



St Mary's School Myrtleford

2021 Annual Report to the School Community



Registered School Number: 1188

Table of Contents

Contact Details.....	2
Minimum Standards Attestation	2
Governing Authority Report	3
Our School Identity and Vision Statements	4
School Overview	5
Principal's Report.....	6
Catholic Mission and Identity and Education in Faith	7
Learning & Teaching.....	9
Pastoral Wellbeing	13
Child Safe Standards	16
Leadership & Management.....	17
School Community.....	20
Future Directions.....	22

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Minimum Standards Attestation

I, Katherine Hancock, attest that St Mary's School 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.

09/03/2022

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

Governing Authority Report

Catholic Education Sandhurst Ltd identifies learning and teaching as two parts of the same action designed to ignite the 'spark of the divine' in every child. We seek to provide safe, supportive and secure environments that value diversity, promote care, respect and co-operation. In 2021 our schools went into overdrive once again to plan and prepare for a learning model that would respond to the continuing impact and uncertainty of Covid-19.

Bishop Shane established Catholic Education Sandhurst Ltd in 2021 to assume the ownership and operation of Catholic schools which previously operated as an unincorporated body. This change in our governance structure coincides with a time of increasing challenges that call us to imagine new and inspiring structures that will meet the needs of a changing Church.

Catholic Education Sandhurst Ltd governance requirements meant that schools would now develop School Advisory Councils to support the principal and school Leadership Teams to ensure the smooth running of our schools and continue the life-giving relationship between our schools and parish communities.

During extremely challenging times our schools were able to maintain their focus on each child, implementing the Victorian Curriculum and the Sandhurst Source of Life Religious Education Curriculum while providing outstanding pastoral support both on-site and through remote learning.

Significant investment in new learning facilities and school infrastructure through the Catholic Capital Grants Program and the hard work of our school communities have ensured the provision of high-quality learning and teaching facilities for both staff and students.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2021 of Catholic Education Sandhurst Ltd- our schools and personnel in the Catholic Education Office. They continue to work tirelessly for the students and families in our schools, bringing the 'spark of the divine' into focus every day.

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

Our School Identity and Vision Statements

Vision

St. Mary's is a supportive Catholic learning community that encourages and challenges individuals to reach their full potential.

St. Mary's school strives to:

- Teach and promote Catholic faith, tradition, and model the teachings of Jesus.
- To ensure all children feel safe and are always safe.
- Be welcoming, safe, and inclusive.
- Nurture partnerships between families, school, parish, and the community.
- Encourage action for social justice and hope for the future.
- Provide an engaging and challenging learning environment that encourages excellence and lifelong learning.
- Educate the whole child, spiritually, physically, socially, and academically.

Graduate Outcomes

We aim to have students leave St. Mary's with the capacity to be:

- Accepting, compassionate, caring, and able to show empathy.
- Resilient, confident, independent and have self-belief.
- Open to faith and to value human dignity.
- Literate numerate, and physically and socially capable.
- Positive, passionate, enthusiastic, and persistent.
- Creative, critical thinkers, inquisitive, and problem solvers.
- Global citizens, environmentally aware, socially just, and respectful.
- Happy, well-balanced, and aware of personal well-being.

School Overview

School Overview

From 1837, the township of Myrtleford was a remote cattle run known as the Myrtle Creek Run. Forming the boundary of the runs, Myrtle Creek was given its name by the first Europeans in the area. When gold was discovered in the Buckland Valley, thousands of diggers had to cross Myrtle Creek on their way to the gold fields. A small township developed around the fording place, with the name of Myrtleford consequently adopted. The road through Myrtleford was then called the Buckland Road; today it is known as the Great Alpine Road.

The St Mary's Church community first met in 1878, in a slab-walled church in Albert Street. In 1888, a new St Mary's Church was built on land donated by Michael O'Donnell, bounded by Lawrence and Prince Streets.

In 1921, a Queen Carnival was held to help raise funds for the building of a convent and school. Construction of St Mary's Primary School began in 1922.

At the invitation of Fr.J.J.Kennedy (Parish Priest 1921-1928), Mother Michael McMahon and four sisters of the Presentation Order arrived to teach at St Mary's on February 28, 1923. In 1924 there were 25 boarders. Six Sisters now cared for the 100 students from Preparatory to Leaving Honours. With a gradual increase in numbers during the first decade, "Wadells Stables" were converted to become a classroom in 1936. During World War 2, boarders at the Convent grew to 40 pupils, including the children of Italian parents interned at Tatura.

