



# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY

**St Mary's College  
Seymour**



2018

REGISTERED SCHOOL NUMBER: E1024

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## Contact Details

<b>ADDRESS</b>	90 High St Seymour
<b>PRINCIPAL</b>	Mr. Wayne Smith
<b>PARISH PRIEST</b>	Fr. Eugene Ashkar
<b>SCHOOL BOARD CHAIR</b>	Mr. Andrew Graham
<b>TELEPHONE</b>	(03) 57922611
<b>EMAIL</b>	<a href="mailto:principal@smseymour.catholic.edu.au">principal@smseymour.catholic.edu.au</a>
<b>WEBSITE</b>	<a href="http://www.smseymour.catholic.edu.au">www.smseymour.catholic.edu.au</a>
<b>ABN</b>	96 718 795 784
<b>E NUMBER</b>	1024
<b>FEDERAL DET NUMBER</b>	8878

## Minimum Standards Attestation

I, Wayne Smith attest that St Mary's College Seymour 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 2007 (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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

14<sup>th</sup> April 2019

## Our School Vision

### ***St Mary's College Vision Statement***

*A welcoming Catholic community that respects our heritage and looks to a sustainable future.*

*We inspire learning excellence, resilience and service to others.*

## College Overview

St. Mary's College Seymour offers a co-educational Catholic education to students in levels Foundation to Year 10. The College is centrally located in the township of Seymour making it accessible to local families as well as surrounding rural areas. The rural catchment area extends to Yea, Nagambie, Heathcote, Broadford, Pyalong, Puckapunyal and Tallarook. The families of our students come from a range of socio-economic backgrounds. This includes approximately 5% of our families from Australian Defence Force (ADF). 8% of students are funded under the LNLSN. 25% of our families qualify for EMA support and the school's current Socio Economic Score (SES) is 91. As a Child Safe school the care and safety of each student is fundamental to all of our work.

The College Vision Statement is linked to the Mercy tradition and is supported by the Parish Education Board and the Parents and Friends Association. The parish priest, principal and staff view St Mary's College as a community of people sharing a common belief in a Christian setting, centred on Jesus Christ, and striving to live out that life through the model and example of love, understanding, respect and service that they show to all concerned with the school. The Religious Education Program is a focal point of reference and informs all other aspects of the curriculum.

As a Prep – Yr 10 school in a rural area that is generally low socio economic and where there is a constant flow of movement of families connected with the Australian Defence Force, a somewhat transient school community is created. Transition and family support are therefore key areas of focus for the wellbeing and learning of all students. Our relationships with the local pre-schools and Yr 7 feeder schools are strong. The College Wellbeing team is responsible for the implementation of the Transition programs. The provision of VCE is offered at Year 10 at that College. VCE units are offered at the Year 10 level as part of students' weekly program. Transition programs to other VCE schools including Assumption College Kilmore and Seymour College are provided.

The College is heavily committed to an ongoing Building and Development Program based on a Master Plan revised in 2018. The Mercy Centre, one of the oldest buildings on the site, is a two-storey building that comprises the facilities for administration, sick bay, meeting rooms as well as some general classrooms and the specialist learning area of Home Economics. There are five other main buildings in the College grounds, all single storey, which mainly consist of classrooms and/or specialist learning areas. In 2008 a new Creative Arts wing was opened. In 2010 a new Science wing and Multipurpose hall were constructed (BER). The junior-middle primary building comprises two buildings that make up 7 classrooms. A pod of 6 portable classrooms are provided for the Year 5-7 students. The main secondary wing comprises secondary classrooms, the library resource centre and staff amenities rooms. A new Administration building was opened in 2018. Our current application for a capital grant comprises a proposal to

construct a middle years wing. The College was informed recently that our 2018 application was unsuccessful.

The vast College grounds are beautifully landscaped and provide an opportunity for the College community to expand its vision for recreational, environmental and educational use. Our College Board, with its strong focus on continuous improvement, places great emphasis on ensuring the safety and upkeep of the College buildings and grounds.

The College plays a vital part in the life of the parish by contributing to parish activities through class liturgies, sacramental program, feast day celebrations, parish initiatives such as the St. Vincent de Paul Junior Conference. Through its close links with the rural community, St. Mary's has fostered a strong emphasis on family and community involvement. Parents at St. Mary's College participate in many ways, e.g. Reading, Science, The Arts, Religious Education, Careers, Canteen, Physical Education and Sport, Camps and Excursions. Assistance in the classrooms is welcomed and throughout the year parents are offered a range of activities and professional development to support them in working productively as helpers in the classroom and wider school activities.

## Principal's Report

On behalf of our parish priest and St Mary's College Board, I am pleased to present this report for 2018.

Firstly, I would like to extend a warm welcome to all new members of St Mary's College community. With the 2019 year now under way, the College community reflects on its achievements of the previous year.

2018 was a year of growth and development at St Mary's College. The year commenced with the opening of the new Administration building providing us all with the opportunity to celebrate our new facility with the College and wider community.

### St Mary's College Master Plan

St Mary's College Board is the representative body of the parents, staff and students of St Mary's College. Led by the parish priest, the College Board monitored the College Master Plan and ensured that throughout 2018 the College continued to consolidate its financial position after a period of extensive development. During the year the Master Plan was reviewed and included a strong focus on accessing funding for a Middle years wing. Another Board focus in 2018 include the review of the provision Catholic education in Seymour. Whilst this report awaits the director's ratification, it is clear that our school needs to prepare for future growth as the urban sprawl up the Hume Hwy marches on. Also on the Board agenda this year has been the revision of our Masterplan to cater for the projected growth as evidenced through larger class sizes in the primary cohort. As well as the imminent construction of the Middle years wing, the College Master Plan identifies the need for more primary classes and in the longer term, the provision of VCE studies.

