



# Stella Maris Catholic Primary School Point Cook

2022

Annual Report to the School Community



Registered School Number: 2033

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## Minimum Standards Attestation

I, Stephen Harrison, attest that Stella Maris Catholic Primary 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 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.

04/04/2023

**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](http://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

Creating a learning community  
that nurtures and integrates Faith and Life  
In a Spirit of openness

## School Overview

Stella Maris Catholic Primary School Point Cook is the fourth school established in the Holy Trinity Catholic Parish (previously known as the Catholic Parish of Laverton). The other primary schools are St Martin De Porres Laverton, Queen of Peace Altona Meadows, Lumen Christi Point Cook and St Mary of the Cross Point Cook.

The school was established by a lay principal with an initial enrolment of 86 students. The school is on the traditional land of the Bunurong people and the site of the former Innisfail Farm. Point Cook is part of a major western suburbs' growth corridor and is located 22 km southwest of the Melbourne Central Business District. It is also home to the Royal Australian Air Force Point Cook Base.

In 2022, students come from 27 different countries other than Australia. There are 40 languages and dialects that are spoken in students homes, and ten religions are represented in the school. Staff also come from a range of cultural and faith backgrounds. The staff includes teachers with a range of experience, and are led by an experienced leadership team. The school has an established School Advisory Council.

Student groupings are organised into four learning communities: Foundation (four classes); Junior (eight 1/2 classes); Middle (eight 3/4 classes) and Senior (seven 5/6 classes). A central learning area connects each of the learning communities and acts as a flexible learning space. Additional areas include staff offices and amenities, a hall, a performing space and an art room. An extension to the senior community has recently been constructed.

Outside areas include two ovals, basketball/netball courts, two adventure playgrounds, two gaga ball pits, two sandpits, shaded and passive play areas and a school farm from which the produce is used in the garden kitchen program. Extra curricular areas are art, physical education, Japanese, digital technology, positive education, ReGen Climate 7 and Discovery Groups to cater for the top 30 per cent of student achievers. The school has a psychologist and speech therapist on site.

- Year Established 2006
- Student Enrolments 727
- Foundation Year Students 108
- Catholic Students 64 %
- Nationally Consistent Collection of Data(NCCD) Listed Students 28 %
- English as an Additional Language (EAL) Students 53%
- Direct Measure of Income (DMI) 99
- Index of Community Socio-Educational Advantage (ICSEA) 1079
- Number of Teaching Staff (Total FTE) 67.32 (FTE: 62)

In 2022 as part of our ongoing School Improvement Plan we aim:

- That every child achieve at least 12 months growth for 12 months learning in reading, writing and number
- That we develop students who have a sense of purpose, hope and love, with the confidence to think, feel and act in regenerative ways.

We will continue our work together as staff and students on the 'Call to Courage' to create Our Ideal school, articulated by the following key words:

Connectedness, engagement, empowerment, organisation, safety

- More of:
  - alignment of practice
  - expert student and teacher behavior
  - Yarning and dadirri
- Less of
  - Crowding
  - Disrespectful behaviors
  - Passive behaviors

## Principal's Report

We now have time to draw breath, be grateful and proud of the effort put into learning by our students, our parents and our staff this 2022 year. It was a year when we said, "goodbye" to people who have made us what we are, and we thanked those who gave something of themselves for the betterment of the children in our care.

Our 2022 Annual Action Plan included the following foci:

- Religious Dimension sphere - Catholic Identity, Discovery and Encounter,
- Learning and Teaching sphere - English & Maths, Personalised Learning, Discovery and Encounter, ARTS production
- Leadership and Management sphere - Regeneration, Peer Coaching practice, School Review, OHS incl Child Safety and compliance, Building project
- Student Wellbeing sphere - Student Management, Learning Adjustments
- School Community sphere - Bringing our parents into learning through P&F engagement and events, Get To Know You learning observations, Three Way Conversations, Student Led Conferences

When reflecting on our year something flashed across my media stream about the '3R's'. Oh my goodness if only education at Stella was as simple as the traditional notion of the '3R's'. Today's teacher, today's school, today's parent and today's student are called to be many more 'R's' than that! In 2022, you as parents, ourselves as staff and our students tackled many 'R's'. These are a few that came to mind:

- Returning from COVID and Rebuilding Relationships across the community, especially between students & teachers
- Reviewing School policies and procedures, Responding, and then Resetting our culture and expectations.
- Regenerating our 'ways of being', and the meaning behind our narrative and why we are the way we are.
- Rewarding and Retaining where success and growth are happening whilst Recognising areas that needed improvement and change.
- In some cases this meant Resigning! Relocating! Repositioning!
- In most cases this meant Reigniting learning and passion and the joy of working hard together.
- Undoubtedly there has been Recovering, a getting over, a coming back, a Regenerating of health and well-being.
- An excitedly there has been Re-imagining and Reinventing of what we want the future at Stella to be.
- And of course there was one D, and a special one it was, our Arts production, "Dreaming with our Eyes wide Open."

