



St Mary's College Seymour

2022 Annual Report to the School Community



Registered School Number: 161

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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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

27/03/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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 500 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. The families of our students come from a range of socio-economic backgrounds inclusive of the Puckapunyal Army Base.

In 2022 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 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.

A committee with MACS support was formed in 2021 to research the College's desire to return to Year 12. The senior secondary had previously closed during the 1980's. The committee's application was received positively by the MACS Executive who approved and support St Mary's becoming a F-12 Catholic College with Year 11 commencing in 2024.

Principal's Report

2022 was a significant year in the history of St Mary's College following two years of state-wide disruption due to Covid. The College's wellbeing structures have been an advantage in supporting students back into their regular College and learning environment.

Following 12 months of meetings and research the College submitted to the Executive Leadership Team of Melbourne Archdiocese Catholic Schools (MACS), the St Mary's College Seymour F-12 Pathway Committee Spiritu Ducti 'motivated by the spirit' (Venerable Catherine McAuley 1841) application to return St Mary's to Year 12.

The Pathway Committee were commended by the MACS Executive on their 'comprehensive and thorough nature of the work undertaken in preparation of this submission, and for the detail included in the submission itself. The application was thorough and researched providing the present and future contexts for potential growth in the far northern region of the archdiocese.

The vision and belief to return to Year 12 has been a long-term goal for St Mary's, so the students fully experience the holistic nature of the College's charism and ethos. I thank the Pathway Committee members: Fr Eugene Ashkar Parish Priest; Andrew Graham Chairperson College Advisory Board; Chris Bence Regional Leadership Consultant; Felicity Melville Business Manager; Andrea Richards Data Analysis and Information System Management Leader; Genevieve Gordon Deputy Principal Operations and Anthony O'Byrne, former Principal of Aquinas College Ringwood, and from AJO Consultants who was engaged as the Pathway Committee Project Facilitator. It was a joy to work alongside such dedicated colleagues, especially as their commitment was resolute. The committee's teamwork, wisdom and counsel ensured the application was honouring the spirit of Mercy values and the mission of Catholic education. In 2022 the College also welcomed the important appointment of Mrs Simone McLaughlin as the VCE Coordinator to lead the College in the curriculum development and administration compliances required for the return to Year 12.

The new Primary Learning Centre (PLC) is fully operational and provides a calm and connected learning environment for students and staff. The building design is a best practice footprint for future development. Roam Architects and Moretto Builders are to be commended for their professionalism and willingness to work closely with the College to achieve an outstanding learning centre in design, building professionalism and overall costs. The PLC will be blessed and officially opened in Term Three of 2023.

In 2023 the College will begin the process to submit a grant application for Stage One of the Master Plan. The Master Plan has identified the need for a major upgrade required for College facilities and the Stage One grant application will comprise of a VCE Learning Centre.

I thank our dedicated and committed College community for always thinking of the students – it is for the students and about the students. Returning to Year 12 requires a great deal of preparation and work and our College Executive, College Advisory Board, staff both teaching and non-teaching are to be commended for their desire to take St Mary's forward.

School Advisory Council Report

2022 was another year full of challenges for our College community. With the year starting off at a sprint with the pandemic continuing to require well considered plans to be adjusted at short to no notice. In many aspects our students, although most impacted by the constant changes, appeared to cope the best.

The first term saw the occupation of the newly completed junior primary area, which from all accounts, has been a great success. The College executive, ROAM Architects, builders, Advisory Council and College team all spent countless hours contributing to a contemporary design that compliments it surrounds whilst providing our youngest students with a flexible learning environment.

In April the College received the long awaited news from MACS that it would be returning to Year 11 in 2024 and Year 12 in 2025. This was great news and in no doubt due to the long hours that the collective College team contributed to building an unquestionable case on behalf of our College community. While there is still a lot of hard work to be completed I'm extremely confident that with the backing of MACS we will be ready for Term 1 2024. In one of the first steps of this process members of the College Advisory Council and the wider College community had the opportunity to participate in the first MACS planning day held on the 20th May which provided some invaluable insights of the work still ahead of us.

The year has seen an inordinate amount of growth and change in how the College operates and the MACS Governance Framework that it operates under. This has enabled the Advisory Council to focus its efforts on understanding the significant challenges before us in this rapidly evolving space and how we can support the College by providing timely advice to Mr Smith and the College executive.