Occupational Health and Safety was a major focus with new signage, being installed across the College. An updated emergency management plan was completed and enacted by way of emergency drills. An application for a Commonwealth Capital Grant to construct a middle years wing was submitted. A loan to construct a new Administration Centre was approved. This project was almost completed by the end of 2017.

### St Mary's College Annual Action Plan

At St Mary's College Seymour, the implementation of the School Improvement Framework is an ongoing process. The spheres, *Education in Faith, Leadership and Management, Learning and Teaching, Student Wellbeing and School Community* have been coordinated and managed by leaders and teams recognised as having expertise in each area.

A comprehensive professional development program was undertaken in line with the School Improvement Plan and is outlined in the Annual Action Plan. Three key areas of professional learning involved all teaching staff and required them to work closely with curriculum experts.

In Learning and Teaching our goal was to continue to develop a contemporary learning community, which has entitlement for all, promotes high expectations and equips students to successfully participate as 21<sup>st</sup> Century global citizens. A key focus was on developing and supporting Maths leaders to implement Maths initiatives that met the needs of all learners. Lunchtime and afterschool programs were obvious examples of how this focus was developed. Also in learning and teaching, staff took on the challenge to implement the SIMON – a school-wide monitoring and assessment tool for staff, students and parents. This implementation remains a work in progress into 2019.

In Student Wellbeing the goal was to continue to strengthen a school-wide approach for classroom management and processes based on our ongoing commitment to the Positive Behaviours Program and eSmart Project. PD for Wellbeing coordinators with access into the Berry St initiatives. Wellbeing Week was held Term 3 and involved the College and wider Community. An effort to introduce a new approach to homeroom groups (Teacher Adviser program) was considered but was deferred.

In the sphere of School Community, as a key focus we continued to work with student leadership groups across the College, strengthening their capacity to participate their peers. This included initiatives such as the Year 10 Leadership camp. Parent and community gatherings were offered so as to provide more regular opportunities to meet with and get to know more about key College staff (including the level coordinators and leadership team members). The College carnival in Term 1 was huge a community project that was supported and enjoyed by all raising just on \$20,000 for the College.

Finally, with the support of the College Parents and Friends Organisation, we continued to enhance the resources, materials, equipment and grounds of the College. In 2017, the Parents and Friends donated \$25,000 towards two key projects, the fitness circuit for students Yrs 5 – 10 and the provision of new iPads and chrome book computers across the senior primary level and Library. On behalf of the staff and students I extend our heartfelt thanks and appreciation for the generous donation from fundraising.

Together in Partnership!



## College Board Report

I would like to start this year's report by acknowledging the ongoing professionalism of the staff and leadership of St Marys College. This professional team delivers on the College vision through creating positive connections and ongoing engagement with students that inspires learning, develops resilience and instils a service to others ethos. This is reflected by the endlessly positive feedback that I receive about the team of staff and students of our College; including from members of our community who have no direct association with our College. This feedback is affirmation of the dedication and professionalism of the entire college staff whose passion and energy is reflected in the resilient and inclusive students they teach.

The future of St Marys College as an important part of the Seymour community is bright with continuing strong enrolments, professional staff, a sound fiscal position and a clear plan to continue improving the College's facilities and amenity ensuring it is best placed to meet the growing pastoral and pedagogical needs of students into the future. As a parent of three children who have either completed or currently completing their P-10 education at St Marys' I can say with conviction how proud I am of the college and the opportunities that it provides for the children of our community.

While the Catholic Education Melbourne initiated review into the provision of secondary education in Seymour is not yet complete I remain confident that the review will conclude the ongoing need for accessible secondary catholic education in Seymour. I am also hopeful, that when complete, the review will acknowledge the important connection between St Marys and our community whilst providing clear recommendations for the future growth of the college in the not too distant future.

It was exciting to witness the finishing touches of the Administration Centre and surrounds being applied earlier this year before the official opening in April. At the official opening it was moving to observe the pride of the staff and students in their college. It was also pleasing to have three sisters from the Sisters of Mercy at the opening, including Sister Mary Dennett, who officially opened the Administration Centre. The streetscape of the College as you drive along High Street is sensational and will continue to improve as the trees and gardens mature.

During 2018 the Board continued to build on work of the previous year with significant time invested in the identification and prioritisation of the College's facilities maintenance and capital improvements programmes and continuing refinement of the College's Master Plan. Late last year the Board engaged the services of architect, Mr David Halford, who is continuing to work with the Board to further refine the Master Plan which provides a clear vision for the future of our College. David is an exciting and contemporary architect who is inspiring the Board to grow a Master Plan that acknowledges our traditions and values whilst delivering contemporary and flexible facilities to maximise learning outcomes for all.

The College received confirmation midyear that our previous grant application had been unsuccessful. While we had received positive feedback during the process we had already, in line with the College's Master Plan, commenced development of a revised grant application to again seek funding for the phased construction of our new middle year wing and junior primary toilets. Before this application was submitted the college received news that both political parties, if elected, had pledged \$1.4M towards the construction of the middle year wing. Although this is great news it will be some time before the process can commence and we see the middle year students finally move out of the tired old portables.

Earlier this year the college received the extremely sad news of the passing of our friend and staff member Mr Kevin Jones. Kevin had only been at the college for a few years; however, his infectious personality and unique ability to make everyone feel important will be sadly missed by staff and students alike.

The Board would like to acknowledge the great work by the Parents and Friends committee. The commitment of this dedicated group is valued by all. Each year the Parents and Friends organise hugely successful events that raise funds for school programmes as well as building and strengthening parental support and engagement across the college community. This year's major activity was the College Carnival which was again a hugely successful event.

