



St Mary's College Seymour

2020

Annual Report to the School Community



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Contact Details

ADDRESS	90 High Street Seymour VIC 3660
PRINCIPAL	Wayne Smith
PARISH PRIEST	Fr Eugene Ashkar
SCHOOL BOARD CHAIR	Andrew Graham
TELEPHONE	03 5792 2611
EMAIL	principal@smseymour.catholic.edu.au
WEBSITE	www.smseymour.catholic.edu.au
E NUMBER	E1024

Minimum Standards Attestation

I, Wayne Smith, attest that St Mary's College 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.

Wayne Smith

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 College 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 provides a Catholic co-education to students from Foundation to Year 10 with an enrolment of 450 students. The College is centrally located in the township of Seymour making it accessible to local families as well as surrounding rural and regional areas. The catchment area extends to Yea, Nagambie, Heathcote, Broadford, Pyalong, Puckapunyal, Strath Creek and Tallarook. Our families of our students come from a range of socio-economic backgrounds inclusive of the Puckapunyal Army Base.

In 2020 the College developed a new School Improvement Plan with the Strategic Intent, *'The Focus on improving reading results of all students by personalised teaching approaches, explicit Reading instruction, teacher teamwork work and parent partnerships.'*

The Annual Action Plan's Goals were:

- Developing confident learners.
- All staff taking responsibility for literacy and numeracy outcomes.
- Parent engagement in reading at home and at school.

Principal's Report

2020 a year like no other!

There were many Covid-19 challenges in 2020 both immediate and long term that had to be constantly managed.

The year began well, but became very evident early on that flexibility, strategy, process and planning ahead would be crucial for the good governance, quality of learning and pastoral care of the College community, especially when remote learning became a long term reality.

2020 for many was a year of coping. At St Mary's a clear and systematic plan approach was established to ensure our students received the best education that could be delivered under the circumstances. Hence, organisation, structure, communication and routine were very important for the students, staff and parents.

The College staff in many ways were outstanding in supporting families to ease the burden and anxiety of isolation.

Daily routines were emphasised through appropriate home learning plans and pastoral care and mental health support strategies for well-being were given the highest priorities.

Regular cohort wellbeing surveys; online counselling and processes for identifying vulnerable and disconnected students provided the College Wellbeing team with excellent data to enable flexibility in resetting within a targeted needs based model of support. Weekly staff wellbeing checks were conducted to ensure staff were supported.

Secondary students followed their College timetables with daily google meets. Primary students had regular check ins with their teachers and a daily timetable to follow. Remote learning highlighted the students and students who could not manage the same workload when living in a different physical environment from the classroom. The College Curriculum team were constantly reviewing data to ensure best practice could be achieved for remote learning outcomes.

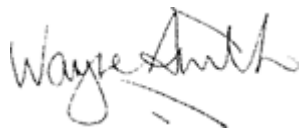
The College Advisory Board met monthly. The planning for the proposed Primary Learning Centre and future Catholic educational pathways for College families were the major items of regular discussion. I thank all members of the Board for their contributions during 2020. The Board's commitment to the common good and future vision of St Mary's College is testament of their belief in Catholic education. Andrew Graham is a wise Board Chairperson. Andrew brings a wealth of analytical process and local knowledge to discussion that adds to informed discussion, whilst always keeping the needs of families at the forefront.

Thank you to Karen Glen for her leadership and dedication of the P&F. Karen is taking a well-earned rest from the president's role and congratulations to Mrs Megan Cox on her election as the new President. Thank you to the outgoing Executive: President Karen Glen; Secretary Barb Canty and Treasurer Christie Gross for their dedication to the College and service to the P&F. We look forward to the new P&F Committee: President Megan Cox; Vice President Elysia Ambrose; Regina Schaeffer Minutes; Treasurer Brooke Curic and Parent Welcoming Officer Mardi Jarvis. Special mention to Kate Loweke who volunteers every Monday to oversee and maintain the Uniform, shop.

As a Catholic College in the Mercy Tradition, central to our core mission is a holistic education. Thank you to our parish priest, Father Ashkar for his presence and pastoral leadership with students and staff. Father Ashkar is a vocal supporter of St Mary's returning to Year 12 and contributes as a member of the Pathway Committee.

2020 provided many challenges for the College community. Together we ensured stability and consistency throughout the year for the students. A year that taught us much about resilience and being adaptable.