The College Advisory Council would like to congratulate the graduating 2022 students and wish them every success for Years 11 and 12. We would also like to welcome the new and returning students back to St Mary's for what will be a great year.

Catholic Identity and Mission

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

Throughout 2022 we continued to make consistent improvements in Education in Faith. We continued of 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, staff continued to work with MACS to bring an inquiry approach to our RE planning, based on contemporary pedagogy. We accessed expertise from MACS 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 2022, the College theme was based around the introduction of House Mentor Groups, named after our House Teams, McAuley and Padua. The Theme-Act with Courage be Strong in Your Faith—was adopted by all staff and students, with the added emphasis of how our patron Saints of Catherine McAuley and Anthony of Padua showed courage throughout their lives.

This theme was used in prayer and liturgical celebrations, as well as in staff prayer. By the end of the year students and staff were well versed in their understanding of these faithful patrons.

This theme framed and influenced everything we did under the RE/Community banner. Students were encouraged and engaged to be courageous to stand up for what they believe and to be courageous to stand up for others.

At every opportunity staff and students gathered in prayer with families invited where appropriate.

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.

St Mary's continued to have a strong commitment to social justice initiatives and supported the local community as often as possible. Our Winter Appeal and Christmas Giving Tree Appeal for St Vincent de Paul, once again showed the community commitment to helping others less fortunate.

Our senior students represented the College at the annual Vietnam Veteran Memorial Lantern walk in August. They were proud ambassadors of the College. Captains also represented the College at numerous other events including ANZAC and Remembrance Day, Leadership workshops, Whole College assemblies, and Open Days.

College liturgies, Masses, prayer opportunities, Marian Newsletter articles, Facebook posts, 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.

A RE led staff meeting about the importance of classroom prayer and sacred spaces, saw all classes creating meaningful spaces. An emphasis of morning prayer across all morning homerooms; with all secondary house mentor groups and primary classes making and decorating prayer clothes for their prayer tables. A Prayer policy is in the edit stage, to be completed next year.

The student Reflection Day programs in Secondary were conducted by staff and 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 9 Reflection Day was incorporated into a visit to Echuca to view and participate in Courage to Care. The Year 10 Reflection Day included a Social Justice focus on Homelessness in Melbourne and Seymour and a visit to the Old Melbourne Jail (consolidating their Faith Education Unit on the Death Penalty).

Thank you to Fr Eugene Ashkar for his continued ongoing support and advice. A special thanks to the Community team-Mrs Jennine Brock, Mrs Tanya Oakley and Mrs Catherine Evans for all their enthusiasm and commitment to building community at St Mary's.

VALUE ADDED

- Opening and Closing the Year School Masses
- Weekly Class masses
- Student lead Holy Week and Easter Liturgy (all classes participating in creating an art piece on an event of Holy Week)
- Ash Wednesday Mass and Weekly 'Lent gatherings in the Garden'
- Sacramental programs and celebrations of the Sacraments of Reconciliation, First Eucharist and Confirmation
- Weekly Advent Prayer sessions in College levels
- Sacramental Faith Nights with parents
- Prayer nights for F-2
- Caritas Fundraising- Pancakes, Crazy Sock Day, Sausage Sizzles, Meat Pie Monday
- NAIDOC Week Liturgy
- ANZAC and Remembrance Day Liturgies
- Year 10 Graduation Liturgy and lunch
- Christmas Liturgy and Concert
- Mothers and Fathers Day gatherings

Learning and Teaching

Goals & Intended Outcomes

Goal	Intended Outcome
To ensure personalised and explicit instruction in reading skills	That students are confident learners.
To enhance team effectiveness	That all staff are taking responsibility for student literacy and numeracy outcomes.
To engage parents as active participants in reading improvement	That parents are engaged in reading at home and at school.

Achievements

St Mary's College embarked on the 2022 academic year with a purposeful learning and teaching focus. Explicit instructional practice was established as the norm in classrooms ensuring that core knowledge and skills were delivered in a consistent manner across teams and the College. A rigorous approach to the use of learning intentions and success criteria in classes ensured that students were able to articulate their understanding of their learning and how they could make progress.

