



St Margaret Mary's School Brunswick North

2020

Annual Report to the School Community



Registered School Number: 0962

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Contact Details

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Minimum Standards Attestation

I, Fiona Dearn, attest that St Margaret Mary's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 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.

31/05/2021

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

Our School Vision

GUIDED BY OUR FAITH TRADITION, TOGETHER WE WELCOME,
INSPIRE, EMPOWER AND NURTURE ALL TO BE THE BEST WE CAN BE.

As a Catholic Learning community we educate through innovative and evidence based practices.

Students are at the centre of learning. We provide opportunities to collaborate, create and be curious. Students are challenged to reflect, problem solve and flourish in their learning.

Every student is valued. We promote self-worth through connectedness and discovery of their interests. We build optimism, self-management and foster positive relationships within a safe and inclusive environment.

We work in partnership with our families and engage with them in their child's learning journey.

Our faith inspires us to contribute actively, justly and compassionately in our world through service to others and stewardship.

School Overview

St Margaret Mary's Catholic Primary School was founded in 1913 and after more than a century continues to offer the local community a comprehensive curriculum that supports and empowers its students to become independent, socially aware, lifelong learners.

At St Margaret Mary's the well-being of our students is paramount. For students to be able to learn they need to be happy. We aim to develop individuals who are resilient, reflective, self-managed, curious, collaborative and creative within a warm environment where everyone feels that they belong.

To that end, the development of relationships between students and their teachers and students with each other is fundamental to our work. We want to develop self-worth and confidence, both requirements for actively engaged learners.

We provide our students with opportunities to be immersed in new content across the curriculum and stimulate a lively curiosity about the world around them. We challenge our students through the Catholic social teachings that look to question the status of the global community and give our students opportunities to support others who are locally and globally less fortunate.

We prepare our students for the challenges of everyday living by developing their skills in Numeracy and Literacy, supporting them to problem-solve and to think critically and creatively.

Our specialist programs support holistic education through the Arts - Performing Arts and Visual Arts, Physical Education, Italian language and development of skills in digital technology. Engagement is high in our school garden and sustainability club, the choir and chess club.

All this is underpinned by a family community of faith as we strive to support students in their spiritual understanding through prayer, Catholic traditions and stories.

Welcome to our school community - 'a small school with a big heart'.

Principal's Report

2020 was a challenging year for all in the community with the school lock-downs in force due to the COVID-19 pandemic.

We rose to the challenge as educators, parents and students with everyone giving 100% to adapt teaching and learning to online formats. Our quality of lessons was unwavering despite these changes and challenges. About 10% of our students were present on site as children of essential workers and staff were required onsite on a roster basis to supervise these students and support these families. Teachers interacted with their students providing recorded lessons or live group sessions. Our Learning Support Officers engaged with students to continue enacting their individual support plans and our intervention and specialist teachers also taught using online forums.

Student, staff and family wellbeing was our main focus with regular check ins and support offered where required. Devices were loaned to enable accessibility for all.

As leader of this learning community I was so proud of how we were able to demonstrate the qualities that we espouse in our school vision- collaboration, creativity, problem solving and reflection. We encouraged connections and self management. 2020 was a year when families stood side by side with us in their child's learning. With God by our side we stayed strong and prevailed with courage and hope.

School Education Board Report

St. Margaret Mary's Primary School Parish Education Board Chairman's Report

The Parish Education Board (PEB) at St. Margaret Mary's plays a very small role in what is an extremely large task of running a school. The PEB's main purpose is to act as an avenue for consultation used by the Principal to gauge opinions on particular topics of interest relating to the school's operations.

The board comes together once a term and over the past year have focused on a vast array of areas including the inclusion and trial of programs, school marketing, advertising and promotional opportunities, uplifting communications, social media, community grants, reviewing of the school's operational, compliance and safety policies, board and classroom structures, school enrolments, the schools financial position and school fees, school website and potential improvement opportunities just to name a few.

The school has a team of extraordinary teaching staff that are committed to upskilling and introducing engaging and effective ways of learning to our students and most of all providing the ongoing support required, enabling them to receive the best education possible. The Board would like to take this opportunity to thank all the teachers, support staff and classroom volunteers for their dedication and commitment throughout the year.

We are also extremely fortunate to have a committed group of parent volunteers who strive to promote the school within the community, provide community inclusiveness and organise multiple fundraising events throughout the year. I'd especially like to acknowledge Gerald Sullivan and Jo Montesano for taking up the President and Vice President roles of the Parent and Friends committee in 2021.