At the end of the year we will see the end of an era with the resignation of the College Principal, Mr Peter Kelly, and the retirement of the Business Manager, Mrs Meryl Connell, early next year. Both Peter and Meryl have contributed so much passion and energy to St Marys over the years and will be leaving the College in an envious position both academically and financially. On behalf of the Board I would like to sincerely thank Peter and Meryl for their stewardship over many years and wish them the best for their future.

While these two professionals will leave a lasting legacy I am more than confident that their recently announced successors; Mr Wayne Smith and Mrs Felicity Melville have the right skills and experience to make an immediate and significant impact as leaders of our college. I would like to congratulate and welcome them to our college community.

I would like to acknowledge my fellow Board members for the time they continue to invest our College and welcome Mrs Bronwyn Martin who joined the Board earlier this year. I would also like to thank Mr Brian O'Dwyer and Mr Peter Bath who are leaving the Board at the end of this year and thank them for their ongoing contributions over a number of years and wish them the best for the future.

The future success of our College starts with an engaged and active community and I would challenge all parents to consider how they can contribute to our community in any capacity and to get involved.

Andrew Graham

College Board Chairperson

## Education in Faith

### Goal

To continue to develop a Catholic community that lives out its mission.

### Intended Outcomes

That students will make meaningful connections between their faith experiences and actions in the community.

That all members of the community have ownership of the Catholic heritage and traditions of St Mary's College.

### Achievements

Throughout 2018 we continued to make consistent improvements in Education in Faith. We continued the process of writing and enriching all RE units to assist students to make direct and explicit links between their actions, relationships, Catholic traditions, parish relationships, Mercy heritage and social justice. Through attendance at RE network meetings, we continued to work with CEO staff to bring an inquiry approach to our RE planning, based on contemporary pedagogy. We accessed expertise from the CEO to help our staff with their own faith formation, through workshops and meetings. The primary focus in curriculum planning was to become familiar with the Renewed RE Framework and to design meaningful units for our students. This process will be continued and developed in 2019.

In 2018, the College mission statement -Caring For our Common Home was once again adopted by all staff and students. This mission had its basis in demonstrating our faith in action. We took our inspiration from Pope Francis' encyclical ***Laudato Si***. We felt strongly as a staff and student community that we had much work to do in this area so decided to continue with this mission statement for another year. This statement was used in prayer and liturgical celebrations, as well as in staff prayer. At the end of 2018, we still have much to do and hope to increase and enhance our work in the area of environmental sustainability in the years ahead. We are looking to further strengthen this approach in 2019 and make stronger links to scripture and our renewed vision statement.

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This theme framed and influenced everything we did under the RE/Community banner. From the Opening Mass and welcoming new students and families to closing out the school year with farewelling our Year 10 graduating students, it has been a year of reflection and achievement. This is a particularly poignant year of farewells as we say farewell to our much respected Principal, Mr. Peter Kelly after 15 years of faithful, committed and inspiring leadership of St Mary's College. We also say goodbye to Mr. Brian Dwyer after 38 years at St Mary's as Careers and Pathways leader, Woodwork teacher extraordinaire and someone who has had so many roles and positions in that time, they are too numerous to mention. Both Peter and Brian have been a constant source of support, encouragement and assistance to the RE and community teams over many years and I extend to both of them our sincere and heartfelt appreciation. .

St Mary's continued to have a strong commitment to social justice initiatives and supported the local community as often as possible. At every opportunity staff and students gathered in prayer so that our families also had the chance to experience prayer in meaningful ways. With the words of Pope Francis inspiring us throughout the year, we were constantly looking for ways to 'Care for Our Common Home' Our College vision statement, that calls us to be 'a welcoming Catholic community that looks to a sustainable future' remained a constant throughout 2018.

Students and staff embarked on a Lenten season that was focused on prayer and raising awareness of those who most need our support. As in other years, all the money that we raised during Lent goes to Caritas- Project Compassion. This money is then distributed by Caritas to social equity programs in the most vulnerable of communities.

Our senior students represented the College at the annual Vietnam Veteran Memorial Lantern walk in August. The students carried the lanterns in the evening procession and were proud ambassadors of the College. Over the year, Our College leaders represented the College at numerous other events including ANZAC and Remembrance Day, Leadership workshops, Whole College assemblies, Open Days and Catholic Education Week. Year 10 students continued their regular visits to Barrabil, establishing wonderful relationships with some of the oldest members of our community. Everyone participated in the Rug Up day at the end of Term Two, with all money raised going to the St Vincent de Paul Winter appeal

College liturgies, Masses, prayer opportunities, Sacramental evenings, Reflection days, assemblies, communications with the Parish and Parish Priest- all of which enhanced and strengthened our Catholic identity and links to our Catholic and Mercy heritage. There continued to be more emphasis on our Mercy traditions and connections as we looked to strengthen this aspect of College life.

Accreditation to teach in a Catholic school and accreditation to teach RE in a Catholic school remained an important focus for 2018. The program to support RE Accreditation and related PD included assisting staff in the process of applying for accreditation and supporting them to attend professional development activities. Survey data indicates there has been an incremental improvement in the number of staff working towards Accreditation to teach in a Catholic school and to teach RE.

The student Reflection Day programs in Years 7 & 8 were conducted by St Mary's' staff and in Years 9 & 10 by outside facilitators. These were all excellent opportunities for the students and staff to be further engaged in faith development within a supportive environment. The Year 10 Reflection Day was incorporated into the Leadership Camp and involved a local community member as the guest speaker. All days included a Social Justice focus and were deemed to be very successful. Primary students who were involved in Sacramental programs also participated in faith sharing days and parent meetings. All of these days contributed to deepening the understanding and involvement in the Sacramental program and were well supported by our Parish Priest.