Primary teams enhanced their use of the shared Google platforms and SIMON. Support for families in accessing PAM in SIMON allowed for a single point of contact for information, upcoming learning events and parent/teacher interview sessions. In the secondary sector the SIMON platform was prioritised as the main access point for daily lesson planning. This allowed both students and parents to be aware of lesson content and upcoming assessment tasks. Feedback was given for student work, to ensure a clear understanding of what had been achieved and to monitor and record progress demonstrated through the work submitted.

The continued use of the online environment enhanced the opportunities for students to experience different forms of learning. Face to face teacher collaboration and moderation was further supported through the online platforms and continued to prove very effective in supporting the learning progress of students at St Mary's College. Teachers used data from standardised testing and moderated assessment tasks to effectively inform learning and teaching across classes and focus on ensuring consistency for students. Student learning and progress across St Mary's College was regularly celebrated through 'The Marian' and social media avenues. The online environment also allowed St Mary's to offer a mix of online and face to face Parent/Teacher interviews and PSG's improving accessibility for many families.

The major achievement for 2022 was the confirmation by MACS that St Mary's College will return to VCE and VCE/VM delivery in 2024. This ensures that families in the Seymour and surrounding area have the ability to choose a Catholic education for their child from Foundation through to Year 12.

STUDENT LEARNING OUTCOMES

Tracking learning progression to set goals and targets for students during 2022 was completed using the following standardised assessments:

- PAT Mathematics - Years 3-10
- PAT Reading - Years 3-10
- PAT Science - Years 7-10
- Early Number and Algebra - Foundation
- DIBELS Reading Fluency - Years 3-10
- InitialLit Years 1-3 whole class, MultiLit Years 1-9 identified students

Data from these standardised assessments was utilised by all teachers at St Mary's College to set goals and targets across different student cohorts. This data was used to inform curriculum planning and delivery at all levels.

This was underpinned by specific support from the dedicated Learning Diversity Leader and specialists, identifying students with additional needs and carrying out appropriate assessments. Personalised Learning Plans for identified students provided strategies and direction to assist in attaining progression across different areas. A large number of Parent Support Group meetings were held to facilitate the working home/ school partnerships.

NAPLAN

- NAPLAN achievement data from 2021- 2022 has maintained consistency.

- Achievement across the Years 3-9 cohort sitting NAPLAN online tests in 2022 has seen an increasing percentage of St Mary's College students meeting expected national levels.
- Increases in 2022 mean scores have been seen for Year 3 reading and spelling as a direct result of the explicit use of the MultiLit (MiniLit and MacqLit) program started in 2021 at Year 1 and 2.

Programs and Strategies

InitialLit was implemented in 2022 for Years 1 and 2. InitialLit is an evidence-based whole-class literacy program providing all children with the essential core knowledge and strong foundations to become successful readers and writers. MultiLit is an explicit and systematic reading intervention program for small groups of older low-progress readers. It provides teachers with a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. To facilitate the delivery of these programs a specialist MultiLit trained full time member of staff was employed. Specific training was also given to Learning Support Officers to deliver the program. Data obtained at the end of 2022 showed that significant progress had been made by students taking part in this explicit and highly structured learning environment.

Funding from the Tutor Learning Initiative allowed for the employment of a dedicated mathematics support teacher to be employed. Targeted support was given to students in Years 7-9 who had been identified as achieving below expected standards in mathematics.

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	573.1
Year 9 Numeracy	568.6
Year 9 Reading	577.3
Year 9 Spelling	575.5
Year 9 Writing	560.2

