new St Martin of Tours hymn into the school and parish masses

Learning and Teaching

- Use of the School Data Plan and its implementation for Tier 1,2 and 3 assessments
- 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

- Implementation of Positive Behaviours for Learning (PBL) School Wide Information System (SWIS) to track trends in student behaviour and plan for whole school interventions to support positive behaviours
- Students voice, agency and leadership capacity continues to be developed through the implementation of the 'Young Leaders Program' (Michael Grose)
- Introduction to Student Desktop link to provide students with a new Child Safety communication tool
- Whole School implementation of the new Child Safe Standards

Leadership

- 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.

Community Engagement

- 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.