Nano Nagle (1718-26 April 1784) founded the Sisters of the Presentation of the Blessed Virgin Mary" in Ireland (also Known as the Presentation Sisters) and was a pioneer of Catholic education in Ireland. She was declared venerable in the Roman Catholic Church on the 31st of October 2013 by Pope Francis.

St Mary's continues to develop the motto "In Deeds, Not Words" through all our actions.

Principal's Report

The last two years have thrown many obstacles in the way of good teaching and yet the teachers at St Mary's have risen to the occasion and gone beyond in very trying and different times. The teachers have never complained but only ever looked for solutions and as a result, all have become better teachers. As always, I am very proud to be part of a team of such dedicated teachers and a part of such a wonderful group of children. Continued learning and looking for better ways to deliver the craft of teaching have become embedded in our culture and will endure into the future.

The year 2021 continued along the same path as 2020. The pandemic saw all Victorian schools turn to Remote Learning a number of times during the year. Essential worker's children were catered for at school with about 40 percent of students attending school. Although disruptive, teachers and students coped very well with the new delivery of teaching. Parents continued to be grateful for the teachers' work and were extremely supportive of their child's education.

Although a disruptive year, staff continued with Professional Development, the focus being on spelling and writing. It was pleasing to note that in these areas on the NAPLAN data, our children were above academically to similar schools. The learning by teachers and the changes in delivery in the areas of spelling and writing has seen very good gains in the classroom.

I am grateful to the teachers, for their sense of teamwork and for their continued endeavours to provide a safe, nurturing, and excellent education for all our children.

As always, the staff and I wish to thank all parents for their support over the year and for working with their own children much of 2021 from home. Your time and effort have been greatly appreciated.

Catholic Mission and Identity and Education in Faith

Goals & Intended Outcomes

1. To explore and implement the new Source of life.
2. To bring alive the F.I.R.E. Carriers philosophy within the school.

Achievements

The goals achieved this year were:

F.I.R.E Carriers

We finalised our covenant and set out our goals and actions within this covenant. We now have eight staff that have been commissioned as F.I.R.E Carriers, with Julie Humphreys and Carolyn Deith being commissioned this year. Due to COVID lockdowns, we have had to postpone the commissioning of student F.I.R.E. Carriers until 2022.

Thank you to everyone who contributed to such a successful year. We look forward to continuing on our journey in 2022.

VALUE ADDED

We have had a successful year, although it has been disrupted by lockdowns yet again. We have continued to fulfil the goals set at the start of the year. We have revisited our goals and set new goals for the future as a part of our 2021 Catholic Identity plan.

We started the year with our Opening School Year Mass and Ash Wednesday Mass postponed due to a lockdown. We rose above this and were able to celebrate the start of the 2021 school year with a liturgy on March 4th. It was lovely to see students from Foundation to Year 6 come together in song and prayer.

Ash Wednesday started Project Compassion. The whole school community came together to raise money for this wonderful initiative. Each grade collected money in their class boxes and we raised the phenomenal amount of \$605.25.

On Thursday March 25th, the whole school worked together to celebrate Harmony Day. Our very talented choir started us off by singing the beautiful 'Narragunnawali' and then we went into home-groups to create 'Harmony Day' posters for display. The school community came back together to share their posters and we all had a picnic with some yummy fairy bread.

On the 31st of March, we had our annual Holy Week walk/ assembly. The students took part in a meaningful and uplifting 'Holy Week' session at the Education Myrtleford Performing Arts Centre.

It was heart-warming to see so many of our students at the cenotaph for ANZAC Day in memory of our fallen. The students participated in the service with great respect and pride. It was an honour to see our choir perform two songs during the service.

On Friday the 17th of May, Louise Levy and Michael Chisolm visited the school to commission Julie Humphreys and Carolyn Deith as F.I.R.E. Carriers. Julie and Carolyn join Kitty Hancock, Cathy Jeffery, Jo Bennett, Ruth Lamb, Nicole Richardson and Gab Jackson as staff F.I.R.E. Carriers.