Best wishes

A handwritten signature in black ink that reads "Wayne Smith". The signature is written in a cursive style with a large, stylized 'W' and 'S'.

Wayne Smith

Principal

DipEd (ACU) DipREd (ACU) Bed (ACU) GradCertEdAdmin (Edith Cowan)

GradDipREd (ACU) MEdAdmin (Charles Sturt) MTheoStudies (BBITAITE)

College Board Report

What a challenging year 2020 has been. At the start of the year we experienced widespread devastation across much of eastern Australia with large parts of our country experiencing unprecedented bushfires which were immediately followed by flooding in some areas. Whilst our College wasn't impacted directly by these events there weren't many families that didn't have relatives or friends that were. And then when we thought everything was back on track we were directly impacted by COVID-19. Whilst this presented our College with challenges on multiple fronts it was really pleasing to see how the College community came together, not only support one another, but to also provide our students with some normality in what has been such a challenging period. The efforts of the College staff to bring together the learning programs has been exceptional. I, like many parents, have been working from home for large parts of this year and have witnessed firsthand the combined efforts of the teaching, learning support and administration staff to make the curriculum engaging and accommodating for the learning needs of all students. My hat goes off to the entire College team that has had to navigate unprecedented challenges and in my opinion done an exceptional job.

I would like to commend Fr Ashkar, Mr Wayne Smith and Mrs Felicity Melville and the wider leadership team for their exemplary efforts in continuing to move our College forward. In addition to the challenges experienced this year Wayne and the College team have commenced on a journey to make our College the best that it can be by building enduring, professional and collaborative relationships with Catholic Education Melbourne (CEM) and other professional and educational institutions. These important relationships will continue to challenge the status quo resulting in effecting positive change for our College for many years to come.

One example of this collaboration has resulted in structural changes within the leadership of the College to include the appointment of a Deputy Principal (Operations) and Directors of Religion, Learning & Teaching and Wellbeing. These and other changes will reflect best practice and result in clearer structures and accountabilities across the College. I would like to congratulate Genevieve Gordon, Rochelle Gough, Chris Buhler and Allison Moore on their appointments commencing in 2021.

Father Ashkar, Mr Smith and I have recently written to the Executive Director CEM, Mr Jim Miles, seeking his support and CEM participation in a working group that will produce a detailed plan to return St Mary's to a Foundation to Year 12 College. I, like the majority of the college community, have no doubt that this will happen and that our community want and deserve this, however, this working group will ensure that we have a clear roadmap of what we need to achieve for this to become a reality.

This year our College has made significant progress towards delivering our new Junior Primary classrooms. The contemporary design by ROAM Architects includes six general learning areas, two flexible learning areas, a quiet area and ablutions. The design whilst taking into account the College's heritage will provide contemporary amenities for our primary students for many years to come. The contract will be signed in coming days with works programmed to occur in the first half of 2021. I would like to congratulate the College leadership team who has worked closely with CEM and ROAM Architects to ensure that this building will be home to thousands of students for many years to come.

In the second half of the year the Board commenced a review of the College uniform policy which will include consultation with the College community in early 2021 with the aim of rolling out any changes from 2022. This review will ensure that our uniform continues to reflect the values and

traditions of our Catholic College whilst remaining contemporary and something that the students will continue to wear with pride.

The Parents and Friends (P&F) Association are a staple of all strong school communities and I believe that we are lucky enough to have an exceptional group that invest so much passion, energy and time in raising much needed funding for College programmes. While the events of this year have significantly impacted their efforts I am positive that 2021 will bring new opportunities for this keen group. I would like to specifically acknowledge and thank Karen Glen, P&F President, who is stepping down after many years of leading this exceptional group of ladies.

I would like to acknowledge and thank my fellow Board members for their ongoing contributions throughout this unusual and challenging year. We, like the students, have had to use technology to meet virtually which for some like me has been challenging. I would also like to thank Bronwyn Martin who is leaving the Board this year and thank her for her contribution to the Board and the P&F over many years. On behalf of the Board I thank Bronwyn for her contribution and sincerely wish her well for her future.

Lastly, I would challenge our College families to get involved. It doesn't matter if it's in the canteen, as a member of the P&F or a working bee every contribution makes a difference.

Andrew Graham

Education in Faith

Goals & Intended Outcomes

Goal: To ensure personalised and explicit instruction in reading skills.

