



# St Mary's College Seymour

## 2021 Annual Report to the School Community



Registered School Number: 161

# Table of Contents

- Contact Details .....2
- Minimum Standards Attestation .....2
- Governing Authority Report .....3
- Our College Vision .....4
- College Overview .....5
- Principal's Report .....6
- School Advisory Council Report .....7
- Education in Faith .....8
- Learning & Teaching .....9
- Student Wellbeing .....13
- Child Safe Standards .....16
- Leadership & Management .....17
- College Community .....20
- Future Directions .....21

## Contact Details

ADDRESS	90 High Street Seymour VIC 3660
PRINCIPAL	Wayne Smith
GOVERNING AUTHORITY	Melbourne Archdiocese Catholic Schools Ltd
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 2021 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 Schools.

01/04/2022

**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)

## Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## 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 470 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 2021 the College continued 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

2021 continued on with St Mary's College staff students and parents showed extraordinary resilience living with the unknowns of Covid-19 and providing appropriate learning and wellbeing support during the difficult months of remote learning.

Flexibility, strategy, process and planning ahead were important for good governance, quality of learning and pastoral care of the College community. A clear and systematic plan approach continued to ensure students received the best education under the circumstances. The College staff 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.

The College Curriculum team reviewed data to ensure best practice could be achieved for remote learning outcomes. The Wellbeing team also continued to review data to ensure wellbeing needs were supported and students at risk and or the children of essential workers could attend on site.

The College Advisory Council met monthly. Updating the Council on the construction of the Primary Learning Centre and F-12 Pathway Committee Submission were the two priorities during 2021. I thank all members of the College Advisory Council for their contributions during 2021. Our meetings were held remotely and as always Council members kept the vision of a return to Year 12 and the common good of the College community at the forefront of discussions. Andrew Graham is an insightful Board Chairperson. Andrew brings a wealth of experience in process and local knowledge to discussions, whilst always keeping the needs of families at the forefront.

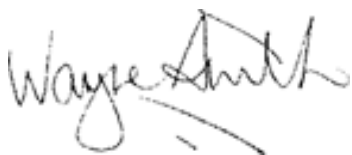
Thank you to our dedicated P&F and to Vice President Elysia Ambrose, Regina Schaeffer Minutes and Treasurer Brooke Curic. Special mention to Kate Loweke who oversees and maintains'- the Uniform Shop. The P&F had to deal with another year of not being able to organise major events but are strong in their determination to return in 2022.

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.

The F-12 Pathway Committee has been drafting its submission to be presented in Term One 2022 to Melbourne Archdiocese Catholic Schools Executive Director, Mr Jim Miles. If the submission is successful St Mary's College Seymour will return to Year 12 after a 34-year absence.

2021 provided many challenges for the College community. Together we ensured stability and consistency throughout the year for the students. A year that continued to test our resilience and adaptability with the College providing appropriate support for onsite supervision and activity programs for students of essential workers.

Best wishes



Wayne Smith Principal DipEd (ACU) DipREd (ACU) Bed (ACU) GradCertEdAdmin (Edith Cowan)  
GradDipREd (ACU) MEdAdmin (Charles Sturt) MTheoStudies (BBITAITE)



## School Advisory Council Report

2021 has been another crazy year with the continuing challenges posed by COVID and the significant governance changes with the introduction of Melbourne Archdioceses of Catholic Schools (MACS) which is impacting school operations across the diocese including the College Advisory Council itself. While every one of us has been impacted by the pandemic the Council continue to be impressed by how the entire College team, under the leadership of Mr Smith and the executive, meet every challenge in a positive way; always ensuring that student wellbeing is paramount to every decision.

The Council has been greatly encouraged by the progress the F-12 Pathway Committee - 'Spiritu Ducti' have made in preparing the strongest possible case for the College to return to offering the full Foundation to Year 12 experience. We all know that our students, families and community want Year 12 to return and I know that Mr Anthony O'Byrne (project lead), Mr Smith and the Committee are leaving no stone unturned as they put the finishing touches to our case before it will presented to MACS for consideration. Although it may still be some time before a final decision is made I'm confident that our community will be heard and future generations of students will be able to complete their entire education at St Mary's.

It has been extremely exciting to watch the construction of the new junior primary learning area take shape over several months. I can't wait to see the faces of the students that get to occupy these brand new contemporary facilities at the start of next year. I'm certain from my conversations around the community that it won't just be the students that have enormous smiles on their faces!