Our Parish Sacramental program started with seventeen children from across the parish receiving the Sacrament of Reconciliation on Tuesday the 25th and Wednesday the 26th of May.

After many changes and some rescheduling, we were able to have thirty-two candidates receive the Sacraments of Confirmation and Eucharist on the weekend of November 19th - 21st. This important step in their faith journey was taken after a lot of hard work by the candidates, their parents and their families. Father Tony Shallue and Father Michael Pullar sealed the Holy Spirit in the candidates through Confirmation and guided the candidates as they received the Eucharist for the first time.

At the end the school year, all classes were able to come together for Mass on the 3rd of December. The students that read were well-spoken and all with a role undertook it in a highly respectful manner. We ended our school year as we started, in song and prayer. This was truly a fitting end to the year, and although challenging, it was still filled with wonderful learning experiences and achievements.

The Year Six students had a very special evening on Tuesday 14th of December after their 'Big Day Out'. The students and their families were able to participate in the 'Year Six Graduation Mass'. It was a beautiful way to finalise the student's primary school years and a time to reflect on their time at St Mary's Primary School. The student's families and school staff joined the students to celebrate this special stage in their education and to offer a special blessing for them as they processed out of the church.

Learning & Teaching

Goals & Intended Outcomes

1. To follow the Inquiry on High Impact strategy-differentiation for 2021.
2. To implement coaching and feedback for all classroom teachers and specialist teachers.
3. To develop skills in the teaching of writing.
4. To develop the skills in the teaching of spelling.

Achievements

In 2021 our key learning and teaching goals were to develop our skills in the teaching of writing as this over the years has been an area of concern. We developed our understanding of explicit and direct instruction. This required significant changes to the way we have been teaching writing and spelling. Our delivery of writing and spelling lessons changed across the school according to the professional development undertaken throughout the 2021 school year. Our Assessment Schedule and data collection needed to be adjusted to reflect the change in teaching. Much work, particularly in the younger classes required new assessments to be administered in order to gain the relevant data to establish strong teaching and learning to meet the needs of all students in their learning. We established highly accountable and effective data collection around the key aspects of literacy and some development in the area of numeracy. The professional development work that was achieved in both Spelling and Writing further developed the skills of teachers in relation to the high impact strategy of 'Differentiation'. Teachers have implemented the skills learnt and will continue to embed these strategies in 2022.

To complement the Assessment Schedule, staff developed a Low Variance Curriculum in Punctuation, Spelling, Writing, and in all areas of Mathematics. This work was undertaken to ensure all children receive the same high education across classes.

In 2021 the teachers in the Junior Unit undertook professional development focussing on building teacher capacity through increasing understanding of best practices in learning and teaching, in particular, understanding of the science of learning.