Intended Outcome: That students are confident learners.

Goal: To enhance team effectiveness.

Intended Outcome: That all staff are taking responsibility for student literacy and numeracy outcomes.

Goal: To engage parents as active participants in reading improvement

Intended Outcome: That parents are engaged in reading at home and at school.

Achievements

During Term 1 and 4, we continued the process of enriching all RE units, to assist students to make direct and explicit links between their actions, relationships, Catholic traditions, Mercy heritage and social justice. Remote Learning, like all schools, limited our capacity for professional development and due to in school restrictions prevented us having meaningful and worthwhile PLT's. We used Google Meets as a platform, but due to our regional locality and staff proximities, connectivity for these meeting were very challenging. During remote learning our Primary and Secondary classes were able to successfully use the online To Know Worship and Love digital texts, to depth their learning, which was a real bonus.

Through attendance at online RE network meetings, we continued to work with CEM staff to bring an inquiry approach to our RE planning, based on Pedagogy of Encounter. This process will be continued and developed in 2021

As we became an affiliated Mercy school, the 2020 College mission statement was, 'We are Shining Lamps, Giving Light to All Around Us', a quote by founder of the Mercy Sisters, Catherine McAuley. This statement was used in prayer and liturgical celebrations, as well as in staff prayer, newsletters and all correspondence. 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.

Over the years St Mary's has had a strong commitment to social justice initiatives, supporting the local community as often as possible. Unfortunately due to COVID, we only took part in Project Compassion and St. Vinnies Christmas Appeal.

Even with COVID restrictions, at every opportunity staff and students gathered in prayer; even over Google Meets. This was a whole new experience for us, as it enabled all classes to view each other whilst in prayer!

The saddest part for our community in 2020, was the lack of gatherings, both social and sacramental. Our Parish was unable to proceed with any of the sacrament programs, or conduct our retreat days for our secondary students. Other major events that are special at St Mary's, such as Mother's Day Afternoon Tea, Father's Day breakfast ANZAC and Reconciliation Liturgies, were also cancelled. Our school Facebook page became an integral way to communicate with our families. Our College Leaders lead an online ANZAC Day prayer service and did regular updates for students. The Community team, ran online competitions and posted videos to try and still build a sense of community. Over Holy Week, we shared Prayer Spaces online activities, that

included family activities based on the stations of the cross leading up to Easter Sunday. Online prayers continued to highlight special faith days.

Accreditation to teach in a Catholic school and accreditation to teach RE in a Catholic school remained an important focus for 2020. Three staff members successfully completed their study towards Accreditation to teach in a Catholic school and to teach RE. There continues to be an incremental improvement in the number of staff at our school who are becoming accredited.

Thank you to Fr Eugene Ashkar for his ongoing support and advice. When allowed classes continued to attend Parish Masses every. A special thanks to the Community team- Mrs Jennine Brock and Mrs Tanya Oakley for all their enthusiasm and commitment to building community at St Mary's.

VALUE ADDED

Opening School Mass

Ash Wednesday Mass

Foundation Family BBQ

Lenten weekly prayers in the Garden

Caritas Fundraising- Pancakes, Crazy Sock Day, Sausage Sizzle,

NAIDOC Week Prayer service

Remembrance Day - Captains visited the local Memorial at the Seymour Hospital (RSL)

Year 10 Graduation Liturgy and lunch (no parents)

Closing School Year Mass

Christmas Concert

We held as many events as possible, within the COVID restrictions guidelines.

Learning & Teaching

Goals & Intended Outcomes

Goal: To ensure personalised and explicit instruction in reading skills.

Intended Outcome: That students are confident learners.

Goal: To enhance team effectiveness.

Intended Outcome: That all staff are taking responsibility for student literacy and numeracy outcomes.

Goal: To engage parents as active participants in reading improvement

Intended Outcome: That parents are engaged in reading at home and at school.

Achievements

During 2020 the implementation and delivery of Remote Learning programs was achieved with dedication and effort by both teaching and non-teaching staff and all in our College community. In the first instance St Mary's College's response was guided by the communication updates, recommendations and resources provided by the Catholic Education Commission of Victoria and Catholic Education Melbourne.