### **Value Added**

The following activities add to the achievement and spiritual development of our students: Sacramental programs include Reconciliation, Eucharist and Confirmation. Family nights to prepare for these Sacraments are an integral part of the program. Parish families are invited and included in the school program.

In 2018 we continued the presentation Masses where children were introduced to the Parish as part of their preparation to receive the Sacraments. School Masses and Liturgies were celebrated on special feasts and other occasions including: Opening and Closing of the School Year Masses, Easter, Family Week, College Feast Day, Mission Week, Sorry Day, Year 10 Graduation and other celebrations and activities related to our Mercy heritage and traditions. Students attend Mass on a weekly basis, with a different level attending the Parish Mass each week.

College and level assemblies have a strong prayer focus that build on Social Justice programs (eg support of St Vincent de Paul, Barrabill House visits). College Leaders facilitate and lead these prayers. There is whole school engagement in fundraising for St Vincent de Paul, Project Compassion, as well as supporting various other charities throughout the year. We continued to see a very positive response from students and families.

VARIABLE	TARGET (for 2018)	2016	2017	2018
Catholic culture mean score- staff	80.8	75.3	78.4	74.7
Catholic culture mean score- students	70.0	66.8	66.2	69.2
Catholic culture mean score- parents	85.9	83.9	83.5	74.0

### Student Satisfaction

Student survey data on Catholic culture from the Insight SRC reports indicate that students believe that they have the opportunity to engage in prayer and liturgical experiences but do not place the same importance on these opportunities. This continues to be an area of challenge for the College and a point for reflection.

### Parent Satisfaction

This year we had a very small sample of parent data from which to draw conclusions – this is an area on which we need to significantly improve our ability to collect a wider data sample. Although we saw a decrease in our Parent survey data from the Insight SRC reports, it still indicated that parents believe there is a good level of opportunity for the students and parents to be involved in prayer and the culture and experiences of our Catholic tradition. Parents showed high levels of satisfaction with the school in the areas of Opportunity, Compassion and Social Justice.

## Learning & Teaching

### Goals and Intended Outcomes

The goal for learning and teaching at St Mary's College is to continue to develop a contemporary learning community, which has entitlement for all, promotes high expectations and equips students to successfully participate as 21<sup>st</sup> Century global citizens.

Within this framework, our intended outcomes are:

- That staff capacity and confidence are improved through collaboration.
- That student and staff efficacy is promoted nurtured and valued.

### Achievements

#### ***Horizons of Hope – Education Framework***

St Mary's College continues to embed the framework in all areas of professional learning for staff. The documents and resources continue to influence our work in planning and delivering learning and teaching for our students.

#### ***New Leaders – Learning Diversity***

Learning Diversity team has been established in order to work more closely on intervention, support and extension programs. Working closely with student wellbeing and our learning support staff we have attempted to streamline the processes for managing and implementing the intervention framework. Together with the literacy and numeracy leaders individual learning plans can be activated and delivered with more accuracy and support.

#### ***Professional Learning Teams***

All teaching staff members are allocated to learning teams according to their teaching loads across the learning areas. These teams continue to meet on a very regular basis in which planning, designing and implementation of curriculum continues to be consistent across the year levels. These teams are accountable to the implementation of the Victorian Curriculum, to use data and to use good quality feedback to students and parents.

The College continues to roll out and extend the use of the SIMON software program for learning and teaching feedback and communication. We have now fully implemented the continuous assessment and reporting student progress via this system. Students can now be more effectively engaged in the learning process, where they have a clearer understanding of their own abilities and learning goals.



### **Curriculum Highlights**

The highlight of the year in the area of learning and teaching was the inaugural **Learning Areas Week** held in August this year! The decision was made to celebrate all areas of the curriculum in one event rather than using all our energies for all the 'weeks' continuously on offer. *Caring For Our Common Home* was the theme of this year's celebrations. Units of work and activities offered during the week were based on connections to the environment, our world and our sustainable practices. Two whole College events were held, the Indonesia themed day and the dress up Parade of characters!

Drawing on the skills and talents from The Arts, Design and Languages areas, student's from all year levels were involved in contributing a piece for the magnificent murals. These now hang on each side of the stage in the Multi-purpose Hall. Students also demonstrated their cultural understandings in song, puppetry and traditional dances in a concert. We were enchanted by the year 9 students presentation of 'Where The Wild Things Are' in Indonesian. Congratulations to the team for such a successful display!

With a strong link to literacy and numeracy the whole College focus was on Our Story and Book Parade. We dressed up as characters relating to our class work. The junior primary students were mad (but lovely) scientists; middle primary students were influenced by their study of the First Europeans in Australia; senior primary students selected favourite book characters; year 7s used their study of the novel *Wonder* as the theme of their mask making and parading; year 8s presented *Alice in Wonderland* and *Red Dog*; year 9s *War Horse* and *The Outsiders*; and the year 10s chose *High School Musical* and *Superheroes*. All enjoyed this activity and it was wonderful to see many parents and friends who came along to celebrate with us!

### **Connecting Our Learning With Our Community**

We have made every opportunity to make learning more meaningful by being connected to people and places outside the classroom walls. We have achieved the following

- Eating produce from our kitchen garden
- Engaging in design and technology, Lego at the Carnival
- Going on camps and excursions
- Year 10s Melbourne theatre Romeo and Juliette
- Pathways and VET engagement
- Work Placement
- Visiting Karringal
- Becoming more involved with the Tuangurung Clans Aboriginal Corporation schools program
- Showcasing the College on Open Day - Windows Into Learning: Year 8 Night of Notables: year 7 market stalls, learning expos in prep – year 7.