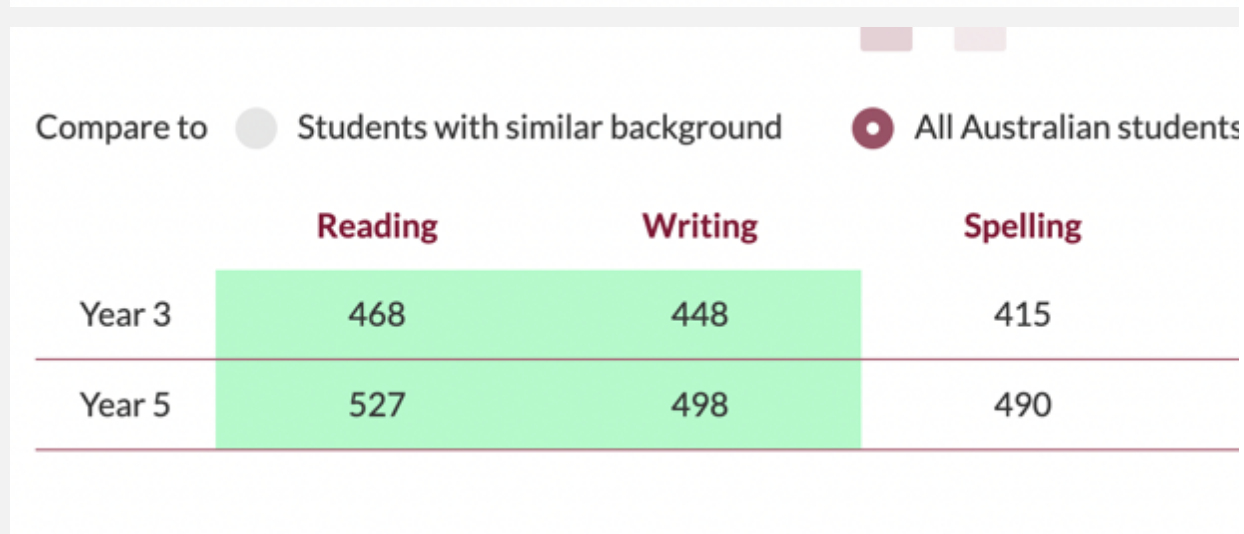
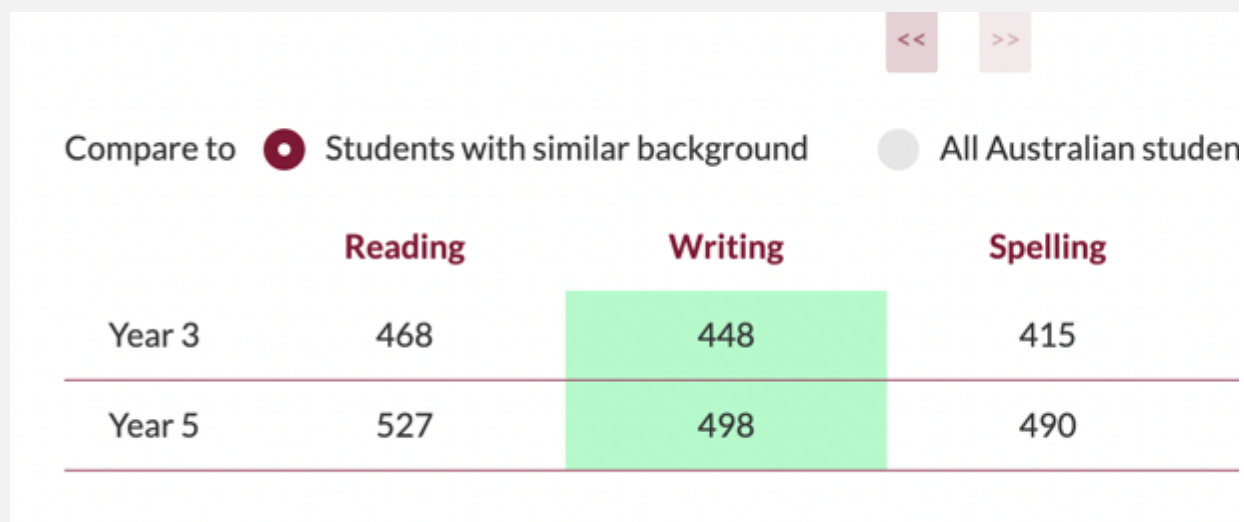
Some coaching and feedback on teaching occurred throughout 2021, however, due to the Covid difficulties, this was not achieved thoroughly and will need to be continued in 2022.

STUDENT LEARNING OUTCOMES

The tutoring program has supported students who throughout the last two years have had difficulty in their learning.

St Mary's has provided more Educational Support Officers in all areas of the school, with the main objective being to support those children who are not reaching the benchmark academically.

NAPLAN results in 2021 were encouraging, with results in writing above students with similar backgrounds. Writing also is above other schools with similar backgrounds.



The grade three children this year have made an increase in standards in all areas from other grade three cohorts over the years. Significant increases were particularly seen in writing and numeracy. The grade five children have also made increases in standard form grade five

cohorts in the past. Again a significant increase in standards for writing. However, reading has seen a slight decrease and a significant decrease in the area of numeracy was indicated.