Anticipating a possible short period of working from home, students were provided with a mixture of paper packages and online resources. With the restrictions being continued we designed a more structured and rigorous approach to using the online environment. Google Classroom became our platform across F-10 and teachers very quickly learnt how to use the platform, learning from each other and online! The support of our IT company was invaluable. The teachers of the world very generously shared their experiences tips and tricks of how to do 'millions of things'. A framework for online learning and expectations was established and parents, students and teachers were informed via the website, face book page and email.

Students and families were given information and ideas to assist them with learning, wellbeing and communication.

The biggest challenge for us all was in the screen time demands of the day. We were very conscious that students, parents and teachers needed to have breaks and times away from the screen while still attempting to complete learning to a reasonable standard. The expectations varied across the primary and secondary areas,

The use of the online environment enhanced the opportunities for teachers to continue to have meetings, come together for collaboration and moderation and was very effective.

The move in to online learning allowed us to explore online tools to support students with their reading. Examples include Sunshine online products in Primary, and CARS and STARS for year 7.

The use of break away rooms in Google Meets was used by the Learning Support Officers to continue to work with students in small groups, pairs or one on one and then return to their class group when necessary.

Teachers of practical subjects were amazing in the way they were able to provide activities for learning at home. Making and creating, designing and drawing, dancing, singing, and of course getting exercise. The best way to have a break from lock down was to exercise.

Feedback was given for all student work, to ensure a clear understanding of what had been achieved, and to monitor and record progress as demonstrated in the work submitted.

Parent teacher interviews and meetings were offered online and many participated in them. Especially those families who do not live in the town - the benefit of not having to travel was obvious.

These forms of systems and structures were also used extensively by the Learning Diversity leader to ensure students with adjustments and additional supports could continue to receive them.

We provided onsite supervision and activity programs for students of essential workers.

When we finally attended onsite the excitement was enormous! Whilst we are proud of our achievements during 2020, we prefer to be in our class groups working and learning together as a community. St Mary's College staff continue to use the skills from online teaching to improve learning and communication experiences for students and parents.

STUDENT LEARNING OUTCOMES

Tracking student learning progression during 2020, was completed using the following assessments.

Students participated in assessments in March as per the College assessment schedule.

In Term 4 the following tools for data collection were used for both formative and summative purposes.

F-6 students completed benchmark testing in reading. The overall data showed that all students had improved their reading ability since March.

The following list shows the tool used and the year level who participated.

PAT - Reading Students in Years 3 -10

PAT - Mathematics Students in Years 5 -10

PAT - Science Students in Years 7-10

Pat - Vocab Students in Year 9

CARS and STARS Students in Years 7 -8

MEDIAN NAPLAN RESULTS FOR YEAR 9		*
Year 9 Grammar & Punctuation		
Year 9 Numeracy		
Year 9 Reading		
Year 9 Spelling		
Year 9 Writing		