Quite a collection of R's. No wonder we were satisfied but tired. We had plenty to be proud of! As well as plenty to build upon in the future.

At the end of our year our 'Rites of Passage' ceremony celebrated individuals and groups journeying through different stages of their lives at Stella. Within each community, many milestones were achieved. Together, we have had a significant impact on each other. This helped create our own identity and that of the Stella Maris community so that each individual has an opportunity to discover where they flourish spiritually, emotionally, academically, physically, socially and intellectually. As a community, we celebrated our Graduating Year Sixes, our Gospel Value awards and Scholarship recipients and their families. We recognised great achievements.

Thank you to you all for the efforts that were noticed and those that went unnoticed that made 2022 a great year at Stella.

# Parish Priest's Report

Not available at this point.

## School Advisory Council Report

Serving on the Parish Education Board is a response to the call to support the local Catholic Parish and its school communities in a particular way. It is also a means members of the community share their skills and talents for the common good.

Our board provides a forum for discussion and discernment, where the parent voice and perspective are available to influence the decisions made by the principal and parish priest for the good of our schools and parish where the well-being and outcomes for students is paramount.

We believe a well-functioning Board provides a rich source of wisdom and insight as well as a means of strengthening community links and potential for partnership. In particular:

- Strengthen community partnerships
- Build a sense of belonging and ownership
- Broaden the support base for the Parish faith community
- Promote ongoing education through learning in faith and life across the LCEC community

Our 2022 members were: Leon Colla, Diane Sisak Penjalov (St Mary of the Cross), Dan Ryan, Elspeth Neale (St Martin De Porres), Darren Gibbons, Meagan Johnson, Rebecca Whelan (Queen Of Peace) Stephen Harrison, Sune Waidyasekera, Sumit Khanna (Stella Maris), Trish Armstrong, Rosemary Pirritano (Lumen Christi) and Fr. John Healy (Parish Priest)

At different times we focused on:

- The renaming of the Parish to Holy Trinity
- Parish Mission Update
- Child Safety updates
- Communication - Schools - Parish - Schools
- Catholic School Parents Victoria
- Enrolment Forms and Legal Status
- Ongoing Management of VRQA expectations during School Review
- 2023 School Fees
- Governance Updates
- Grant application update
- ICON implementation 2022
- Sacraments 2022
- Parish Board terms of reference

The Holy Trinity Board invites members of our community to make contact with the Board via Our Parish Priest, your school Principal or your school representative.



## Catholic Identity and Mission

### Goals & Intended Outcomes

Goal:

- To deepen Catholic Identity at Stella Maris

Intended outcomes:

- Increase the post-critical belief style through a pedagogy of encounter.

Key Strategies:

Provide rich experiences across the community in

- Social Justice
- Prayer
- Relationships
- Gospel Values
- Tradition

### Achievements

We continued the development of Recontextualization and Post Critical Belief styles, inclusive of:

- Training staff, planning and implementing moments of 'Discovery and Encounter' for students and families utilising the 'Pedagogy of Encounter', as well as exploring and enacting regeneration through planning and implementing Social Justice actions.

I want to share the names of the individuals who we celebrated as part of the development above and our Catholic Identity, becoming Rites of passage award winners. They made fantastic contributions to different aspects of our Stella culture. I hope the attached quotes give some insight into the criteria we use to make the decision.

- Adam Goodes & Malala Yousafzai Scholarship Award: 1 "I work hard for positive outcomes for self and others - Olivia Portelli
- Adam Goodes & Malala Yousafzai Scholarship Award: 2 "I work hard for positive outcomes for self and others - Ava Strickland
- Rotary: Making a Difference Scholarship Awards - "I make a difference through Service, Stewardship, Social Justice" Marco De Lia
- St Mary of the Cross Mackillop - Catholic Identity Scholarship Award - "I see a need" Neil Manoj
- Julia Gillard Leadership Scholarship Award- "I inspire through my leadership" Emilie Laine
- Lalor Hero Volunteers Award - "Volunteers are the backbone of our diverse and vibrant community". A parent in our community who has committed time, effort for the betterment of the school and community: Liz Bowman (Parent)

As part of our 'Rites of Passage' and recognising transition across the school we recognised eight students from each community who exemplify each of our Gospel Values. Many aspects are considered when deciding the recipient:

- Do they apply themselves and have a positive approach to learning?
- Do they use feedback given to continue learning growth?
- Are they considerate of others?
- Do they contribute in making Stella Maris a safe community by being a positive bystander and build positive relationships?