I'd also like to thank the other parent members of the Board (Nick Pratley, Delwin Keasberry, Tarnia Allen, Deepa Daniel and Anna Picinich) and staff (Claire and Renee) for their contribution this year. I know I can safely speak on behalf of Fiona when I say that the contribution and guidance you all provide is valued and appreciated.

Finally, I would like to wish all our Year 6 students the very best of luck as you head into your final semester of primary school and the next phase of your lives in high school. I hope that you take the wonderful memories you have made at St Margaret Mary's with you.

Regards,

Paul Di Paolo

Education in Faith

Goals & Intended Outcomes

Goal: To understand our Catholic Identity and build an authentic Catholic Community that is in dialogue with our multi-faith and diverse community

Intended outcome: That the behaviour of students and staff will demonstrate our commitment to our Catholic social teachings.

That students and staff make meaningful connections between their lives and actions, and the Catholic faith.

Achievements

We have revisited the purpose and context for meditation in a Catholic school. Whole school guidelines were discussed and distributed on the return to school in January 2020.

We continued to develop the Two-Year scope and sequence in accordance with the New Revised RE Framework, the Liturgical Calendar and our religious order/school traditions.

VALUE ADDED

We ran a whole school Professional Learning based on the Catholic Social Teachings, where Caritas spoke to the staff and explored what they look like in person and in the classroom.

Throughout the year and during remote learning we were in contact with CEM advisors for the Northern region who were able to assist us in planning for units and for staff professional learning around scripture.

Learning & Teaching

Goals & Intended Outcomes

Goal: To engage and empower students, teachers and parents through high quality pedagogy to improve student learning growth.

Intended Outcome: That student learning growth across the curriculum will increase as a result of improved student engagement.

Achievements

Embed Writing PD from 2019 - planning and timetabling

Continue SIL with Martina for action research - initial meeting then put on hold

Feedback in Literacy - formal planning and implementation - Martina / Sally focus - put on hold

Goal setting - all levels, planning and timetabling

Data walls - reading and writing

Spelling - strategies, planning and timetabling - Spelling in Context training underway now after delay to share in PL 2021.

ARCOTTS training regarding use as a formative tool

Implementation of consistent data recording templates across the school and integration with SPA/ICON

Recording books for spelling as well as reading / writing.

LLI intervention to be coordinated for Juniors / Middles

Year - reading and writing

Reading Recovery - Teresa

LL to undergo New Leaders Network

NUMERACY

Teachers continue to use Essential Assessment as one form of data to group students and differentiate their teaching.

Plan ahead for moderations to be completed in a certain week each term during PLTs. Tasks to be set ahead of time to ensure teachers term planners align with the topic to be moderated.

Follow the 'Martina' coaching model in 2020 to navigate and guide teachers in the delivery of mathematical content. Meet with teachers throughout the term to touch base, provide professional reading, reflect on practice and set a goal to continue to work on.

Investigate a data wall for mathematics based on start, mid and end of year data for number. This will allow all staff to see student progress and needs across the school. This should be consolidated in the classroom for teachers to identify the needs in their specific class.

Alongside more regular moderation tasks, levels to moderate their students based on initial beginning of the year testing (SINE?/ Essential general?/general number) identify those at risk and those who need extending. Also PatM - Number

Investigate the possibility of working with Peter Sullivan in a project. - CEM

Exploration of tasks during PLTs.

Teachers to partake in professional learning pertinent to their area of focus e.g. content or pedagogy.

Invited to participate in supported Maths program 2021-2022

EBL 2020

EBL Handbook developed

REMOTE LEARNING

Transferred teaching to video remote formats using Seesaw and Google Classroom

Connected to students through interactive small group, individual and whole class meets.

Intervention for Literacy and Maths took place through Google Meets

Modified reports

Online parent interviews

STUDENT LEARNING OUTCOMES

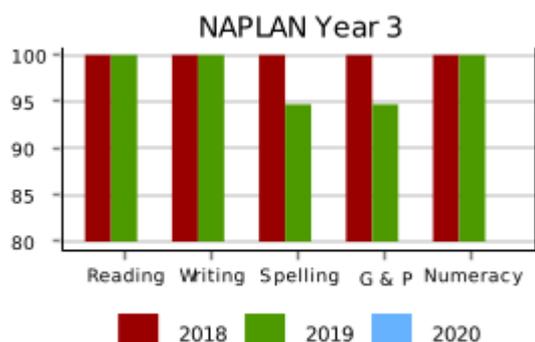
We have a comprehensive assessment schedule that includes pre and post assessment which can be either summative or formative. Essential assessment is one such tool for Numeracy as is Fountas and Pinnell for use in reading. Students conferences are an integral part of our assessment strategy. Assessment is ongoing and feedback timely.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	94.7	-5.3		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	100.0	94.7	-5.3		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	95.8	92.9	-2.9		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	100.0	92.9	-7.1		
YR 05 Writing	91.7	92.9	1.2		

* 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

Goal: To develop a school culture that fosters positive relationships, engagement in learning, and a sense of partnership for all members of the school community.