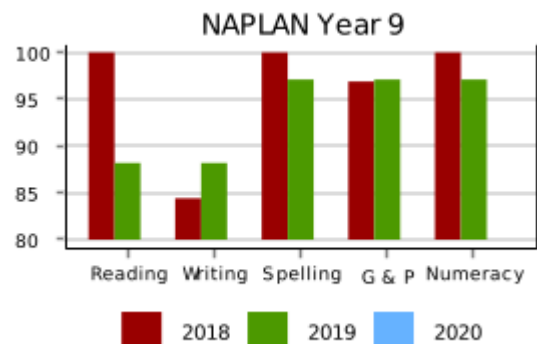
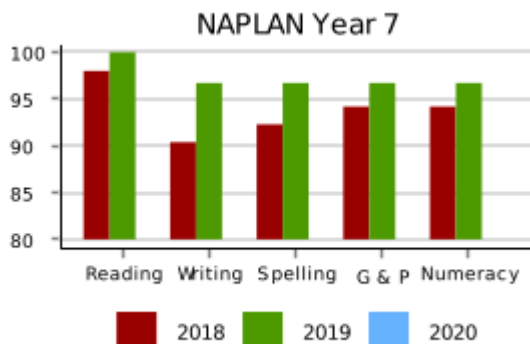
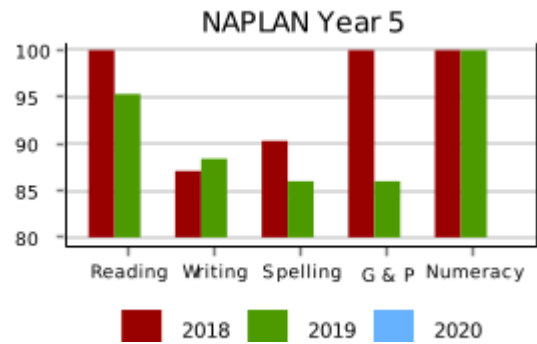
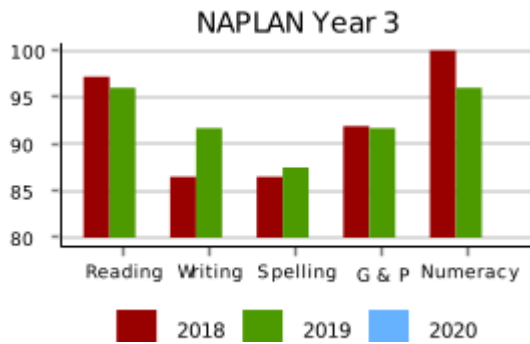
* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	%	%
				*	*
YR 03 Grammar & Punctuation	91.9	91.7	-0.2		
YR 03 Numeracy	100.0	96.0	-4.0		
YR 03 Reading	97.2	96.0	-1.2		
YR 03 Spelling	86.5	87.5	-0.2		
YR 03 Writing	86.5	91.7	5.2		
YR 05 Grammar & Punctuation	100.0	86.0	-14.0		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	95.3	-4.7		
YR 05 Spelling	90.3	86.0	-4.3		
YR 05 Writing	87.1	88.4	1.3		
YR 07 Grammar & Punctuation	94.2	96.7	2.5		
YR 07 Numeracy	94.2	96.7	2.5		
YR 07 Reading	98.0	100.0	2.0		
YR 07 Spelling	92.3	96.7	4.4		
YR 07 Writing	90.4	96.7	6.3		
YR 09 Grammar & Punctuation	96.9	97.1	0.2		
YR 09 Numeracy	100.0	97.1	-2.9		
YR 09 Reading	100.0	88.2	-11.8		
YR 09 Spelling	100.0	97.1	-2.9		
YR 09 Writing	84.4	88.2	3.8		

* 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 enhance team effectiveness.

INTENDED OUTCOME: That all staff are taking responsibility for student literacy and numeracy outcomes.

Achievements

- Continued to refine the PLP processes to better identify and support students' Individual learning needs.
- Continued to enhance cohesion between teaching and counseling staff to ensure best practice support for students. This was important in lock-down and increased engagement on students return to school.
- Continued to work on developing an electronic referral process for students, staff and parents for counselling services.
- Continued to further develop the buddy system between Foundation and Year 10 students.
- Delivered wellbeing support and messages to the College community through Facebook.
- Refined transition process for students advancing to their new classes at the end of the year in Primary
- Online parent Teacher interviews were conducted for the first time

VALUE ADDED

- Environmental Science was introduced, year 7 students focused on reducing landfill waste at school and lead Clean Up Australia Day activities. They also focused on Bio Diversity improvements for the school and with the help of a grant from Junior Landcare, began to plan a native healing garden.
- Year 9/10 Agriculture student's planned and constructed bee hotels that will encourage native bees to pollinate the school agriculture plot.
- Indonesian students in Year 8 played a Kahoot online with our partner school in Indonesia
- Indonesian students across various year levels competed in the Education Perfect Language Championship winning the competition for the Northern Region
- Create Skate and Relate took place during November and December as part of Youth Week celebrations. Students connected through creating and making skateboard decks.
- Pastoral Care lessons ran via Google Meet every Friday afternoon.

STUDENT SATISFACTION

Staff and students explored online learning for the first time. Google Classroom was used across all year levels. The College conducted two Remote Learning Surveys in all Secondary Levels during 2020.

- Student data revealed that students felt very supported by staff.
- The majority of students liked engaging online for each subject.
- Most students reported that by attending Google Meets they felt engaged as it made them feel connected to their friends and teachers.

Members of the Curriculum team acted as mentors for a small group of colleagues, making weekly check on their wellbeing and remote learning experience.

STUDENT ATTENDANCE

Maximising attendance is an area in which the College continues to be highly proactive. SIMON is used to maintain all student attendance and absence records. The attendance record for each lesson is recorded and a report is generated of absences that cannot be accounted for. This is then followed through by student's Class Teacher (primary) Homeroom Teacher (secondary).