We have seen the Gospel Value of EMPATHY in, Zayn Shafiq, (FCA), Aleek Maketh (JCM) Prudhvi Dhalavi (MCS), Arielle Farid (SCF) when you live out Romans 12:15 "Be happy with those who are happy, and weep with those who weep."

We have seen the Gospel Value of RESPECT in, Alec McSmith (FCM, Shlesha Patil (JCC) Chidinma Chukwuma (MCH), Liam Alfred Scherer (SCE) when you live out JOHN 13:34 "A new command I give you: Love one another. As I have loved you, so you must love one another.

We have seen the Gospel Value of CO-OPERATION in, Giselle Maimone(FCN), Michelle Teguh (JCD), Benjamin Jackson (MCL), Oliver Wallace(SCP), when you live out Ephesians 4:3 "Eager to maintain the unity of the Spirit in the bond of peace"

We have seen the Gospel Value of CREATIVITY in, Loretta Tran(FCV), Maia Circhirillo (JCH) Marjenna Lapinid (MCZ) David Golembiovski SCE, when you live out ROMANS 12:6 "Having gifts that differ according to the grace given to us, let us use them."

We have seen the Gospel Value of ENTHUSIASM in, Nawaab Verma (FCM), Lachlan Dunn (JCG), Lewis Christian (MCA), Jasper Pendergast SCH, when you live out Corinthians 9:7 "Each one must give as he has decided in his heart, not reluctantly or under compulsion, for God loves a cheerful giver."

We have seen the Gospel Value of INTEGRITY in, Piya Taylor (FCA), Erin Van Doer Does (JCB), Naksh Tatwani (MCF), Mateo Gonzalez Castro SCO, when you live out Psalms 41:12 "Because of my integrity you uphold me and set me in your presence forever."

We have seen the Gospel Value of COMMITMENT in, Naisha Jain (FCV), Harper Spiteri (JCE), Olsen Cipto (MCT), Edie Thomas (SCR), when you live out Matthew 5: 16 "In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven."

We have seen the Gospel Value of INDEPENDENCE, in, Lucas Li (FCN), Nishka Tatwani (JCR), Alex Rodrigues (MCJ), James Carcallas (SCP), when you live out 2 Corinthians 3:17 "Now the Lord is the Spirit, and where the Spirit of the Lord is, there is freedom"

#### VALUE ADDED

- Staff prayer - provide experience using Pedagogy of Encounter and use of Provocations

- Planning with staff to develop understanding to plan Encounter lessons
- Provide PLT sessions to develop theological understanding of Encounter linking to social justice themes with Elio Capra
- REL Continue to attend HTCEC meetings each term to build capacity across the parish
- Worked with Rachel Forgasz developer of 7 ways for 7 days - and include Regeneration Hour on Extra Curricular days across the school
- PD staff with Rachel Forgasz - Embodied ritual, Embodied Literacy, Embodied Numeracy linking with Regeneration
- Implemented student, staff and parent survey to analyse perspectives on prayer and developed an action plan using the data
- Developed a target for the prayer as part of the Holy Trinity Catholic Education Collective and Stella Action plan
- Ran Sacrament of Eucharist - linking to community and social justice actions
- Ran Community Partnership Social Justice Actions
- Further designed Discovery & Encounter sessions to be inclusive of interfaith indigenous culture understandings and perspectives
- Shared NAIDOC week information for teachers and students, with activities and prayers.
- Followed through RAP Action Plan culminating in School Arts Production
- Ran Professional learning for Discovery and Encounter team on prayer and social justice
- RE community leaders set up an action for their team based on new learning
- Ran Arts Festival - Stella art in the community - Promoting learning and social justice through the arts and development of website linked to the artwork
- Ran whole school Rites of Passage - organised and create using student voice promoting and celebrating GV, leadership achievements, learning community
- Ran Sacraments of Confirmation and Reconciliation - new format based on restriction

## Learning and Teaching

### Goals & Intended Outcomes

#### Goals

- To achieve 12 months growth for 12 months learning for every student in Writing and Number

#### Intended Outcomes

- Establish processes and strategies to engage and challenge different cohorts of students
- Establish Personalised learning and differentiated teaching as visible strategies.

#### Key strategies

- Identify a small number of proven and effective evidence based teaching strategies that engage and challenge all students in writing and number
- Deliberately focus progressing the top 30% in writing and number.