***Seussical the Musical*** was our College production this year. This was a wonderful acknowledgement of our Year 5 to 10 student's creativity and skills across the performance curriculum. The support, encouragement and time given by the arts and design teachers were amazing. Students were able to achieve beyond what they thought possible. The whole community thoroughly enjoyed this wonderful show and congratulations to all teachers, staff and students on working so hard to deliver such professional performances.

### STUDENT LEARNING OUTCOMES

Our NAPLAN data has remained somewhat steady with some variations across the areas and year levels. We continue to respond to NAPLAN data by focusing on differentiated learning activities and tasks to target an individuals learning needs. More intervention programs are being implemented.

We acknowledge that anything below the National Minimum Standards needs to be a priority. The data is analysed in depth in order to identify the students who need additional support and to identify the common errors to target in the teaching program. Areas of particular focus will continue to be on writing and spelling across the College.

At years 3 and 5 there are negative variations in writing and spelling, and same or increased variations in grammar and punctuation and Numeracy. Students will be identified for specific interventions or targeted teaching in these areas.

At year 7 the results are showing that this cohort of students are academically lower in all areas than those in previous years. These students into year 8 will be catered for in learning support programs.

At year 9 the results show positive changes with writing being the exception. The College approach to English will be strengthened with the implementation of a literacy continuum, P-8.

## Student Wellbeing

### Goal & Intended Outcome

To continue to develop a school-wide approach that will reinforce and strengthen positive relationships between all members of the community.

That there is improvement in student positive behaviours in the classroom and in their connectedness to peers.

### Achievements

During 2018, the Wellbeing Team continued to strengthen the whole school approach in all areas of student wellbeing. We deepened our understanding of, and involvement in, the Positive Behaviour Support program and Social and Emotional Learning Framework. All these assisted in building consistency and providing leadership in the area of wellbeing within the College.

The College continues in the individualised high-level support of students at risk whether they are for social, emotional, physical or academic reasons. Building strong relationships with families being a key element of this level of support. Other achievements include:

Monthly College assemblies and regular level assemblies to celebrate and reward student behaviour, participation, safety and wellbeing.

Monthly TAG activities, which strengthen our connection to the College TAG: Act Justly, Show Respect, and Do Our Best.

Professional Development for staff facilitated by the Wellbeing team in the Berry Street Educational Model. Including one whole off site PD for staff. This will continue into 2019.

Offering events/activities for students to reflect on behaviour and strengthen positive relationships.

Further development on the clarity of roles, inclusive of the Deputy Principal structure and responsibilities of the three year Level Coordinators: Prep - 4/5 -7/8-10.

In 2018, the Student Wellbeing team continued weekly meetings. We also created time for the Level Coordinators to regularly meet, which enabled them time for reflection and planning. This strengthened ongoing supportive monitoring of all wellbeing matters.

A major implementation undertaken this year was transferring to computer based program SIMON. This new system positively impacted all areas of the College. In Wellbeing, staff received Professional Development in the area of Behavioural Tracking within the system and this became practice in Term 4. Staff will continue to receive PD in this tool into 2019. The benefit of SIMON is that it allows ongoing monitoring of the individual student which is essential in Wellbeing. This enhanced communication and recording of wellbeing and behaviour matters will be the pathway to continue strengthening consistency in follow up.

Investigation and Professional Development into the Teacher Advocate Program continued throughout 2018, however, the essential implementation of SIMON resulted in limited time to depth this effectively with all stakeholders. As such, 2019 will see further investigation and professional development into this program.

The continued development of a range of whole school processes to assist and support all staff in the daily management of students. This includes the introduction of ReThink in our Prep to 4 level. ReThink was designed by the Wellbeing team to support staff in this level in positively reinforcing important expectations within the College. It requires a trained staff member to meet with students who have gone outside of our expected behaviour. This positive and restorative meeting takes place at the start of every lunch. A record is kept and shared with all relevant staff.

The Deputy Principal of Wellbeing, Mr. Sean O'Brien, who held this position for 6 years left the College at the end of 2018 to pursue another leadership position. As a result, a current member from within the Wellbeing Team, Ms. Zine Dovara (5-7 Coordinator), applied and was appointed into the position. Having a wealth of knowledge of our students and families and of our wellbeing journey is a real positive for the College. Also, having extensive time with Sean for handover into the position was also a major positive.

A focus in 2018 from the Wellbeing Team and all staff was around attendance and punctuality. Sessions on "Every Minute Counts" were conducted with both staff and students. This focus will remain into the future as we endeavour to continue improvement in this area.

### ***Attendance Policy***

The College has a policy on attendance and punctuality. The policy is supported by procedures that are carried out by the homeroom teachers.

Homeroom teachers are supported by level coordinators when required. Punctuality and attendance are considered important keys to student learning success. Attendance and punctuality data are constantly being analysed by the Student Wellbeing team and staff. When a concern arises, teachers make direct contact with

parents/carers. When whole issues arise regarding attendance and punctuality they are regularly reinforced in the College newsletter.

#### VALUE ADDED

Increasing capacity of Level Coordinators through internal and external Professional Development.

Developing stronger links with other schools through attending the Catholic Education Melbourne Northern Region Wellbeing Network days.

A strengthened commitment to the principles contained within the Positive Behaviour Program and adopting this platform to educate staff and implement other relevant aspects from a source of successful known programs (example SEL). This provided flexibility and added options to support individual students.