Each morning parents are asked to contact the College if their child will be absent from school. Where parents do not contact the College and a child is recorded as being absent a text message is sent to the parent or guardian to report the absence. The College has an attendance line which parents can call and record a message on, when they know that their child is absent. Parents can also use PAM (Parent Access Module) to record absences online.

Students with a high number of absences without a valid reason, are followed up by the Pastoral Leaders and either the Pastoral Care Coordinator or Deputy Principal of Wellbeing. They will then meet with the parents and student to determine the reasons for absence, where necessary, implement a plan to improve school attendance. Strategies include attendance plans, flexible attendance times in consultation with medical professionals, referrals to the Navigator Programme and other personalised plans.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	0.0%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	90.2%
Y02	87.1%
Y03	90.1%
Y04	91.4%
Y05	88.4%
Y06	90.1%
Y07	90.7%
Y08	90.5%
Y09	87.1%
Y10	89.0%
Overall average attendance	89.5%

Child Safe Standards

Goals & Intended Outcomes

St Mary's College continued to act to promote the safety, wellbeing and inclusion of all students. During Covid-19 the College focused on students who were disengaged; students with known mental health issues and single parents who did not have family support. There was regular pastoral and counselling checks from the College Wellbeing team and processes for staff who were concerned for a child's safety.

Staff were reminded of their legal obligations and processes were in place to contact the appropriate College leader if there was concern. There was a strong focus acute wellbeing support.

Achievements

Personal care for staff online safety in Google meets and student child safety indicators were addressed when remote learning began. The College identified the need for a Child and e Safety team to be created and to develop a Flow Chart for a Child Safety Concern as a guide for staff. The Child Safety Concern Flow Chart will be aligned with the Victorian Government document Protect: Four Critical Actions.

Leadership & Management

Goals & Intended Outcomes

During 2020 the primary Leadership and Management Goal was to undertake a renewal of the College Leadership Structure. In consultation with Catholic Education Office Northern Region Consultants, Chris Bence (Leadership-Secondary) and Snjezana Singh (School Effectiveness) a timeline was scheduled and plan drafted to consult with the current Leadership Team and staff.

In Term One there was face to face meetings with the College Leadership Team to discuss future Positions of Leadership and wider consultation took place via Zoom meetings during Term Two to receive feedback from staff and teachers who are in leadership positions. Models of leadership structure were drafted based on the three yearly Strategic Plan, 'to improve reading outcomes for all students.'

The adopted renewal model was put into process with most positions advertised internally. The 2021 renewal move to a changed POL structure: Deputy Principal Operations; Director of Faith & Mission; Director of Learning & Teaching; Director of Wellbeing; Secondary Pastoral Care Coordinator; Primary Pastoral Care Coordinator SIMON/Data Analysis Leader; Numeracy Leader; Learning Diversity Leader; Secondary Literacy Leader; Primary Literacy Leader; Daily Organiser and Sports Coordinator.

Achievements

Achieving the Positions of Leadership renewal was done so within a tight and problematic timeline due to the physical disengagement of staff.

The planning, organisation and support for students and families during remote learning were all excellent. Families who had internet connectivity issues were also supported with Chromebooks, phone and dongle packages.

Communication, management of learning, Google Classroom and wellbeing monitoring and tracking during this time was regular, consistent and supported through Google pastoral care surveys, on site supervision and online counselling.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

In adapting to the restrictions imposed by the Coronavirus pandemic staff professional development opportunities were predominantly delivered through online platforms. Staff engaged in numerous College lead professional learning workshops to enable teachers to feel confident in teaching remotely through Google Meet and Classroom.

The College continued to promote a culture of lifelong learning by encouraging staff to grow their own skills and knowledge by supporting professional learning programs. College Leadership promoted post graduate study opportunities amongst teaching staff. In 2020 four staff members were involved in post graduate study.

- Two staff members completed a Graduate Certificate of Religious Education (University of Divinity CTC).
- A teacher completed a Masters of Education (Student Wellbeing) (ACU).
- A Graduate Certificate in Literacy Intervention (ACU) was studied by the College's Primary Literacy Leader.