Intended Outcomes: That students will develop skills and capabilities as learners and leaders.

Achievements

SWPBS evaluation to be conducted.

Continue with SWPBS in junior grades with a whole school focus.

Reward shop to be evaluated as part of SWPBS evaluation. - whole school reward?

Berry Street to be continued in 3-6.

Behaviour Management record- for playground behaviours

Staff PL for Zones of Regulation -half day whole staff Term 1

At final Action CASEA team meeting, discussed the potential for Maria to run a mini group (of up to 4 children) on her own. Discussed choosing children who present with more emotional symptoms or who are not presenting with significant behavioural difficulties.

Staff to be trained in the Restorative Practice Strategy -half day whole staff Term 1

Continue with LSO team meetings each term.

PLPS to be continued to be written for most children funded under NCCD (depending on the reasons/level they are included in the NCCD count

Ensure that teachers are keeping records of adjustments made to students involved in NCCD. PD teachers in how this can be done.

Complete Disability standards for education 2005 eLearning modules with staff.

These eLearnings modules are to help schools/teachers to understand their obligations under the disability standards for education legislation. The modules are also important to understanding the model applied to the nationally consistent collection of data on school students with disability.

PLT's on Capabilities.

In 2020 - SRC to a Staff Member to support SRC

Continue with 5/6 Leadership program and processes for assigning leadership roles. Year 7 transition in Term 4

Continue with 5/6 camp yearly.

Awards allocated for acts of service at school- can we catch you?

Focus on return to school after lock down- monitor behaviour and SEL closely

Mandatory reporting

1st aid training

Chickens - student wellbeing breaks

NCCD documentation and support through ILPs and allocation of LSOs

Transition enrolment for child with Downs Syndrome- risk assessment

Behaviour Support Plans

Safety Plans

VALUE ADDED

- chess club
- garden
- choir
- student leadership
- Mini Vinnies
- SRC

STUDENT SATISFACTION

- According to St Margaret Mary's students
- Five strengths at St MM
- I like the Faith and harmony in our school
- Good education
- Captain roles
- We learn about religion
- We are treated well
- Helper teachers
- Student voice
- Learning about different cultures/religions
- Inclusive
- The bb court
- The playground
- All the Art
- Soccer goals
- Knowledge

Kindness caring

Unique lessons like discovery, and inquiry

Range of specialists

Being a caring environment

Big heart, excursions

people

Good maths

The teachers, the subjects

Friends, happy, big heart, there when you need them, good people

Small school, good community, we can always have a say

Smaller, closer together, opportunities, advanced learning, learn more religions

We are a small school we know each other

Small school, friendly, the teachers, subjects, small school, buddies

Friendly people, friendly teachers, progress in learning

Fair and caring people

Kind helpful, collaborative, fun, respectful

Kind students and friends, nice teachers, good subjects

Good teachers and friends, interesting topics, teaches us how to be responsible feels like a community family

Seeing your friends, learning interesting things, kindness

Friendship, creativity, curious

Small school, teachers, friendship, playgrounds

Try our best to never give up, to be our best

No bully, friends, small so know people, work together, open space good equipment

Good teachers, good learning, curriculum

Everyone is nice, small school, lots of help from peers and teachers

Sport, catholic beliefs, different cultures, nice playgrounds, soccer goals

Listening to each other, sport, fun activities, curriculum, lessons

3 strong values of our catholic faith

To always be grateful and respectful. To always forgive and forget

That God always love us no matter what

To respect God . God will always love us and he forgives

Kind, respectful and responsible. Forgiving, best they can be

Treat each other well. Put others before self

That Catholics take Holy Communion and follow God's footsteps. They also are responsible

That God died for us to be caring, worthy and loved.

We believe in God and respect him

Be kind to others

Respectful, kindness, followers of God

Following in God's footsteps

I've learned to strive to be like God. God will always be there. And to help others.

