



St Mary MacKillop Primary School Keilor Downs

2020

Annual Report to the School Community

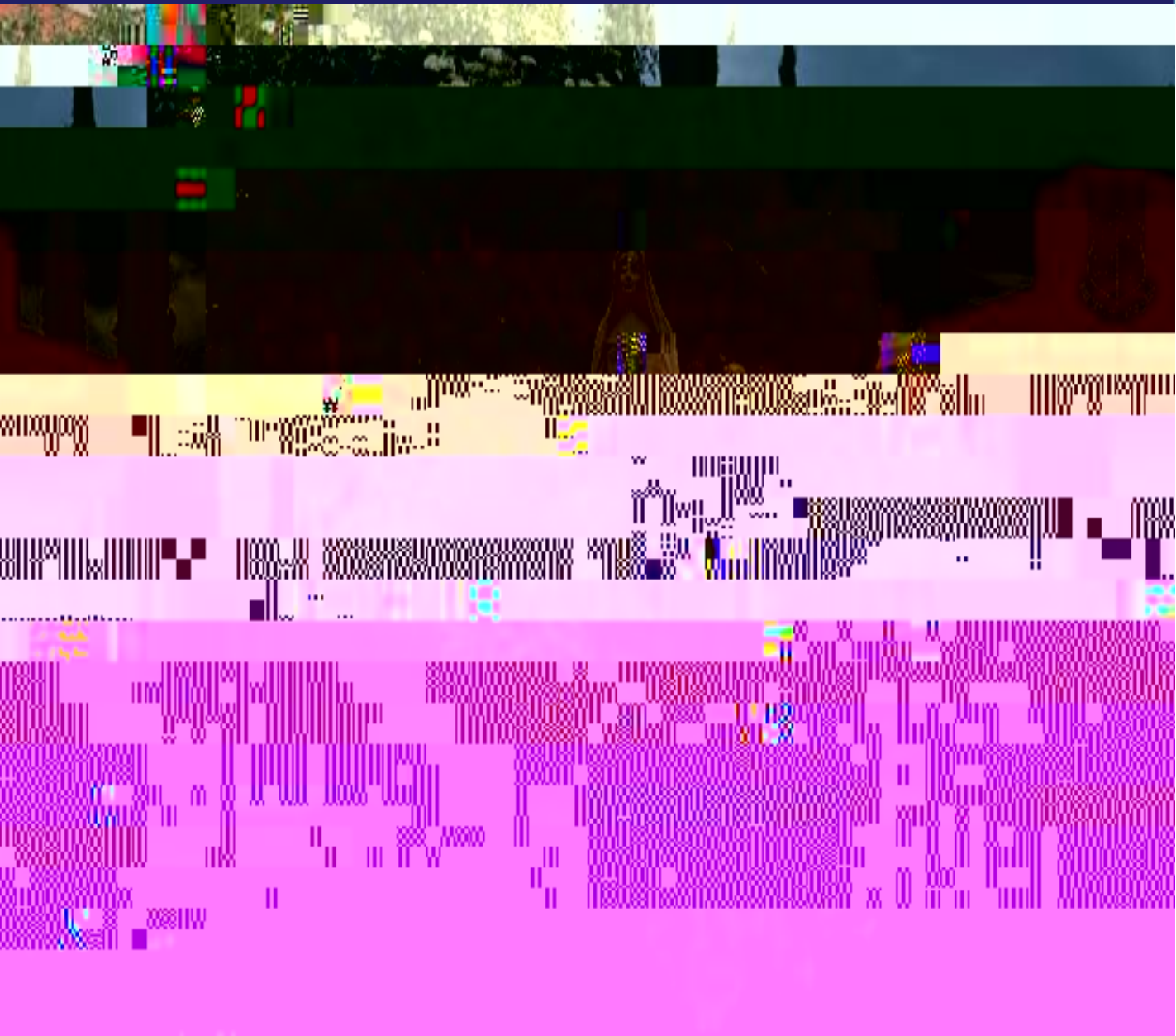


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Contact Details

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E NUMBER	E1333

Minimum Standards Attestation

I, Anthony McCluskey, attest that St Mary MacKillop Primary 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.

03/05/2021

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

Inspired by the Gospels and in the spirit of St. Mary MacKillop, we never see a need without taking action.

We live and celebrate our Catholic faith.

In and through positive relationships, we aspire to protect all children under our care, prioritising their safety and wellbeing

We learn to be, to know, to do, to live together and to change.

We are a community of lifelong learners.

School Overview

St Mary MacKillop Primary School (SMMPS) was established in 1983 on the site of Sacred Heart School in St. Albans. In 1984, it moved to its present site in Keilor Downs, then a new and rapidly expanding suburb in the outer north-west of Melbourne.

2020 saw an enrolment of 577 students of whom 49.6% come from a language background other than English. The cultural and ethnic diversity of SMMPS is greatly valued and is drawn from over fifty different nationalities.