Continued utilisation of a range of resources within the wider community to enhance student motivation, safety and connectedness (Keys Please, Work Experience, Beyond Four Walls Program, Zumba, Gymnastics, Round Robin tournaments etc.)

New role structures and processes providing staff with greater support and clarity of roles.

In 2018 the Wellbeing team worked with staff to seek feedback and further develop the purpose of our College TAG and our TAG multi level sessions. As a result, exciting up to date changes have been proposed and will be explored throughout 2019. These include focused Pastoral Care time utilising strategies from the Berry Street Model and trialing a Buddy System approach to replace existing TAG sessions.

An extensive review facilitated by the Principal in the area of Camps and excursions was undertaken in 2018. The purpose was to ensure the College offered camps/excursions which had direct current curriculum links to learning. The review was undertaken with the Wellbeing team and into 2019 we will see positive consistent changes or alterations to these camps/excursions. What is already evident is that all staff have a clear purpose for each camp/excursion.

#### STUDENT SATISFACTION

Student survey data indicates student satisfaction to show moderate improvement all the three areas of Emotional Wellbeing. Relationships with Teachers is also an area of improvement in 2018. Student Engagement in Learning is also quite good with Motivation being a significant improver since 2012.

## Child Safe Standards

### Goals and Intended Outcomes

St Mary's College community places the highest priority on the care, wellbeing and protection of children and young people. Founded in Christ and sustained by faith, St Mary's College seeks to fulfil its mission of enabling each student to come into the fullness of their own humanity. This includes paying attention to the inherent dignity of children and young people, and their fundamental right to be respected, nurtured and safeguarded by all. We want children to be safe, happy and empowered. We support and respect all children, as well as our staff and volunteers.

We are committed to the safety, participation and empowerment of all children.

We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures.

We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.

Our organisation is committed to preventing child abuse and identifying risks early, and removing or reducing these risks.

Our organisation has robust human resources and recruitment practices for all staff and volunteers.

Our organisation is committed to regularly training and educating our staff and volunteers on child abuse risks.

We support and respect all children, as well as our staff and volunteers.

We are committed to the cultural safety of Aboriginal children, the cultural safety of children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.

St Mary's College has developed and implemented specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments.

### Achievements

Development and implementation of Child Safety Policy and Code of Practice.

Professional learning and development for staff and parents in regard to child safety.

All volunteers within the school have undertaken a 'Child Safety Parent Helper Course'

All staff and volunteers have been briefed regarding the Code of Practice and have signed an acknowledgement of their responsibility to abide by the code.

Ongoing review (termly or if required due to issue) of the effectiveness of child safety practices within the College.

Promotion of 'child safety' through newsletter and parental engagement.

## Leadership & Management

### Goals

- To further strengthen our highly authentic and effective learning community.

### Expected Outcomes

- That staff, students and their families will develop a shared understanding of the College Vision.
- That staff leadership development and capacity will be promoted.

### Achievements

At St Mary's College we recognise that strong and supportive leadership positively influences teacher effectiveness and can have a significant impact on high quality outcomes for all students. As leaders we are inspired to instil a knowledge of and respect for the heritage and traditions of St Mary's College so as to be courageous in our decision-making and to lead with a desire to serve others. Our Vision statement is manifestly embedded in the 5 Mercy Values *reverence, commitment, justice, stewardship and integrity*, underpinning our overarching goal to lead a highly authentic and effective learning community. In 2018 this has been evident in the following ways:

In 2018, College Vision Statement and Mission Statement was embedded in all forms of parent/staff communication with our Vision and Mission clearly prominent in all forms of communication. Our Vision Statement is visible and/or referenced at every staff meeting and board meeting, is displayed in every classroom, is visible on our website, in the College newsletter and via other modes of communication including our facebook page.

A key area of staff development in 2018 was the implementation of Staff Performance and Development designed to enhance teaching practice and strengthen staff motivation and morale. This project was highly facilitated through the leadership team and has now evolved into a staff-wide peer appraisal approach. A key priority in 2018 was to explore performance appraisal through ongoing feedback including exploring in teams how 'performance appraisal' improves learning outcomes for students. This focus will continue into next year as a major priority. Throughout 2018 there was a consistent emphasis on all teaching staff maintaining their own professional development record and providing some allotted time at staff meetings has promoted higher levels of reflection amongst staff on their practice and has strengthened their capacity for improved teaching. This project remains a work in progress. Likewise, for the staff employed as Learning Support Officers, the College has introduced a more rigorous appraisal program that now includes designated professional development time for these staff members to reflect, plan and improve their professional practice. These

opportunities took place on pupil free days at the school. In annual review meetings between the principal and these staff this year, the feedback was overwhelmingly positive, highlighting their need for such reflective practices as a means to building their skills and strengthening their resolve when supporting the learning of students with additional needs. Other benefits included the collegial support and staff morale gained from such peer appraisal activities.

The promotion of staff leadership and capacity has continued to strengthen in 2018. This is evident through the number of teachers engaged in formal study with 1 staff member studying a Masters Degree in Student Wellbeing in 2018 and 3 teachers commencing the course Accreditation To Teach in Catholic School. Growth in staff leadership and capacity is also evident in the implementation of a revised POL and POR structure in 2018. With a strong focus on Middle leadership, we have introduced the new roles of 3 x Curriculum leaders (F – 4, 5 – 7 & 8 – 10). These roles provide genuine opportunities for teachers to enhance their leadership skills and practices.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2018

*St Mary's College has a strategic professional development plan that targets PD that will develop teacher and leadership capacity. During the 2018 school year our staff took part in PD that included Performance and Development, Leadership, Religion, Numeracy, Literacy, Science, Humanities, Creative Arts, Assessment and Reporting, Indigenous Perspectives, Curriculum Development, Student Wellbeing, Staff Wellbeing, Health and Physical Education and OHS training.*

### NUMBER OF TEACHERS WHO PARTICIPATED IN PL

39

### AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1500

## TEACHER SATISFACTION

Based on data gathered from the 2018 Insight SRC surveys as well as the Annual Review Meetings (ARM) staff have indicated similar levels of satisfaction to the previous year:

- Improved levels of staff/staff communication and support.