To be like Jesus

Jesus and his stories. What Catholics do when they go to Church. Who created the earth and how it began

I have learnt to follow in God's actions. I have learned about Catholic practices

How all the sacraments work. All the scriptures and their meaning

Be kind, be happy, believe

Helping others, being kind, being respectful

I learnt to be a good person and a trust full person because Jesus died on the cross for everyone and I also want to be respectful

How to be responsible

God is forgiving and loves us all. I have learned to be forgiving like God

It has kept this school going

How to be like Jesus and who he is.

That we respect people and are nice to people

We are God believers and we are nice people

That we should respect people and be nice to people. To care for people.

Scriptures, traditions

That no matter who people are we are still all the same, Jesus, God is the creator

We have learned about who Jesus is and what he did how to be more like God and Jesus

What strengths do we want to see in our students by the time they leave St MM?

Good social skills. Be better at subjects.

Problem solving, knowledge of God, social skills, creativity, growth mindset

Social skills, be ready for high school with what you need to know

Creativity, knowledge, happiness, friendliness, kind, smart

Social skills, courage, how to read, write, how to make things

How people interact nicely to each other and ready for high school

Social skills, knowledge, collaboration, how to read

Social skills, respect, emotional wellbeing, knowing when is enough

Social skills, learning dispositions, creativity

Social skills, never giving up, persistence, determination

Social skills, ways to strategize, stuff about catholicism

Being social, able to make new friends

Using our school dispositions so we can be positive and always give things a go.

Creativity

A strength that I got from St MM is knowledge and to be kind also a value I have because of St MM is friendship

To be proud of yourself in your learning and your physical activities

Good at controlling myself

Sport, maths, talking skills, working with people, knowledge, helping others, fundraising, letting others speak.

Maths, writing, reviewing something, knowledge that will help me in life, being able to work in any condition, knowledge of the bible stories, being able to understand other people's perspectives.

Good mental state, how to start conversations with peers, how to respect others for who they are

Good knowledge, working together, all our dispositions,

To have a growth mindset and to keep trying, to be kind, responsible and always try your best

To never give up, be your best and be responsible, to have a growth mindset and always be open to new things, to be responsible and respectful, kindness, how to make friends, be kind, have a growth mindset to never give up.

How to be collaborative and work with others, be kind, responsible, respectful, bounce back

STUDENT ATTENDANCE

The student roll is recorded twice a day. When a student has an unexplained absence admin staff call the parents for an explanation. After multiple absences the principal will call to inquire about the child's wellbeing. If absences continue a formal letter will be sent outlining the importance of regular attendance and offering support to the family.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	77.9%
Y02	76.3%
Y03	69.4%
Y04	71.4%
Y05	70.8%
Y06	71.4%
Overall average attendance	72.9%

Child Safe Standards

Goals & Intended Outcomes

A child safety team made up of the principal, Students wellbeing Leader and Leadership team ensures that our child safety practices and policies are up to date and compliant

Achievements

Child safety standard item on staff meetings, PEB, PPC school report

Child safety induction process for new staff

Child safety team formed from leadership team- Child Safety Officer- SWB Leader

VPASS implemented with child safety code of conduct to be signed on entry and lanyard worn by all visitors

WWC card holders monitored for dates of expiry.

Transition for 2021 enrolment with Downs Syndrome

Behaviour Management Plans reviewed

Safety Plan reviewed

Risk assessment completed for COVID-19 guidelines

Newsletter articles around safety around cars and car parks- No standing sign changed to no parking by council

School handbook updated with child supervision guidelines

Professional learning- Mandatory reporting, COVID Safety, 1st Aid CPR, Asthma, Anaphyllaxis, Restorative practices, Zones of Emotional regulation, ASD

Leadership & Management

Goals & Intended Outcomes

Goal: To develop a culture at St Margaret Mary's characterised by strengthened clarity, ownership, accountability and commitment, where all staff are empowered to improve student growth.

Intended Outcome: That strengthened clarity and empowerment will drive improved staff engagement and enhanced organizational climate.

Achievements

Develop processes for Leaders to do whole school walks on focus areas. This is a priority area for EBL in 2020.

Continue this in 2020 and provide opportunities for Junior-Prep staff to observe practice in Discovery to develop this further.

Professional dialogue time included in PLTs

Support coaching model for PL in Literacy, Numeracy

Facilitated planning by curriculum leaders of Literacy, Inquiry, Religious Education

Review and set guidelines for communication with all staff members. - revise Handbook

Communication methods for parents -Seesaw, Skoolbag, email

Refer to Review Cycle for schools initiatives

Continue with School Promotion strategy with PEB and Enrolment Maximisation Framework

Review ICT Plan and budget.