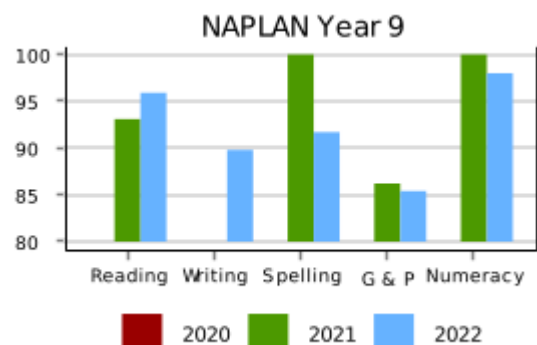
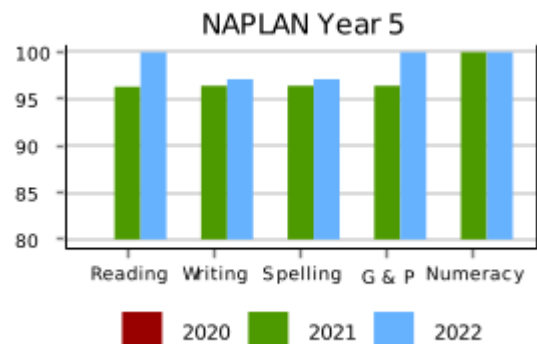
PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	90.5	-	97.1	6.6
YR 03 Numeracy	-	97.6	-	100.0	2.4
YR 03 Reading	-	95.2	-	94.3	-0.9
YR 03 Spelling	-	92.9	-	91.4	-1.5
YR 03 Writing	-	100.0	-	97.0	-3.0
YR 05 Grammar & Punctuation	-	96.4	-	100.0	3.6
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	96.3	-	100.0	3.7
YR 05 Spelling	-	96.4	-	97.1	0.7
YR 05 Writing	-	96.4	-	97.1	0.7
YR 07 Grammar & Punctuation	-	94.5	-	90.3	-4.2
YR 07 Numeracy	-	98.2	-	95.2	-3.0
YR 07 Reading	-	96.4	-	93.5	-2.9
YR 07 Spelling	-	89.1	-	87.1	-2.0
YR 07 Writing	-	96.4	-	93.7	-2.7
YR 09 Grammar & Punctuation	-	86.2	-	85.4	-0.8
YR 09 Numeracy	-	100.0	-	98.0	-2.0
YR 09 Reading	-	93.1	-	95.9	2.8

YR 09 Spelling	-	[naplan.p revY9.sc hoolSP.m inimumSt andardsS tr]	-	91.7	-8.3
YR 09 Writing	-	72.4	-	89.8	17.4

* 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 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

Positive Behaviours for Learning gained traction under the guidance of Jo-Anne Patrick and the Well-being Team

The Second steps Program worked alongside PBL to equip students with the skills needed to increase social emotional learning and literacy.

The College continued to refine the PLP processes to better identify and support students' Individual learning needs.

The College continued to enhance cohesion between teaching and counselling staff to ensure best practice support for students. •

After the challenge of Covid there was effort to further develop the buddy system between Foundation and Year 10 students by shared lunches and classroom visits.

Delivered Well-being support and messages to the College community through Facebook. the Marian and Cyber Safety evenings.

Refined transition process for students advancing to their new classes at the end of the year in Primary.

Improve the transition process by including a testing day along with the statewide transition day to get data on students learning so that they can be best supported from day one.

VALUE ADDED

Positive Behaviour for Learning became the approach across F-10.

SEL program Second Steps run from F-10. Students develop self-awareness, self-control, and interpersonal skills that are important for school, work and life outcomes. Social-emotional competence helps students cope with everyday challenges and improves learning and well-being.

SEL develops understanding and skills to:

- Nurture a positive sense of self

- Promote respectful relationships
- Build capacity to manage emotions, behaviours and interactions with others.

Designated Pastoral Care lesson F-10

Wheely Wednesday - where students in primary grades take turns in year levels to bring a bike, scooter, skateboard etc to ride around a course each Wednesday.

Camps and Excursions for all year levels.

Lunchtime down ball competition was run in term 1.

Lunchtime activities run by year 10 leaders and teachers.

Game Changes (Secondary) and Play (Primary) were run throughout the year during Pastoral Care. Both activities enhance the well-being and resilience of students.

Escape room activities designed to build cross age relationship in House Mentor Groups run in Secondary House Mentor Groups.

College Socials are offered to students (Yr 7-10) and provide a social outlet for young people in a supervised environment.

Defence School Kids Club

STUDENT SATISFACTION

MACSSIS 2022 SURVEY

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.

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.

If a student is absent without reason, the classroom teacher (primary) or House Mentor (secondary) follow up with the parent or guardian.

Students with a high number of absences without a valid reason, are followed up by the Year Level Coordinators (primary) House Leaders (secondary). 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 Program 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	86.6%
Y02	86.8%
Y03	84.0%
Y04	82.8%
Y05	86.6%
Y06	82.7%
Y07	85.3%
Y08	83.6%
Y09	80.7%
Y10	80.6%
Overall average attendance	84.0%

Child Safe Standards

Goals & Intended Outcomes

Goals: Review and update the College Handbook to ensure the clarity of child safety expectations for new and existing staff.