### Achievements

#### Achievements

- Re-testing Middles students for LFIN: Structuring Number and Addition & Subtraction to guide targeted teaching
- F-6 Data Analysis - component of Planning Days
- Coaching Conversations based on Mathematics data
- Coaching Conversations based on English Data
- Mathematics Structure: Foundation Community2.Whole school maths Data Analysis Day
- Teachers participating in online Maths PD, and sharing learning 2 Number intervention teachers identify students to participate in Number intervention for semester one
- Using Essential Assessment to track student data in Mathematics and inform teaching and learning
- Continuation of maths focus groups trialled with a particular focus on number skills, as well as Maths workshops focussing on LFIN skills
- Minilit intervention program for at risk low in Junior Community, four groups four times a week
- MacQlit intervention program for at risk low in Middle and Senior Community, four groups four times a week(ongoing)
- Regular daily Benchmarking with F&P in Junior Community (ongoing)
- Yarning circles to enhance agreement, student management and student learning
- 'Ways of Working' documents created for each community

- Maths coach taking 'Maths Discovery' groups of students in the top 30% of maths (Junior & Middles) to engage learning and build teacher pedagogy knowledge
- Content of English is Discovery and Encounter
- Discovery & Encounter and English Learning Block - Senior Community
- Discovery & Encounter and English embedded throughout all communities with an inquiring approach
- Essential Assessment for English test administered and specific tasks applied for all children from Senior Leadership for consistent approach to classroom management
- Teachers participating in online Maths PD, and sharing learning
- Peer Observations: Small Focus Teacher Groups, Tool Time
- Revise LFIN testing expectations for staff

## STUDENT LEARNING OUTCOMES

Our Naplan data 2022 confirms that the changes we have made are continuing to improve reading and writing student outcomes. All areas of English and Mathematics are tracking above the state average. Our data shows success for all students.

### English Analysis 2022

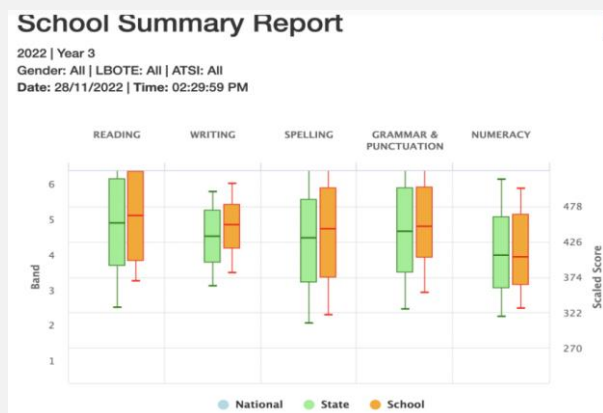
- We have adapted and tweaked our structures in English, introduced InitialLit in Foundation, also moving it into Juniors.
- We adapted how we teach Writing, across all communities, maintaining a F - 6 approach within our school climate.
- We moved towards using writing stimuli that is inline with our Discovery & Encounter for assessment in 2023.
- We have adapted our data practices and improved the validity of the Fountus & Pinnell data.
- We have identified that Discovery & Encounter provides the content, and leads the English learning.

### Junior Community Fontas & Pinnell Summary

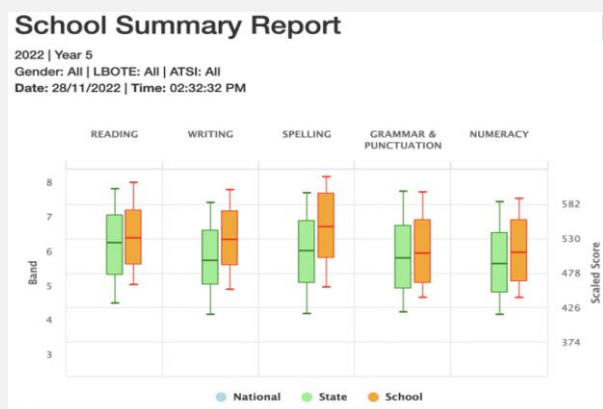
The target was at least 12 Months growth for 12 Months time

Annual Growth	Total	Percentage
31+ months	7	4%
25-30 months	15	7%
19-24 months	48	24%
13-18 months	71	35%
7-12 months	52	26%
0-6 months	9	4%

Year 3 Naplan comparison to state - Above the state results all areas.



Year 5 Naplan comparison to state - Above the state results all areas.



**Mathematics:**

- We have continued to use the Learning Framework In Number data to drive our teaching in Number, with continued focus on skill based Maths groups & workshops
- We use Essential Assessment in our regular pre & post assessment practice, analysing the data, gathering and using whole school summative data
- Maths Discovery groups have continued in Years 1-6
- Maths team members have continued to plan and develop exemplar units with their community teams

**2022 Numeracy NAPLAN Data and PatM Analysis**

(refer to plot and whisker graphs above.)