Principal's Report

Education in Faith

Goals & Intended Outcomes

GOAL: To further discover the richness of our Catholic community, inspired by the spirit of St. Mary MacKillop.

Intended

That the Religious Dimension of the school supports staff and students to seek to understand the Catholic faith and traditions.

Outcome:

Achievements

The COVID year of 2020, greatly impacted the way that we worshipped and celebrated as a school and parish community. It really clarified that, what is central to our Catholic faith, is the community coming together to pray, celebrate and give thanks. In light of these significant challenges, as a school, we worked in creative ways to continue to nurture the faith development of our students and our community through providing engaging learning opportunities in a remote learning context.

We made links with the parish where families were able to engage in weekly Sunday mass available online.

We ensured staff prayer reflections were shared before each staff meeting on Google meets.

- Daily prayer for all students live-streamed by teachers via Google meets.
- Inviting Bishop Mark Edwards to answer questions from Yr 2 students via Google meets.
- Live-streaming our Confirmation and Graduation ceremonies.
- Creating video resources to support the learning and teaching of Religious Education.
- Keeping connected with families by uploading to Seesaw all resources created for parents to access and use.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	100.0	0.0		
YR 03 Numeracy	98.8	98.9	0.1		
YR 03 Reading	98.7	98.9	0.2		

Student Wellbeing

Goals & Intended Outcomes

To build student capacity to manage their physical and social emotional wellbeing. That students are resilient, relational and self-regulating.

Achievements

- Continued development of the provision and documentation of adjustments to learning for students with specific needs using the National Consistent Collection of Data (NCCD).
- Further embedding of matrix elements into classroom practices - School Wide Positive Behaviour Support.
- A continued focus for staff utilising the Personal and Social Capabilities - Vic Curriculum.
- Social Emotional Learning continues as a focus -

- Online/telephone support was made available to families and staff to discuss needs, how they were managing. Calls were made to individual students to assist when the situation became challenging.
- Wellness Wednesdays were initiated to provide students with activities to engage in outdoor or non - classroom related learning. This initiative gave students activities in Art, Physical health (exercise and skills), games to play solo and with family members and ways to care for self during lockdown. An additional benefit was that it gave students 'off screen' time so they could take exercise and contact their friends digitally.
- Upon return from lockdown in September /October a two-week period of 're-engaging' and rebuilding the class community and school community physically was instituted.

STUDENT SATISFACTION

At the beginning of the school year, teachers used the previous year's student data during planning time with Wellbeing Leader, to consider the needs of their new cohort. Students in Years 5 and 6 completed a school based classroom climate Google Forms survey to ascertain their perspectives. This was to occur several times throughout the year for comparison, but the Lockdowns experienced by our school stopped this.

identified positive outcomes for themselves and the areas of challenge. This was used in the online student/parent /teacher conversations.

Responses from Students

1. Many that they had made progress in their organisational and time management skills.
2. They missed 'playing sport' and games on the playground e

- Children must be signed in and out b/w 9.00am and 3.15pm.
- Teachers report extend absences to leadership.
- An Extended Leave Form must be completed by the pa()-DC q72.384 572.11 464.71 1

Leadership & Management

Goals & Intended Outcomes

Goal :To build strong partnerships for learning

Intended Outcome: That the school community will work together in partnership for improved student outcomes

Achievements

In many ways, the implications of COVID and the subsequent lock-downs have impacted on our initial plans to build strong partnerships for learning. In saying that though, the school community worked exceptionally well in partnership for improved student learning. With the sudden advent of remote learning, teachers had to revisit pedagogy and very quickly parents and staff realised that we would need to work in partnership to ensure the students engaged in their learning.

Our parent community have shown great patience as the school moved into this brave new world where Remote Learning happened. We listened to each other as we worked it out together. SMMPS is grateful for the respectful and constructive feedback we received. We acted on that feedback and implemented changes as we moved forward. We were all learning together, and we recognised that parents and/or carers, were the persons managing and supporting their children, as they learnt at home. This was an authentic partnership.

Feedback received from parents through emails and in person was positive and affirming of our efforts. This feedback was also provided by the parents of essential workers who needed to bring their children to school. They appreciated our generosity of spirit and our care for their children whilst they needed to work. Parents also commented on our care for their children's mental health and wellbeing.

Other initiatives included:

- Online professional learning for Learning Support Officers.
- School Leaders meeting weekly to ensure continued and visible leadership.
- Teacher and Principal meetings to provide support, affirmation and direction.
- Online Parent/Teacher Conversations to ensure ongoing the ongoing partnership with the home.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	21.1%
Graduate	18.4%
Graduate Certificate	0.0%
Bachelor Degree	81.6%
Advanced Diploma	18.4%
No Qualifications Listed	5.3%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	47.0
Teaching Staff (FTE)	39.0
Non-Teaching Staff (Headcount)	21.0
Non-Teaching Staff (FTE)	15.3
Indigenous Teaching Staff (Headcount)	0.0

Parent greeting and responses when we were permitted to reopen the school to all children were also most appreciated.