Although there is still a lot of work to do I am continually impressed with the commitment of Mr Smith and the College Executive in their professional approach to providing a quality, contemporary learning environment for our children. This is not just visible by walking around the College; but, also in how they continue to grow productive relationships across MACS that underpin the College's operations and management.

I'd like to thank the entire College team for their resilience and genuine commitment to our children throughout the pandemic. Their commitment and professionalism is evident in what our students continued to achieve this year. This thank you extends to all the volunteers within our College including the College Advisory Council, Parents and Friends Association, canteen and classroom helpers who all continue to give their time so generously.

Lastly, I'd like to acknowledge all our students who have been through so much this year. I'd also like to wish the graduating Y10 cohort every success for the next step in their journey to completing their education.



## 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 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.

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-19, we only took part in Project Compassion and St. Vinnies Christmas Appeal. Even with Covid-19 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!

In 2021 the lack of gatherings, both social and sacramental made connecting difficult. Our Parish was able to proceed with the sacrament programs and Father Eugene confirmed the students this year to the Covid-19 unavailability of Bishop Terry Curtin. 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.

Thank you to Fr Eugene Ashkar for his ongoing support and advice. When allowed classes continued to attend Parish Masses.

### VALUE ADDED

- Opening School
- Ash Wednesday
- Lenten weekly prayers in the Garden
- Sacramental programs and celebrations of the Sacraments of Reconciliation; First Eucharist and Confirmation
- 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
- Christmas Concert

## 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 2021 the continuation of the Remote Learning programs continued as needed. With the restrictions continuing we designed the structured and rigorous approach to using the online environment was maintained. Google Classroom continued to be the classroom. 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 use of breakaway 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.

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. 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.

When we finally attended onsite the excitement was enormous! Whilst we are proud of our achievements during 2021, 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 2021, 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

**NAPLAN RESULTS/TABLES**

**MEDIAN NAPLAN RESULTS FOR YEAR 9**

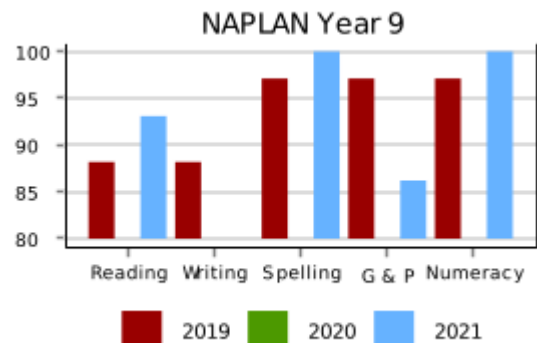
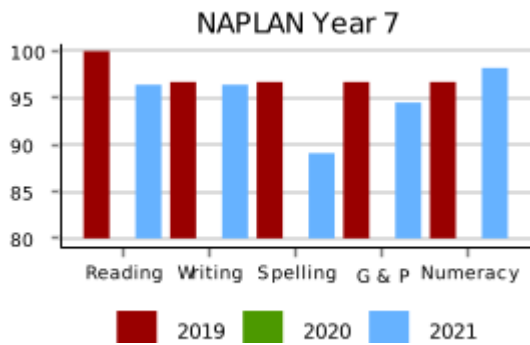
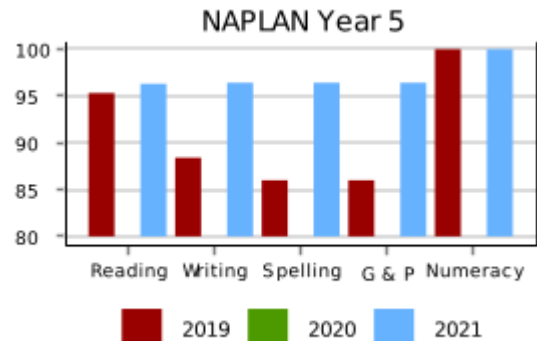
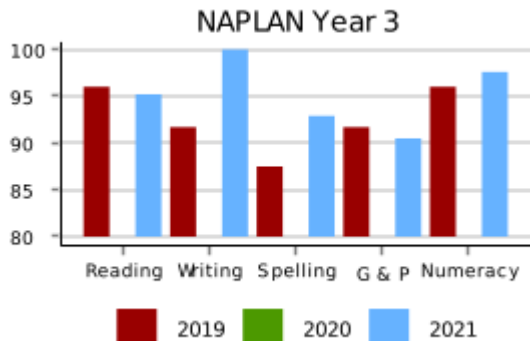
Year 9 Grammar & Punctuation	580.0
Year 9 Numeracy	578.2
Year 9 Reading	591.4
Year 9 Spelling	565.0
Year 9 Writing	534.9