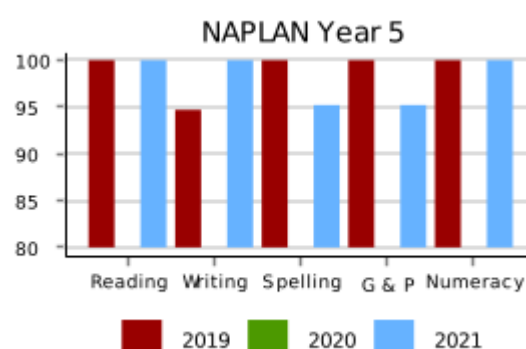
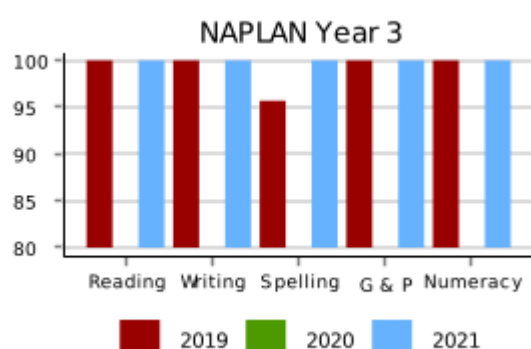
Students who sat the NAPLAN in 2019 and again in 2021, made significant improvements in the area of writing, an increase in standard for reading and sustained their learning in numeracy.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	100.0	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	95.7	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	100.0	-	-	95.2	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	100.0	-	-	95.2	-
YR 05 Writing	94.7	-	-	100.0	-

* 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.



Pastoral Wellbeing

Goals & Intended Outcomes

- *To be efficient in processes that identify and support children at risk, particularly in the area of National Consistent Collection of Data (NCCD).
- *To continue to improve and embed excellent student behaviour.
- *To improve connectedness to school which will be reflected in INSIGHT SRC results in Students Attitudes To School.
- *To provide support for students at risk socially or emotionally.

Achievements

St Mary's has a low Social Economic Status and many families require extra support financially and emotionally. We realise that children need to feel safe and free from worries if they are to be successful learners. The teachers at St Mary's are exceptional at supporting these children, taking into account family distress and the specific needs of children. Our school chaplain, Anne Kerlin works two days a week and has proactively sought out programs and activities outside the school that supports both the children but also the families. The programs in 2021 were:

Continued the Chaplaincy Program with student & family check-ins - during the school day, individual chats with students & providing support programs for stressful situations and concerns.

Facilitation of individual counselling and family support services that visit individuals and parents at school for ongoing weekly, fortnightly, or monthly counselling sessions, supporting students, parents and families. This program has been provided by Gateway Health (The CHIPS program- Child Health Intervention and Parent Support) and we have regular involvement and close liaison with family support workers. St Mary's Primary School students and families have utilised this facility through our Chaplaincy and Pastoral Wellbeing services.

Continued to embed Empowerment of Students-Standard 7. (Childsafe)

*PBIS - promoting positive behaviours with our students and this is supported by programs used at St Mary's such as Respectful Relationships, which are embedded and integrated into relevant areas of the Religious Education curriculum.

Other programs such as the gardening program, visiting the elderly, boxing, etc were cancelled due to Covid-19 but once safe will return to the teaching and learning program.

The well-being of students is normally collected through the use of Insight SRS however this did not happen in 2021. The school has used its own school survey.

VALUE ADDED

Fortunately, the grade five and six camp to Sovereign Hill was able to go ahead. This camp was highly successful and supported developing relationships.

When appropriate, our children were able to participate in zone sports and extra sporting activities offered outside the school.

Although some of our usual family activities were cancelled, many activities were able to continue through the use of technology. Anne Kerlin, St Mary's School Chaplain was able to keep in contact with families requiring support but was also able to reach out to all families through frequent phone calls to check how families were coping with Remote Learning and the general wellbeing of children and families. Many parents were very appreciative of the support provided by the school.

Remote Learning also put the classroom into lounge rooms of our families, providing a clear picture for parents of their own child's learning. It was made apparent by the parents that the teachers were highly appreciated and valued.

STUDENT SATISFACTION

The well-being of the students at St Mary's has improved and is at its highest since 2017. This is very encouraging, given the difficulty of the 2020 and 2021 school years.

The results from the in-house student survey imply that students have a strong sense of belonging as 85% of the students surveyed stated that they were happy at school and 80% feel good about being at St Mary's. There were no students who disagreed with the former statements. The students all agreed that the teachers were fair at school and always respectful. This is encouraging as teachers endeavour to model these attributes, supporting the P.B.I.S. program.