Consultative committee

Advertise Positions of leadership internally following consultative committee

Advertisement for classroom teachers and bursar externally

Release of curriculum leaders to facilitate planning

Professional Learning modules -Dynamiq Emergency Training modules, COVID-safety modules, Mandatory reporting, Child safety.

Monitor and adapt to guidelines for onsite and offsite learning as well as reporting guidelines

Investigate other ICON eModules to begin in 2020.

Implementation of COVID-19 Safety plan with continuous changes

Provision of onsite learning for children of essential workers including staffing arrangements and rosters

Transition of new bursar working alongside current bursar in term 4

Transition to Business Manager only -disengage with school accountant
Communicate and adjust school fees for families in financial difficulty through COVID-19
PEB adjusted rise in school fees due to COVID-19

Provision of school reports to Parish Pastoral Council
Parish Education Board meetings

Plan the use of school building for Thien Anh Vietnamese school on Sundays
Transfer all SAS data to ICON and provide MACs with RFI information
Staff transferred to MACs employment

Leadership team meetings once a fortnight- POL reports
Conduct ARMs
Annual report to the school community

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
Description of Professional Learning undertaken in 2020

Staff participated in Professional Learning in the following areas-

- ICON training
- Evidence Based Learning
- Numeracy
- Words in context phonics in context, grammar in context
- Coaching -Literacy
- Managing students with ASD
- Induction
- Reading recovery
- RE framework
- Facilitated planning in teams
- NCZ networks- RE , SWB, DP, Principal
- Agile Leadership and further school based Professional learning Teams

Number of teachers who participated in PL in 2020	23
Average expenditure per teacher for PL	\$1000

TEACHER SATISFACTION

Teachers are involved in facilitated team planning with curriculum leaders each week. They have nominated a team on which to work to drive improvement. The Evidence Based Learning Team drives the visible learning, the Maths team has set goals for improved engagement and the School Improvement Literacy team drives the coaching model in writing. Each of these teams is set up to build leadership capacity of our teachers and maintain engagement, knowledge and skill development.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	77.1%
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ALL STAFF RETENTION RATE

Staff Retention Rate	83.3%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	45.5%
Graduate	9.1%
Graduate Certificate	18.2%
Bachelor Degree	90.9%
Advanced Diploma	36.4%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	16.0
Teaching Staff (FTE)	12.0
Non-Teaching Staff (Headcount)	10.0
Non-Teaching Staff (FTE)	15.6
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Goal: To improve connectedness and collaboration through creative and purposeful partnerships between the school, parish and the wider community.

Intended Outcome: That student learning, wellbeing and faith development will be enhanced through a sustained and strengthened parent engagement.

Achievements

Throughout the year, staff and leadership continually kept families up to date with guidelines on COVID-19 restriction through the newsletter and Skoolbag notices, teachers and leaders also checked in with families throughout remote learning with phone calls and emails.

Transition was priority for our new preps and our grade sixes who were leaving the school. Teachers and leaders liased with external services such as WAS, local kindergartens and Secondary Schools to ensure all students had a smooth transition in their next phase of their education.

There was consultation made with the Parish Education Board to create and implement a strategic plan regarding promotion of St. Margaret Mary's in our community.

The online newsletter continued to be a place for information and resources for parents where school wide decisions or issues were publicised and Leaders of the school shared content for their domain to keep parents up to date, E.G. R.E., Literacy and Student Wellbeing.

PARENT SATISFACTION

In our school review the report stated that

'parent focus groups highlighted the existence of authentic two way school parent community partnerships. This provided clear evidence that a culture of welcome and hospitality permeated the school. There was a common expression that the school culture and size underpinned a belief that the community felt known and valued. Parents commented favourably on how calm and safe the school environment was, how approachable the staff were and the sense that they belonged to something good. Parents commented that during the 2020 lockdown partnerships were strengthened and they had an increased understanding of how they could support their child's learning.'

Future Directions

2020 was a year of uncertainty in our wider community and disruption to our daily lives. One thing that stayed true through this time was the certainty of high quality education at St Margaret Mary's whether at school and online.

2021 will bring a year of review when we reflect on the past four years and determine how well we met our goals and intended outcomes.

We will continue to support our teachers through evidence based professional learning, develop opportunities for all of our students to learn who they are and how they can shine. We will build on our faith community welcoming each other and sharing our stories. Our families will be confident that when they bring their children to school they are in a safe place where they are known and supported.