**Year 3**

**Strengths:**

- Locates 2-digit numbers on a number line
- Determines a common fraction of a given collection

- Orders numbers to at least tens of thousands
- Identifies the likelihood of a chance event
- Identifies an outcome using likelihood of occurrence

#### Year 5

##### Strengths:

- Solves a subtraction problem in context using number sentences
- Calculates the difference between two large numbers
- Matches decimals to corresponding fractional notation
- Selects the most appropriate data collection sheet for a given investigation
- Identifies appropriate survey questions
- Identifies the likelihood of a chance event
- Identifies the number of lines of symmetry in a picture

##### Overall Findings:

- Statistics & Probability is a strength for both Year 3 & 5
- Need to work on Measurement & Geometry for Year 5
- Need to work on multi-step problems for both Year 3 & 5
- Need to work on worded problems (F-6)
- Need to work on number patterns for both Year 3 (number) & 5 (multiplication)
- F-2 need to focus more on properties of 3D objects
- Year 5 need to work on timetables and calendars
- F-4 focus on informal units for measuring length and estimating length
- F-2 focus on calculating area of shapes on a grid

##### Learning Framework in Number

##### Findings:

- Number Identification and Structuring Numbers are a strength across the school
- Need to work on BNWS (especially F-4)
- Year 3&4 need to work on FNWS and BNWS - up to ten thousand and counting by halves and quarters
- Year 1&2 need to work on CPV
- Year 5&6 need to work on CPV decimal place value and comparing and ordering fractions and decimals
- Year 3-6 need to work on A&S - 2 digit addition and subtraction with regrouping
- Year 5&6 need to work on A&S - adding and subtracting fractions with related denominators

Need to improve:

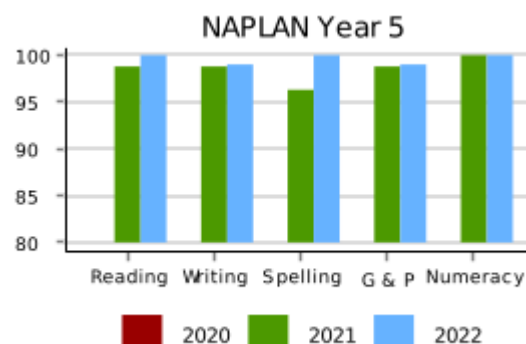
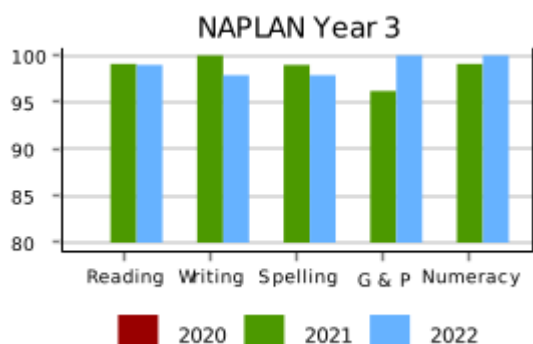
- Structuring Numbers - Current Year 1 (2023 Year 2)
- FNWS - Current Year 4 (2023 Year 5)
- NID & CPV - Current Year 5 (2023 Year 6)

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	96.2	-	100.0	3.8
YR 03 Numeracy	-	99.1	-	100.0	0.9
YR 03 Reading	-	99.1	-	99.0	-0.1
YR 03 Spelling	-	99.0	-	97.9	-1.1
YR 03 Writing	-	100.0	-	97.9	-2.1
YR 05 Grammar & Punctuation	-	98.8	-	99.0	0.2
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	98.8	-	100.0	1.2
YR 05 Spelling	-	96.3	-	100.0	3.7
YR 05 Writing	-	98.8	-	99.0	0.2

\* 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

#### Goals

- To build student responsibility for learning and behaviour to enable students to flourish

#### Intended Outcomes

- Investigate and implement Positive Education tools and strategies that develop social and emotional learning

#### Key Strategies

- Teach, build and embed 'Positive Education' and a 'strengths' focus
- Establish clarity, consistency and capacity amongst staff when managing student learning and behaviour

### Achievements

#### Achievements

- Induction of new Learning Adjustment Coaches
- Continue to support implementation of allied health staff
- Fortnightly case review meetings with school psychologist and community Learning Adjustment Coaches (ongoing)
- Termly case review meetings with school Speech Therapist and community Learning Adjustment Coaches (ongoing)
- Implementation of Case manager Model for Wellbeing Adjustment Teams for extensive students / high risk students
- Reviewed Allied health referral process and criteria for Psychology services and waiting list, as well as Psychologist case load and discharge procedure
- Continued development of goal bank to support Learning Conversation and PLPs and Goal writing
- Revised PSG minutes Template to ensure consistency across communities
- Allied Health support for PLP Goal writing
- Review of Case Manager Role for all SWANs students
- Ongoing coaching, modelling and support for teachers, as required
- Completed internal moderation in preparation for QA with MACs Engaged in Quality Assurance through MACS to meet NCCD
- Criteria NCCD Information video recorded by principal and sent to NCCD count families

