

St Mary MacKillop Primary School
Keilor Downs

2022

Contact Details2!

Minimum Standards Attestation2!

Governing Authority Report

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.

St Mary Mackillop Primary School undertook a School Review in 2022. These are the findings as presented in the reviewer's report.

St Mary MacKillop Primary School Keilor Downs has continued to advance its School

Staff, students and parents state that leaders are approachable and work with them to create a safe learning environment. Policies and procedures for behaviour management are monitored and there is consistency in their implementation. Students are comfortable in approaching staff regarding concerns about their safety. Undertaking professional learning on specific behaviour and continuing to monitor student safety ensures this area remains a strength. In fostering student empowerment and agency, the school incorporates opportunities for student leadership,

2022 saw the establishment of SMMPS School Advisory Council (SAC). The parent members of the SAC support the Principal and Leadership with feedback and provide for parent voice.

Our aim is to gain feedback and fostering parent engagement in partnership with the SAC.



Goals & Intended Outcomes

To build an environment which engages all students in relevant and rigorous learning, challenging and empowering all to achieve success.

- Students develop and draw on SMMPS agreed dispositions for deep learning.
- Staff are proficient at using data to inform teaching and maximise growth for all.

Achievements

- Literacy and Mathematics resources are purchased and distributed across the school.
- Teachers planned and implemented differentiated learning opportunities for all students.
- Continued developing, extending and documenting Discovery Learning, Passion Projects and 80/20 Time.
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Teachers and students are skilled in the use of this technology and it is used to enhance the quality of learning experiences and to provide high-quality differentiation.

- Curriculum documents establish a broad coherent sequenced plan for curriculum delivery. The documents are aligned to the Victorian curriculum and make explicit what teachers should teach and students should learn.
- Teachers meet in year level teams to plan units of work, develop assessments and moderate student standards.