Anecdotally, the behaviour across the school has improved greatly. Strong modelling and consistency across the school from teachers have attributed to the success of our students. A greater emphasis on the P.B.I.S. process and the teaching of school rules, what the behaviour looks like and the acknowledgement of correct behaviour has seen pleasing results both on the yard and in the classroom. The regular bullying surveys undertaken throughout the years have seen a significant decrease in bullying and teasing. The academic performance throughout the school has been enhanced, which is further compelling evidence that classroom behaviour has improved and on task learning is happening across the school.

STUDENT ATTENDANCE

Classroom teachers are responsible for

- *Marking the roll twice a day, sending the attendance information to the School Administration Officer.

- *Reason for absence is documented.

- *The school Administration Officer contacts parents who have not notified the school.

- *Follow up by Principal if parents do not respond.

- *Continual absences are addressed by the Principal with the support of the Catholic Education Office if necessary.

- *Attendance rates are reported to parents twice yearly, via the attendance page attached to the student reports.

- *The importance of regular attendance to school is discussed in newsletters.

During Remote Learning all children were required to be online for morning prayer and at this time the roll was taken.

For children that were not online, parents were required to contact the school. If this did not happen the classroom teacher made contact with the family.

Children at school were recorded as being onsite and numbers were sent to the Catholic Education Office.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	93.3%
Y02	95.1%
Y03	94.7%
Y04	95.3%
Y05	93.3%
Y06	93.7%
Overall average attendance	94.3%

Child Safe Standards

Goals & Intended Outcomes

*To embed all seven Child Safe Standards, through explicit practice and documentation.

Achievements

Child Safety is embedded into our school's vision and broader goals for the care and well-being of all our students. The Leadership Team was responsible for continuing to embed a culture of Child Safety by creating openness, inclusiveness, and awareness so that all children and adults know what to do if they observe or are subjected to abuse, or inappropriate behaviour. All staff and volunteers are required to undergo learning about keeping children safe and know all the Child Safe policies. All staff, volunteers, and contractors continue to adhere to and sign the Child Safety Policy and Code of Conduct.

St Mary's has continued to implement recruitment practices ensuring the school engages the most suitable and appropriate people to work with children. These include police record and identity checks, Working with Children Checks, face-to-face interviews, and detailed reference checks to ensure a rigorous screening process remains in place.

Implementation and embedding of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' is known by all staff and in cases of reporting is adhered to.

The school Chaplain heads up the Child Safety Team and works in close consultation and collaboration with the Leadership Team who make up the Child Safety Team. This team meets regularly, reviewing child safe issues and embedding the policies into everyday school culture.

Although the year was not conducive to parent support at school, many families still took up the opportunity to become volunteers in the school, adhering to the procedures required by the child safe standards.

Risk assessments include child safety, including all aspects of child safe regulations. The new Excursion Management Policy along with risk assessment was adopted and has since become embedded in the culture of the school.

An inclusive school is paramount in all our beliefs. The staff has worked on differentiation in teaching to ensure all children have their particular needs met and the staff continues to develop a climate of 'belonging'.

Leadership & Management

Goals & Intended Outcomes

To provide leadership to build teacher capacity in classroom practice.

To continue to develop and implement Professional Learning Teams (PLT) in relation to data use to drive collaborative improvement and evaluate the impact on learning.

Achievements

The staff survey indicates that leadership and management are held in high regard. The team leaders have been confident in leading the Professional Learning Team meetings with a strong focus on data and using data to develop lessons and support students in their learning.

The Leadership Team continues to lead the school in Professional Development.

PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

In 2021 St Mary's teachers and support staff completed the professional development of the Smart Spelling program. Using this knowledge, the program has been implemented across the school.

Teachers worked with the book, "The Writing Revolution" as a base for professional development in the teaching of writing. This led to further investigations into the explicit teaching of writing. Teachers examined the Victorian Curriculum and produced a Low Variance Curriculum for each grade level, making the teaching very explicit for teachers. In 2022 staff will continue to develop skills in Explicit Direct Instruction beginning in the area of the writing curriculum.

Leigh Corcoran the Deputy Principal continued to support all classroom teachers in embedding the process and requirements of NCCD. The teachers are well-equipped to identify students who need support and know the procedure for assessment and the requirements for individualised learning. Staff are capable writers of Individual Learning Plans that meet the needs of our students.