## VALUE ADDED

- Ran 'Bluearth' social and emotional skills through Physical Education.
- Two teacher trained as User B level administrators with MACS
- PD for staff to develop skills around teaching of students with additional needs
- Review of Case Manager Role for all SWANs students
- Completion of NCCD data input Implement and provide Professional Learning regarding use of Temporal Language for PLP goals and Matrices
- Kinder transition visits and liaising with Western Autistic school for transition of 2023 students with additional needs
- Staff meeting led by Allied Health Team to upskill staff in the areas of Austistic Spectrum disorder
- Purchase of assessment tools for in house educational assessments (WIAT, RAVENS)
- Review of PSG processImplementation of new PLP document
- 2023 handover process for students with a PLPSenior LAC team met with Emmanuel college to support handover of SWANs

## STUDENT SATISFACTION

As stated by our School Reviewer in the School Review Final Report:

Students stated that they have very positive relationships with the staff and the school is a safe learning environment. Zones of Regulation, restorative practices and extensive learning adjustments are assisting in providing a positive and engaging learning environment. Students have some opportunities for input into learning and well-being experiences. The use of Yarning Circles and feedback on their learning provides a safe and comfortable process for students to speak up about their learning needs. Having a number of teachers within the classroom also gives options for students to discuss any concerns. Students understand the language of learning and are able to converse with teachers on their progress. Systematic tracking and analysis of student behaviours is ensuring students resettle into school routines and behavioural expectations since returning to onsite learning.

When our leadership, staff and students completed our MACSIS 2022 surveys our students identified the following:

Relative Strengths:

- enabling safety trend
- learning dispositions
- student voice
- Yr.5 Bottom two bands and overall Naplan

- Yr.3 Bottom two bands Naplna

Relative weaknesses:

- Recontextualisation
- School Climate
- Safety
- Yr.3 Top two bands and overall Naplan
- Yr 5 Top two bands in Naplan Number.

We will continue our work together as staff and students on the 'Call to Courage' to create Our Ideal school, articulated by students with the following key words:

More of:

- positive bystanders
- encouragement
- fun/humour

Less of:

- mocking/labelling
- arguing
- mosquitos!!

## STUDENT ATTENDANCE

In accordance with the Victorian Education and Training Reform Act 2006 requirements and the school's moral obligation to ensure the safety & welfare of students under its care, the school:

- Records every child's attendance twice per day via NForma or paper copy for CRT's. This will be completed by the classroom teacher before 9:00 am & 2:20 pm;
- Records reasons for absence, and records the absence as "unexplained" if no reason has been provided (updating the records once a reason is established);
- Determines if the explanation provided for a student's absence is reasonable for the purposes of the parent meeting their responsibilities under the Education and Training Reform Act 2006. The Principal will use their discretion in making this decision;
- Determines if the reason for the student's absence is acceptable and whether any follow up is needed to support the child's education and wellbeing;
- Notifies the parent/guardian if the absence has not been approved;
- Keeps records of all attempts to contact parents/ guardians in relation to attendance;
- Records attendance of any student who only attends half a day (two hours or more);

- Monitors attendance and develop improvement strategies for attendance where necessary;
- Takes further action (at its discretion) if a student reaches five days of unapproved or unexplained absences within a school year;
- Reports the annual rates of school attendance. Based on the CEM School data snapshot 2020 our attendance rates are outperforming similar school averages.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	87.7%
Y02	86.4%
Y03	89.3%
Y04	88.1%
Y05	88.2%
Y06	89.0%
Overall average attendance	88.1%

## Child Safe Standards

### Goals & Intended Outcomes

Stella Maris Primary School continues to hold the care, safety and well-being of students as a central and fundamental responsibility of our school. Stella Maris Primary School acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

Throughout 2020-22, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse.

### Achievements

The continued embedding of policies and commitments into everyday practice.

Child Safety Standards remains a regular agenda item at School Advisory Board meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed. We had a Safety Chat as a HTEC Parish Education Advisory Board.

We have now established the use of a Web-Based Portal for staff Training & Induction

During the administrative component of meetings staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and student management, duty of care, and reporting requirements.

We had Safety Chats on topics including -

- Staff Handbook
- School Comprehensive Playground Inspections
- Playground Closure Considerations
- COVID 19 Reporting Requirements,
- UPDATED COVID 19 Staff & Student Declaration Forms,
- Staff Digital Technology Policy & Agreement The participation & empowerment of students

The school's Child Safety Action Plan focused primarily on the promotion and participation of student empowerment. We had Safety chats including Critical Incident Response and eSafety Guidance

Consultation with the community

Stella Maris Primary School continues to actively engage the school community in all aspects of Child Safety. This included Safety Chat on Permitted Worker Permits, playground and learning area access and volunteer processes.