- Feel supported by a more empathic leadership team.
- Building their skills and confidence in socializing and communicating with parents.
- The level of appraisal and recognition has increased.
- The need to develop and implement practices and protocols that instil higher levels of confidence in the staff.
- Although individual moral is quite strong there is scope for more growth in teamwork.



## College Community

### Goal

To build a connected, involved school community with strong outward looking partnerships that provides improved learning outcomes for our students.

### Intended outcomes

That authentic opportunities for parent engagement and involvement in the learning process will be enhanced.

That meaningful connection with the Parish, local and broader community will continue to strengthen.

### Achievements

The target set for the Community Engagement Index, which is an average of parent perceptions, has been exceeded in both 2015 and 2016.

Throughout 2018 we have continued to make consistent improvements in the sphere of School Community. A key intention in 2018 was to continue to build links between student learning and the community and increase parent engagement in student learning.

### Achievements in the area of School Community include:

Student Leaders at Year 10 level who meet regularly with Deputy Principal to plan and initiate school activities that build relationships.

Increasing parent attendance at Assemblies, sports days, excursions, camps and student led curriculum activities.

Excellent and growing support for our four major community events- Welcome BBQ and Social Night, Mother's day Afternoon Tea, Father's Day Breakfast and Grandparents/Special Persons Day.

A continual increase in parental involvement in student learning activities including:

Keys Please (Yr. 10), Year 9 Portfolio presentation, Middle Primary Inquiry Expo, Year 8 Night of Notables, Sacramental evenings, Numeracy afternoons, Learning Areas Week

across the school, Open Day activities

St Mary's Open Day *Windows into Learning*. This day was well attended by current and prospective families. Student leaders took an active role in conducting tours, answering questions and assisting families to feel welcome at St Mary's.

Continuing to support staff to feel confident when interacting with parents, through informal social events such as Family BBQ, Parents and Friends activities.

Encouraging partnering and mentoring - endeavouring to continually work to improve relationships with students. The Year 10 Mentor program continues to grow in strength, giving staff the opportunity to build stronger relationships with the Year 10 group and support the students academically, emotionally and socially. Regular morning teas have been built into the Mentor program, which has further strengthened the relationship between staff and students.

College communication with all stakeholders, including past students and families has increased, through the use of the College and Family Facebook page. The College also makes use of group SMS to alert parents to certain events and activities, as well as the use of the Care Monkey program, to facilitate ease of communication.

Actively promoting and providing different ways of communication for the staff.

Regularly contributing to the local newspaper with school events and activities.

Encouraging staff representation at parent functions to develop stronger relationships with Parents and Friends as well as the wider community. Pathways connections e.g. being host for cluster meetings for VET, organise work placement programs.

Students attended TAFE tasters at GoTafe and local Careers Expo. Providing regular entertainment by the College Choir in the Seymour community.

Supporting the Parents and Friends to hold the annual Carnival which is the major fundraiser for the College. This event is very well supported by both parents and staff and acknowledged to be a good initiative to build parent engagement.

The Community team has been an amazing support throughout the whole year, organising and co-ordinating so many different community events. The Student Representative Council was a group of enthusiastic students who worked tirelessly to create better opportunities for our students and community groups. I would like to especially acknowledge our Learning support officers who are so generous with their time no matter what event is being held- we could not run all the community events we have at St Mary's without their continual support.

## Value added

St Mary's College places great emphasis on the wider community and the important role it plays in our College. The following are related to the additional curricular and extra curricular activities that add value to the wellbeing of our community .

- An active Parents and Friends Association that raises significant funds for the College community and provides social opportunities for our families.
- A College Board that is actively involved in the management of the College Master plan.
- The College Choir, and different class groups of students and their continued involvement in local community events e.g. Christmas Carols; visiting Barrabil House, assisting with Vietnam Veteran's Commemorative Walk, Tastes of the Goulburn, Relay for Life etc.
- Year 10 Work experience within the wider community
- Morning reading with Junior Primary classes
- Opening the MPH to other community groups, including basketball, Debutante Balls, fundraising by community groups, memorial services, Little Athletics

## Parent Satisfaction

This year we had a very small sample of parent data from which to draw conclusions – this is an area on which we need to significantly improve our ability to collect a wider data sample. Consequently, we experienced a decrease in school Improvement survey data which had previously indicated a high level of satisfaction with many areas, particularly parent partnerships, focus on learning, transition, reporting and communication and school improvement. We are always looking to improve and enhance student motivation and classroom climate