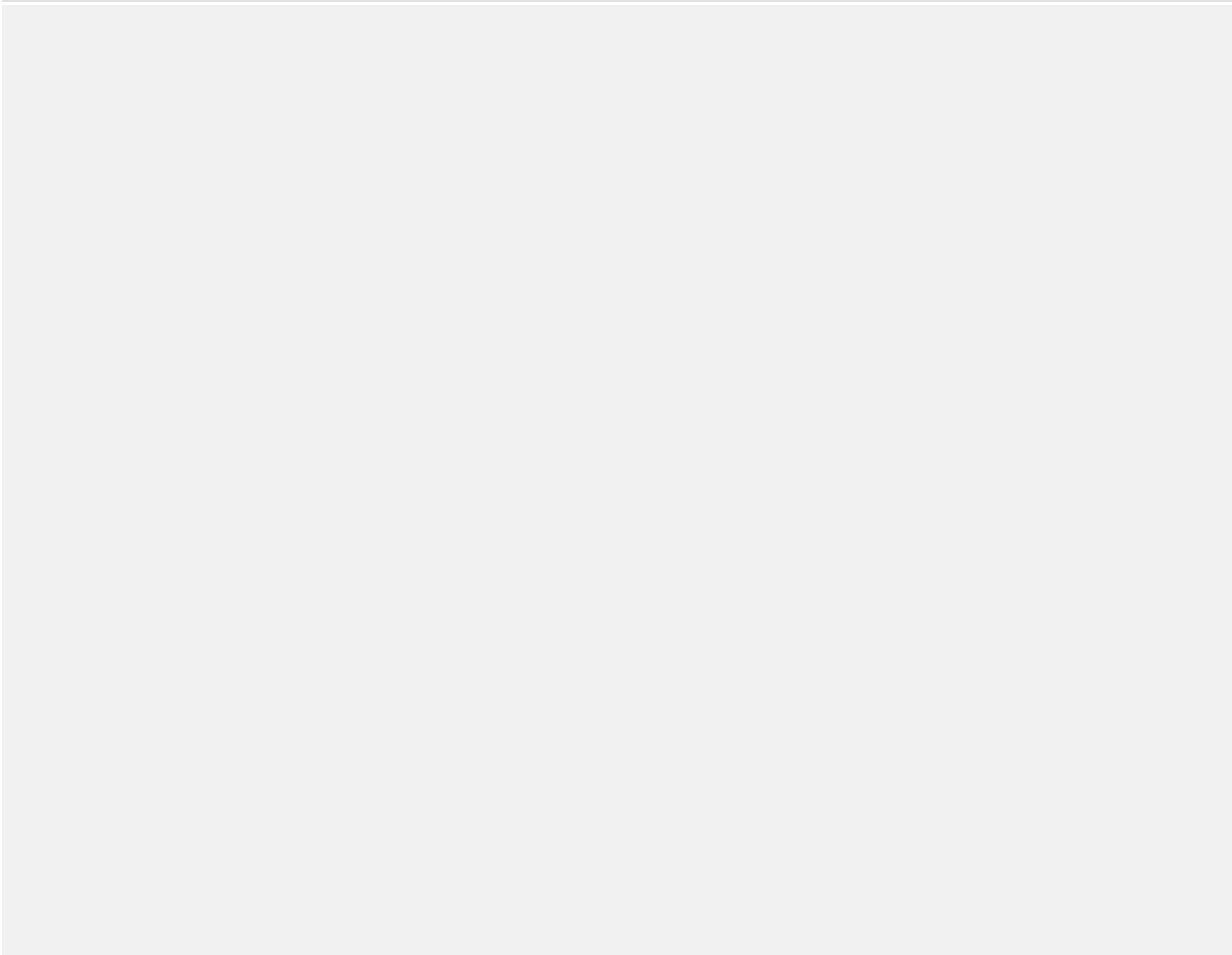
Goals & Intended Outcomes

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

Achievements

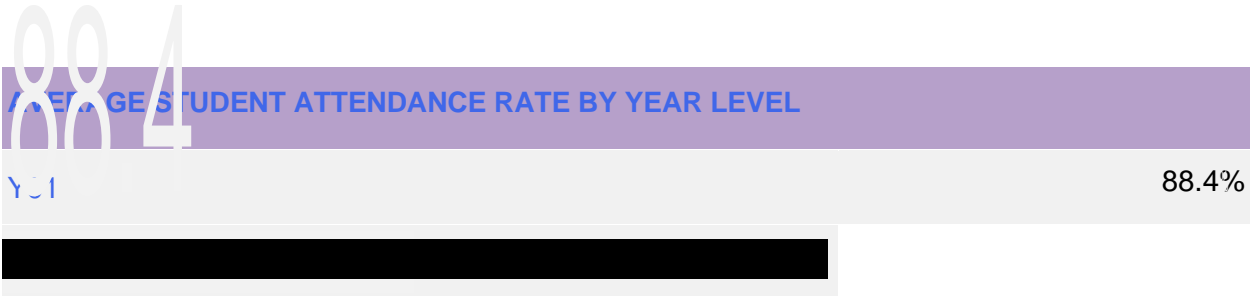
Leaders and staff demonstrate a shared responsibility in creating a welcoming and safe learning environment for students. Policies for behaviour management are in place and implementation is monitored. The use of restorative practices, behaviour reflection sheets, setting classroom expectations, circle time, tracking and notifying staff of any relevant behaviour issues are implemented consistently. Alternative supervised play experiences are provided for students with additional needs at recess times. Students stated that there are not many issues regarding behaviour concerns, and when they arise, teachers address the issues in a way which is consistent with the school policies and processes. They are also comfortable approaching any

STUDENT SATISFACTION



- An *Everyday Counts* expectation is in place and an Extended Leave Policy is also available on our website.

Overall student average attendance 90.1%



Goals & Intended Outcomes

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

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

Achievements

- Professional development for both teaching and non-teaching staff
- Regular staff meetings revising and promoting child safety standards and expectations
- Established and documented Child Safety risk management standards ?
- Staff signed a code of conduct or document noting their participation in (or commitment to) school and legislative child safety practices and standards
- Staff annually update mandatory reporting training requirements
- School based online cyber safety programs for students

- Domain leaders engaged in external professional development within their specialist areas, including Mathematics, English, Learning Diversity, Religion and Well-being
- Learning Support Officers meet weekly to engage in in-house professional

ALL STAFF RETENTION RATE

| | |
|----------------------|-------|
| Staff Retention Rate | 86.4% |
|----------------------|-------|

TEACHER QUALIFICATIONS

| | |
|--------------------------|-------|
| Doctorate | 0.0% |
| Masters | 23.3% |
| Graduate | 11.6% |
| Graduate Certificate | 0.0% |
| Bachelor Degree | 83.7% |
| Advanced Diploma | 16.3% |
| No Qualifications Listed | 4.7% |

STAFF COMPOSITION

| | |
|---------------------------------------|------|
| Principal Class (Headcount) | 2.0 |
| Teaching Staff (Headcount) | 51.0 |
| Teaching Staff (FTE) | 40.4 |
| Non-Teaching Staff (Headcount) | 27.0 |
| Non-Teaching Staff (FTE) | 22.3 |
| Indigenous Teaching Staff (Headcount) | 0.0 |

Goals & Intended Outcomes

- To develop dynamic partnerships that nurture and enrich learning for all.
- Families are supported to be