Staff completed all areas of compliance:

CPR

Anaphylaxis Training

Mandatory Reporting

Disabilities Standards for Education Part 1 and Part 2

Child Protection

Student Duty of Care

Asthma Training

Human Resources

Occupational Health and Safety

TEACHER SATISFACTION

Normally St Mary's participates in the Insight SRC survey to determine teacher satisfaction. Unfortunately, this did not happen in 2021 and St Mary's relies on a survey conducted by the school. Results from the school survey indicated a strong sense of trust and teamwork. Staff morale is high, with staff going about their work with enthusiasm and a sense of pride. The staff has trust in the school leadership, stating that the leaders support staff, provide good communication, and can be relied upon when times get tough, which has been the case for the last two years with Covid. An area of particular growth has been in role clarity where the staff feel the objectives of the school are well-defined and all are clear around professional responsibilities.

Another indication of teacher satisfaction can be taken from student data. In 2021, 35 students in grades five and six were surveyed. The results suggest strongly that the children feel they are valued by the teachers, with 85% of children saying they are happy to be at school and 88% believing their teachers really want to help them improve in their school work and 91% believe the teachers are helping the children to do their best. These results provide further evidence of teachers working to their best ability and supporting our students in their learning.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

84.7%

ALL STAFF RETENTION RATE

Staff Retention Rate	91.3%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	14.3%
Graduate	14.3%
Graduate Certificate	7.1%
Bachelor Degree	78.6%
Advanced Diploma	35.7%
No Qualifications Listed	7.1%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	14.0
Teaching Staff (FTE)	9.5
Non-Teaching Staff (Headcount)	8.0
Non-Teaching Staff (FTE)	7.4
Indigenous Teaching Staff (Headcount)	1.0

School Community

Goals & Intended Outcomes

*To provide a supportive and connected school community that continues to enhance wellbeing, inclusion, and engagement for all.

*Continue to foster sustainable and effective partnerships between families, resulting in high levels of family engagement in school, including as active contributors to the school decision-making processes.

Achievements

The School Board of 2021 although limited in face-to-face meetings, met through zoom conferences. The meetings centred around school improvement and the Board continued to be instrumental in providing feedback and suggestions in developing the 2021 Annual Action Plan.

Due to Covid, all activities that involved on-site attendance were not able to happen. Parents were not able to attend weekly assemblies, liturgies or activities such as book week etc. This has seen a decline in a sense of community even though these activities, where possible were held on-line for parents. Moving into the future, building a sense of community and working with the wider community will be of high importance as we all move out of the Covid crisis.

Teacher and parent relationships were able to thrive during Remote Learning as teachers often spoke with parents as their children attended lessons via zoom. Parents often commented on how grateful they were for all the tireless work that the teachers put into the preparation of lessons and being available to support both children and parents throughout Remote Learning. The remote Learning situation had the benefit of providing higher levels of family engagement and active participation in the area of students learning.

PARENT SATISFACTION

The Insight SRC is usually St Mary's main form of data collected to help understand the satisfaction of our parents, which is unavailable for 2021. However, anecdotally parents were satisfied with the remote learning and the processes that were used during 'working from home.' Many teachers received e-mails of thanks and the parents seemed to hold teachers' in higher esteem after the school closures.

A school survey was undertaken which was completed by 40 families and the results indicated a 90% satisfaction with the curriculum offered and the challenge it presented to children. Parents indicated they were highly satisfied with the school meeting the needs of their children.

Extracurricular is an area that parents were less satisfied with but given the pandemic and the lack of ability to provide extracurricular, this is very understandable.

Connectedness to peers, the environment of safety, and the teaching of social skills were highly regarded with 86 percent of parents rating these areas as a high standard.

Anecdotally, parents that attend Parent Support Group meetings, indicate they are more than satisfied with the support and help their children receive in their education.

Future Directions

- * To further develop 'Student Voice'.
- * To implement and embed 'Direct Explicit Teaching' in every classroom.
- * To further develop skills in reading student data, setting goals, and consistently achieving the goals set for students.
- * To continue to develop a sense of purpose in becoming a 'High Performing School' where teachers have a strong sense of trust and the belief we can continue to develop our skills and improve on our teaching.
- * To develop a sense of community with our families and have a higher engagement from parents after the two years of the pandemic.
- * To prepare for the 100-year celebrations for 2023.
- * To continue to embed the NCCD processes that have already been developed.