Along with post graduate study, staff engaged in a variety of additional professional learning opportunities

Smart Spelling

SPELD

YARK

ACU Maths Master Class Webinars

CEM Developing Mathematical Understanding (DMU)

MAV Virtual Learning Workshops

(CEM) Advent An Awaiting People

(VILTA) Languages Annual Conference

(AEF) Language & STEM Webinar

(CEM) Languages Webinar

Inclusive STEM Series

Seasons for Growth

Protecting Children, Mandatory Reporting and Other Obligations

Reportable Conduct Leadership Refresher

Disability Standards for Education

ROSEA

NCCD Moderation

First Aid

Anaphylaxis Training

Diabetes at School eLearning

Timetabling Solutions

Number of teachers who participated in PL in 2020	47
Average expenditure per teacher for PL	\$178

TEACHER SATISFACTION

There was no CEMSIIS survey completed in 2020 therefore it was not possible to consider quantified data on teacher satisfaction. Covid-19 made it problematic to provide this data. The Leadership Team were very conscious of staff welfare as the year progressed and made weekly contact with staff during remote learning to check on their wellbeing. Staff were scheduled on site in consideration of various factors to ensure appropriate support for them taking into account their personal circumstances.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	92.9%
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ALL STAFF RETENTION RATE

Staff Retention Rate	87.1%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	0.0%
Graduate	0.0%
Graduate Certificate	7.7%
Bachelor Degree	38.5%
Advanced Diploma	15.4%
No Qualifications Listed	38.5%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	39.0
Teaching Staff (FTE)	33.9
Non-Teaching Staff (Headcount)	25.0
Non-Teaching Staff (FTE)	19.7
Indigenous Teaching Staff (Headcount)	1.0

College Community

Goals & Intended Outcomes

Goal: To engage parents as active participants in reading improvement

Intended Outcome: That parents are engaged in reading at home and at school.

Achievements

Very few community events were held in 2020. Parents, staff and students accepted the seriousness of the world's situation and in true country fashion 'got on with it.' I commend the efforts of our College community throughout the numerous periods of remote learning. Parents worked collaboratively with our staff to ensure the continuity of student learning. Delivered through the Beacon Foundation, Year 10 students were involved in small group online mentoring sessions with an industry mentor as a part of their Careers/Pathways education and preparation.

The College was particularly conscious of how Year 10 would finish 2020 and to ensure the class of 2020 received an appropriate farewell within the limitations of Covid-19 Restrictions.

VALUE ADDED

Covid-19 restricted engagement in most curricula and extra curricula activities during 2020. Activities focused on pastoral and wellbeing engagement through online classrooms and other forums. Face book was used more frequently as a medium to interconnect College and family life.

PARENT SATISFACTION

2020 was a difficult year for parents. It was relatively impossible to receive data on the year. Qualitative data wise, many parents were supportive of the College's remote learning timetables and follow-up support. Parent were very grateful for the efforts the College Business Manager to provide support where there were identified issues with ICT providers.

Future Directions

The Future directional focus for St Mary's College is to provide a complete Catholic educational pathway.

St Mary's College Seymour has a unique history of Catholic education in the Mercy tradition dating back to its establishment by lay teachers in 1880 and with the arrival of five Sisters of Mercy in 1900. For the past 140 years St Mary's has been the mainstay of Catholic education for Seymour and district. It is now evident there is a significant change in the strategic development and investment parameters for this region of the archdiocese.

Shire Development and Catchment

Catchment and expansion factors stemming from Seymour's geographical location have real implications for St Mary's future. It is the College Advisory Board's belief that it is time to form an F-12 Pathway Committee, particularly with Mitchell Shire being the fastest growing Shire in Victoria. Mitchell Shire Council has undertaken an extensive analysis of Seymour, and expects the population of Seymour to expand to a minimum of 20,000 by 2030, which is an unprecedented growth for a rural township.

The College's catchment spreads beyond the Mitchell Shire boundaries to the Strathbogie and Murrindindi Shires and to the far eastern reaches of the Bendigo Shire.

The reality of rapid growth is reflected in Mitchell Shire's Economic Development Strategy stating, "*Transform Seymour into a thriving regional Centre, acknowledging that Seymour has the opportunity to become one of the Hume region's key service and industry towns.*"

An F-12 pathway is an exciting opportunity to strengthen the evangelistic mission of Catholic Education on the far North Eastern area of the Melbourne Archdiocese. The College Board is keen to establish the St Mary's College Seymour F-12 Pathway Committee to include:

- A Terms of Reference;
- Timeline;
- Master Plan aligned with a Project Submission.

A Project Manager will be engaged to support the Pathway Committee.