



St Mary MacKillop Primary School

Keilor Downs

2021

Annual Report to the School Community



Registered School Number: 1877

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Goals & Intended Outcomes

- x To further discover the richness of our Catholic Community, inspired by the spirit of Saint Mary MacKillop.
- x That the Religious Dimension of SMMPS supports the school community to seek to understand the Catholic Tradition.

Achievements

The challenges of COVID and the resultant lock-

- x Children must be signed in and out b/w 9.00am and 3.15pm.
- x Teachers report extend absences to leadership.
- x An Extended Leave Form must be completed by the parent or guardian if it is known students who will be absent from school for more than three consecutive days.
- x Parents are required to provide reasons for non-attendance at school and for late arrivals and early departures.
- x Parents are notified via Icon through a text message if a child is absent with no notification.
- x If the school does not receive a response from the parent, contact is made with the parent or listed emergency contact by 11:00am
- x Where attendance becomes an issue; a meeting is convened with parents and school leadership.
- x An Everyday Counts expectation is in place and an Extended Leave Policy is also available on our website.

Teachers took note of children who attended online classes. In the event of absence over a few lessons; the classroom teacher or well-being leader (dependent on the known needs or complexities of the family) would make contact with the child through email or contact the parent, as to the child's welfare.

Prep	96.8%
Y 01	97.3 %
Y 02	95.75 %
Y 03	95.08%
Y 04	97.3 %
Y 05	96.3 %
Y 06	98.2 %

Overall average attendance 96.92%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

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Goals & Intended Outcomes

We aspire to further develop our absolute commitment to Child Safety:

- x Embedding culture through leadership
- x Managing risk
- x Building foundations through practice
- x Empowering our community
- x Selecting, monitoring and engaging our people.

Achievements

- x Professional development for both teaching and non-teaching staff
- x

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Goals & Intended Outcomes

- x To build strong partnerships for learning.
- x 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 continue to impact on our 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 ongoing remote learning platform, 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 has shown great patience as the school moved into this brave new world of 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 well-being.

Other initiatives included:

- x Online professional learning for Learning Support Officers.
- x School Leaders meeting weekly to ensure continued and visible leadership.
- x Teacher and Principal meetings to provide support, affirmation and direction.
- x Online Parent/Teacher Conversations to ensure ongoing the ongoing partnership with the home.
- x Ensured Victorian Government mandates were met regarding vaccinations and risk

- x Engaged in ICON implementation and training

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

- x Classroom teachers and leaders worked with an external consultant each term to improve their capacity to plan, implement and assess student and teacher-initiated Discovery and Inquiry approaches to learning and teaching
- x Domain leaders engaged in external professional development within their specialist areas, including Mathematics, English, Learning Diversity, Religion and Well-being
- x Learning Support Officers meet weekly to engage in in-house professional development facilitated by the Learning Diversity leader
- x Teachers engaged in professional development of speech-related issues and phonics with our externally engaged Speech Pathologist
- x

- x This connection was so important for the children's well-being and mental health.
- x The children felt cared for by their teacher.
- x Prayer and humour was important.

Teachers appreciated the support they were offered. Our initiative, "Wellness Wednesday",

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	47.0
Teaching Staff (FTE)	37.9
Non-Teaching Staff (Headcount)	22.0
Non-Teaching Staff (FTE)	15.7
Indigenous Teaching Staff (Headcount)	0.0

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Goals & Intended Outcomes

- x To develop dynamic partnerships that nurture and enrich learning for all.
- x Families are supported to be actively involved in the school community.

Achievements

It goes without saying 2021, continued to present massive challenges. Metropolitan Melbourne and beyond was locked down for a large part of the school year. Opportunities to engage in any connected community activities were virtually nil. Even when lock down ended, we were unable to gather on-site as a community

Despite these demanding challenges we made attempts to keep our community connected. The weekly communication was forwarded home via online means, was deliberately tilted, Staying Connected

PARENT SATISFACTION

Feedback from parents was largely positive despite the isolation and challenges of the 2022 year. They were most appreciative of our attempts to provide relevant and quality online learning. The fact that there were few phone calls or emails from parents