## COMMUNITY ENGAGEMENT INDEX

**2016      2017      2018**

**80.4      82.1      71.9**

**COMMUNITY ENGAGEMENT INDEX TARGET FOR 2018      83.6**

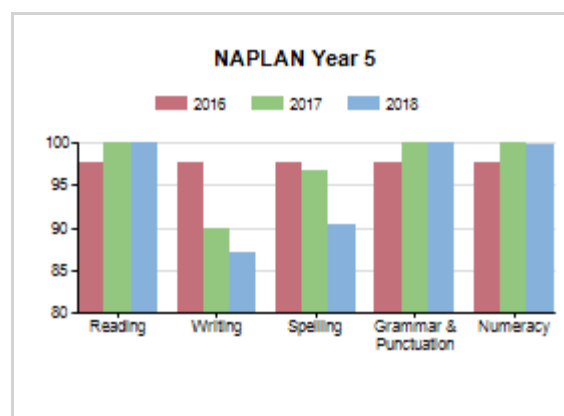
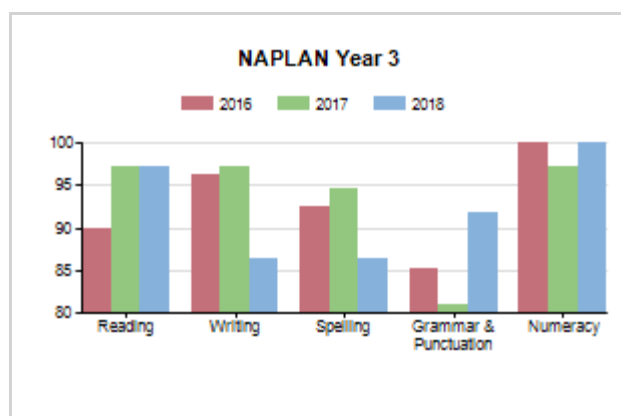
## School Data

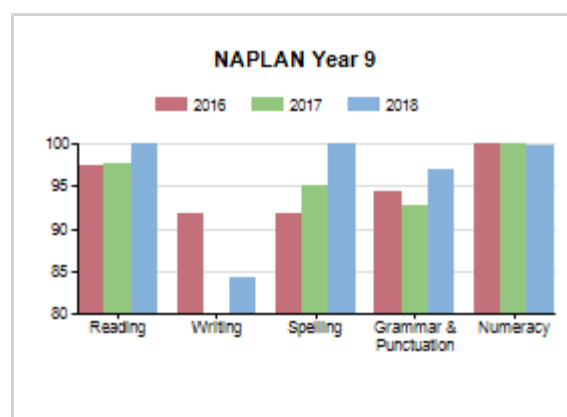
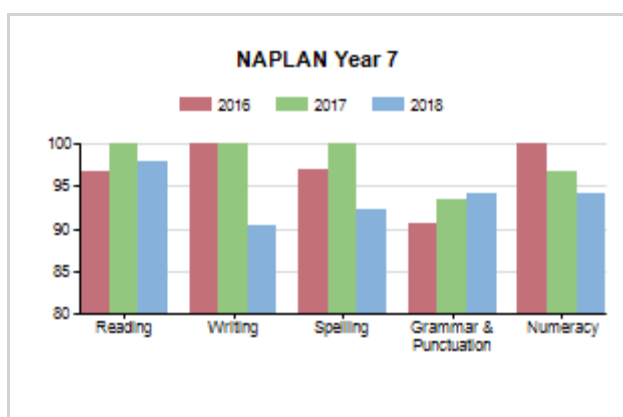
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**St Mary's College, Seymour**

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<b>NAPLAN TESTS</b>	<b>2016 %</b>	<b>2017 %</b>	<b>2016 - 2017 Changes %</b>	<b>2018 %</b>	<b>2017 - 2018 Changes %</b>
YR 03 Grammar & Punctuation	85.2	81.1	-4.1	91.9	10.8
YR 03 Numeracy	100.0	97.2	-2.8	100.0	2.8
YR 03 Reading	90.0	97.2	7.2	97.2	0.0
YR 03 Spelling	92.6	94.6	2.0	86.5	-8.1
YR 03 Writing	96.3	97.3	1.0	86.5	-10.8
YR 05 Grammar & Punctuation	97.6	100.0	2.4	100.0	0.0
YR 05 Numeracy	97.7	100.0	2.3	100.0	0.0
YR 05 Reading	97.7	100.0	2.3	100.0	0.0
YR 05 Spelling	97.6	96.7	-0.9	90.3	-6.4
YR 05 Writing	97.6	90.0	-7.6	87.1	-2.9

YR 07 Grammar & Punctuation	90.6	93.5	2.9	94.2	0.7
YR 07 Numeracy	100.0	96.7	-3.3	94.2	-2.5
YR 07 Reading	96.8	100.0	3.2	98.0	-2.0
YR 07 Spelling	96.9	100.0	3.1	92.3	-7.7
YR 07 Writing	100.0	100.0	0.0	90.4	-9.6
YR 09 Grammar & Punctuation	94.4	92.7	-1.7	96.9	4.2
YR 09 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 09 Reading	97.4	97.6	0.2	100.0	2.4
YR 09 Spelling	91.7	95.1	3.4	100.0	4.9
YR 09 Writing	91.7	78.0	-13.7	84.4	6.4





AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	90.2
Y02	87.8
Y03	90.8
Y05	91.0
Y06	93.3
Y07	92.7
Y08	91.0
Y09	88.5
Y10	91.6
Overall average attendance	90.7

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	93.8%
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**STAFF RETENTION RATE**

Staff Retention Rate	94.6%
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**TEACHER QUALIFICATIONS**

Doctorate	0.0%
Masters	5.0%
Graduate	5.0%
Graduate Certificate	5.0%
Bachelor Degree	50.0%
Advanced Diploma	25.0%
No Qualifications Listed	25.0%

**STAFF COMPOSITION**

Principal Class (Headcount)	4
Teaching Staff (Headcount)	41
Teaching Staff (FTE)	32.2
Non-Teaching Staff (Headcount)	26
Non-Teaching Staff (FTE)	20.6

Indigenous Teaching Staff (Headcount)	0
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MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	583.2
Year 9 Numeracy	566.7
Year 9 Reading	568.2
Year 9 Spelling	568.6
Year 9 Writing	546.2

**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](http://www.acnc.gov.au)