Review and update the induction process to ensure that all staff are fully aware of child safety requirements

Work with Student Leaders to seek student voice in ways to communicate and embed child safety.

Offer opportunities for families to engage with issues regarding social media and other online concerns through parent evenings and the college newsletter.

Achievements

During 2022 we were able to review role descriptions for House Leaders to ensure that the expectations of child safety as a foundational part of the role was explicit.

Child Safe Policies were updated and are included on the website

The Wellbeing team met fortnightly to ensure a continued strengthening of the child safe culture of the college

Reviewed areas of the HPE curriculum to ensure that Child safe standards are covered including Respectful Relationships.

Presentation by compliance of the Child Safety standards to staff.

Online Training of designated staff on PROTECT Protocols, in particular the "Response to Sexual Abuse in Schools" was undertaken.

E safety evenings for Parents and students offered to the college community

PROTECT posters displayed in all staff areas

Leadership

Goals & Intended Outcomes

The major goals for 2022:

Planning the leadership structure for the return of Year 12.

Secondary Domain and Primary Curriculum leadership.

Ensure high levels of leadership for students and staff as the College community and wider workforce faced continuing uncertain times.

Achievements

The leadership structure has begun with the appointment of the VCE Coordinator; College Accountant and Curriculum Domain Leaders.

The College Executive provides high standards and levels of leadership when balancing the MACS, State and Australian governments regulatory and compliance requirements.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

In person development and the enhanced use of the online environment allowed for staff to attend a variety of Professional Development opportunities throughout the year. These include, but are not limited to:

- VCAA VCE Study Design Webinars
- DIBELS reading fluency training
- Developmental Learning
- NAPLAN data analysis
- Careers Practitioner enhancement
- Early Number and Algebra training
- STEM
- Timetable Solutions
- SIMON platform analysis
- PAT data analysis
- Australian Council for Educational Research Conference

The variety of professional development experiences undertaken by staff has enhanced student learning and curriculum delivery across St Mary's College.

Number of teachers who participated in PL in 2022	45
Average expenditure per teacher for PL	\$470

TEACHER SATISFACTION

With the increasing pressures on the teaching profession teachers receive support and where possible less face-to-face teaching time to provide time for their roles. The new EBA has included actions to support the time given by teachers to administration responsibilities.

Teaching staff Attendance rate 93% Staff Retention rate 95%.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	92.5%
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ALL STAFF RETENTION RATE

Staff Retention Rate	76.1%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	10.7%
Graduate	10.7%
Graduate Certificate	0.0%
Bachelor Degree	71.4%
Advanced Diploma	7.1%
No Qualifications Listed	7.1%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	57.0
Teaching Staff (FTE)	48.5
Non-Teaching Staff (Headcount)	39.0
Non-Teaching Staff (FTE)	31.4
Indigenous Teaching Staff (Headcount)	1.0

Community Engagement

Goals & Intended Outcomes

Goal: To keep families informed of the Pathway Committee's Return to Year 12 application and progress.

Intended Outcome: Maintain enrolments from Year 10 to Year 11 and completing VRQA; VCAA and MACs system requirements.

Achievements

Parents were kept up to date of the progress of the application and planning once the College had received confirmation of the application's success. There was a coordinated media release to parents and external agencies. The VCE Coordinator is leading the re-entry to Year 12 with a considerable amount of background planning underway for 2023.

VALUE ADDED

The College community is vibrant about the return to Year 12 with families knowing that they do not have to move their child(ren) to a new school to complete Year 12.

PARENT SATISFACTION

Parents have longed for Year 12 to return and the decision was received with excitement and support of the College's efforts and research providing the reasoning for returning to Year 12.

Future Directions

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. With the College returning to Year 12 St Mary's is planning for student growth; infrastructure improvement and strategic directions.

The College will complete the Master Plan. Apply for a Stage One capital funding grant to build a VCE Centre and self-fund a Stage 0 project.

In 2023 the College will complete the four yearly review cycle, which is timely. Embedding the Wellbeing Positive Behaviour for Learning Matrix is a priority, as is continuing to provide a quality Catholic education up in the far north of the archdiocese.