Human Resource Practices

Stella Maris Primary School continues to implement robust Human Resource practices to ensure the suitability of any staff member or volunteer permitted to participate in 'Child Connected Works'. Staff completed the mandated NCCD modules.

To achieve this the school continues to implement rigorous screening processes which have a child safety focus and include:

- Position advertisements
- Position descriptions
- Referee Checks
- Key Performance Indicators have a Child Safety focus
- Victorian Institute of Teaching Registration (VIT)
- Working With Children Checks & National Criminal Record Checks
- Screening of Casual Relief Teachers, Contractors and Volunteers.

Stella Maris primary School remains committed to ensuring the well-being and safety of all students under its care by actively implementing, reviewing and improving its child safety strategy.

## Leadership

### Goals & Intended Outcomes

#### Goals

- To narrow and sharpen the school's improvement agenda with learning targets accompanied by timelines.

#### Intended Outcomes

- Establish the starting point for 12 month growth targets for all students in writing and number. Establish short term growth targets within the 12 month growth cycle.
- Create explicit targets and strategies for top 30% of students in writing and number.

#### Key Strategies

- Peer observations, modelling, feedback and 'GROWTH' coaching conversations
- Enhance staff skills in analysing interpreting and applying student data to identify appropriate starting points and progress

### Achievements

As stated by our School Reviewer in the School Review Final Report:

"Leaders and staff are approachable, which sets a positive environment for the students and their families. Leaders are proactive in managing the physical and human resources and in developing a professional climate. Teachers are supported in improving their practice through professional learning, coaching, observation and feedback and Annual Review Meetings (ARMs), all of which play a part in the development and growth model for building staff capacity. Reviewing the induction program could lead to innovation in demonstrating school practice to new teachers. The school is committed to continuous improvement through using evidenced-based strategies and consistent messaging from the leadership team to staff. Development of an instructional model that reflects high impact strategies and promotes high performance could be a critical strategy in moving forward in the next stage of school improvement."

#### Achievements

Professional Learning Team meetings on the following:

- Staff professional learning - first three days
- Our story of place - Reset our Culture
- Clarify our Ways of Working
- Revisit Expert behaviors and Reset our Peer Coaching in 2022
- Get To Know You learning observations for P-6
- Review preparation PLT
- Clarify Important 2022 Perspectives:
- Reset our Positive approach to student management

- PLT’s, leadership team meeting, student free day, team meetings to investigate and prepare for review

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

Description of Professional Learning undertaken in 2022

Each year has a very similar spread of professional learning as we are building capacity in our School Improvement focus areas. Our significant introduction during 2022 continued in the areas of Regeneration, Discovery and Encounter, the pedagogy of encounter and Digitech expertise.

Examples of whole staff learning focused on:

- Regeneration- 'The mission to resource the choosing self'
- Digitech skills - for example google classroom, google meets,
- A positive approach to Student Management, including school rules, the language of choice and logical consequences.
- Coaching at Stella Maris using the GROWTH Coaching international framework (GCI).
- Information Communications and Technology in the development of personalised learning - prioritising the Google Apps for Education (GAPE) suite.
- Learning Framework in Number across all communities
- Ongoing THRASS training for all staff and follow up training for Foundation teachers.
- Examples of small group staff learning focused on:
  - Principal and Religious education Coach attended Catholic Identity training in Leuven.
  - Solution focused coaching master class
  - Phase 1-4 GCI coaching training
  - Positive Approach and Assertive student management
  - Graduate teacher registration training and mentoring
  - Religious Education accreditation
  - Google Apps for Education
  - Leading Personalised Learning
  - Stephanie Alexanders Kitchen Garden program
  - Feedback for improving classroom practice and Coaching for learning conversations
  - Ongoing First Aid training

Number of teachers who participated in PL in 2022	80
Average expenditure per teacher for PL	\$650

**TEACHER SATISFACTION**

As stated by our School Reviewer in the School Review Final Report:

"Teachers are supported by level, learning and adjustment coaches to build their capacity to be expert teachers and engage in reflective practice. In addressing the challenge of staff changes in maintaining a level of consistency in teaching practice, professional learning goals aligned to school improvement and regular peer observation and feedback are systematically in place. This is creating a professional climate that is focused on continuous improvement and sets expectations and teacher responsibility in progressing the learning for each student. Developing a bank of moderated work samples could enhance teacher understanding of learning progression and in differentiating the learning for different levels of achievement and in working towards a minimum of 12 months growth for all students in their learning."