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	91.7	-	-	90.5	-
YR 03 Numeracy	96.0	-	-	97.6	-
YR 03 Reading	96.0	-	-	95.2	-
YR 03 Spelling	87.5	-	-	92.9	-
YR 03 Writing	91.7	-	-	100.0	-
YR 05 Grammar & Punctuation	86.0	-	-	96.4	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	95.3	-	-	96.3	-
YR 05 Spelling	86.0	-	-	96.4	-
YR 05 Writing	88.4	-	-	96.4	-
YR 07 Grammar & Punctuation	96.7	-	-	94.5	-
YR 07 Numeracy	96.7	-	-	98.2	-
YR 07 Reading	100.0	-	-	96.4	-
YR 07 Spelling	96.7	-	-	89.1	-
YR 07 Writing	96.7	-	-	96.4	-
YR 09 Grammar & Punctuation	97.1	-	-	86.2	-
YR 09 Numeracy	97.1	-	-	100.0	-
YR 09 Reading	88.2	-	-	93.1	-
YR 09 Spelling	97.1	-	-	100.0	-
YR 09 Writing	88.2	-	-	72.4	-

\* 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 counselling staff to ensure best practice support for students. This was important in lock-down and increased engagement on students' return to school.
- 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

### VALUE ADDED

Environmental Science was introduced, and 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 students 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 2021.

- 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%
--------------------------------------	------



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	90.2%
Y02	92.9%
Y03	91.1%
Y04	91.7%
Y05	88.9%
Y06	92.3%
Y07	89.4%
Y08	87.7%
Y09	88.3%
Y10	82.8%
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

The major goal for 2021 was to ensure high levels of leadership for students and staff as the College community and wider workforce faced continuing uncertain times. Leadership would also focus on ensuring staff were consulted on the Master Plan and F-12 Pathway Committee's Terms of Reference.

### Achievements

Staff were consulted on the Master Plan. The F-12 Pathway committee provided regular updates via the Principal for the entire College community.

Continuing on with 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 2021

In adapting to the restrictions imposed by the Coronavirus pandemic staff professional development opportunities were predominantly delivered through online platforms. 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. The College Executive promoted postgraduate study opportunities amongst teaching staff.

In 2021

- Fourt staff members were involved in post graduate studies
- Smart Spelling; SPELD
- YARK
- ACU Maths Master Class Webinars
- CEM Developing Mathematical Understanding (DMU)
- MAV Virtual Learning Workshops (AEF) Language & STEM Webinar (CEM)
- 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 2021	45
Average expenditure per teacher for PL	\$170

### TEACHER SATISFACTION

The College Executive 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 93%

Staff Retention rate 92.1%

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	93.0%
--------------------------------	-------

### ALL STAFF RETENTION RATE

Staff Retention Rate	92.1%
----------------------	-------

### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	17.1%
Graduate	12.2%
Graduate Certificate	0.0%
Bachelor Degree	73.2%
Advanced Diploma	2.4%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	41.0
Teaching Staff (FTE)	36.8
Non-Teaching Staff (Headcount)	28.0
Non-Teaching Staff (FTE)	24.7
Indigenous Teaching Staff (Headcount)	0.0

## 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 2021. Parents, staff and students accepted the seriousness of the world's situation and in true country fashion 'got on with it.' Parents worked collaboratively with College staff to ensure the continuity of student learning.

The College was particularly conscious of how Year 10 would finish 2021 and to ensure the students 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 2021. Activities focused on pastoral and wellbeing engagement through online classrooms and other forums. Pleasingly NAPLAN results showed significant improvement across cohorts.

### PARENT SATISFACTION

2021 was a difficult year for parents. Parents were supportive of the College's remote learning timetables and follow-up support. Parents were very grateful for the efforts of College staff to provide extended support where there were identified issues of particular need for an individual student.

## 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.

Catchment and expansion factors stemming from Seymour's geographical location have real implications for St Mary's future. Hence why an F-12 Pathway Committee was formed to write a submission to the Melbourne Archdiocese Catholic Schools Executive Director Mr Jim Miles requesting MACs consider returning St Mary's to Year 12.

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.