When our leadership, staff and students completed our MACSIS 2022 surveys our staff identified the following:

Relative strengths:

- recontextualisation of Catholic Identity
- Positive attitude - Catholic Identity
- Feedback
- Psychological Safety
- Instructional leadership
- School Leadership

Relative weakness:

- student safety
- collaborative team

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	79.3%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	85.7%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	10.8%
Graduate	2.7%
Graduate Certificate	2.7%
Bachelor Degree	78.4%
Advanced Diploma	10.8%
No Qualifications Listed	16.2%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	73.0
Teaching Staff (FTE)	62.5
Non-Teaching Staff (Headcount)	32.0
Non-Teaching Staff (FTE)	25.0
Indigenous Teaching Staff (Headcount)	0.0

## Community Engagement

### Goals & Intended Outcomes

Goal:

To build strategic partnerships to improve student learning and behaviour

#### Intended outcome:

Create a connectedness with parents and the community to enhance student learning and behaviour.

#### Key strategy:

Strengthen the partnership with families about their child's learning progress through reporting  
Support parent and community groups to build a safe, stimulating and engaging environment.

### Achievements

Stella Maris Catholic Primary School Parents and Friends Community 2023 - Annual General Meeting - Principal's Report



The aim of P&F fundraising is to improve and develop the external environment at Stella Maris through fundraising and social activities so that the school budget can be fully utilized to maximize student learning inside the buildings!

As I have said many times, "We (the staff) cannot do what we do without you!"

Our volunteer culture at Stella Maris continues to be strategic for the engagement of parents in the school life of their children. In being so, our volunteer culture is pivotal to the success of the students and teachers in our school. Student outcomes are significantly better when parents have a strong relationship with their child's school.

In addition, the active participation of parents across our school builds connectedness and community, utilises the breadth of skills available and builds the schools financial capacity to develop our grounds. The funds raised by the P&F Community continue to be used to enact the grounds master plan (November 2017 Master Plan).

As you can see in these photos, we have come a long way!

#### OUR TEAM'S AMAZING TOTALS

Our team achieved an amazing fundraising total, once again well over our set target.

- Our 2022 overall figure was approximately \$61,000 (including 2023 Fun Day).
- Our 2023 Fun Day figure was approximately \$47,000.

- Our target was \$35000!

With activities that are already planned who knows what 2023 will bring?

I want to say, “thanks”, and recognize the great outcomes and the ongoing talent that lies within our volunteers. It says a lot about the successful ‘Ways of working’ that we have been developing over many years that this years team once again managed to run fantastic events.

- Mothers and Fathers Day celebrations, including breakfast, raffle, stall and Fun Run
- Grandparents Morning Tea, Foundation transition morning teas
- School Disco
- BBQ and drinks for our Rites of Passage and Christmas Carols night
- Christmas raffle, Fun Day raffle
- Family Fun Day 2023
- Hot Dog and slushie Days

This year’s P&F executive have created an environment for parents to get involved, have fun, and raise funds for our school’s external environment. I am incredibly grateful to April, Liz and Shweta for continuing the strong tradition of parents volunteering and leading at Stella Maris.

Liz is stepping down after a hundred years and a thousand jobs as secretary. She has been fantastic and the backbone of the team. So generous with her time and effort! The only criticism I have had of Liz is that everyone else is scared to follow in her footsteps because she did so much!

Shweta is also stepping down. She has been able to juggle all the challenges of being a working mum with the treasurer role and stay calm. We will miss her in the role, but I’m sure she will be part of another subteam or event team along the way.

There were many other parents, who brought positive attitudes and generous efforts to our P&F events. It is impossible to mention everyone because at any given moment, you see parents around Stella Maris helping Jess and Michelle in the Tuck-shop, working with Kim in the Farm, supporting teachers in learning areas, doing jobs with Bec as an Espresso Martini, helping Divya and Kavita in the uniform shop or working as part of Monika and Rachel’s team of Resource Center helpers. I thank you all!

I want to recognize and thank the Family Fun Day (FFD23) leaders, Olivia and Lauren, and their team.

Lauren and Olivia had their own calm and easy going style, successfully managing the team with confidence and making sure we arrived at the day ready to go. They withstood the pressure at the final stages to lead a team that pulled it all together and delivered a great day.

I had a chance on the day to stand with each of them, in the middle of the action, and enjoy the results of their work. It was lovely to enjoy what they had created and see all the happy families enjoying a fantastic community event. Congratulations ladies, “Number 12” was a great day for our community and highly successful financially. FFD23, and the success created came from team, and what a team it was!

Thanks to our team!

Socials and Comms - Janice, Cake stall - Muditha, Face painting - Yannick and Chantelle

Stage - Felicity, Stage MC - Ed, Market stalls - Bec Food Trucks - Liz and Andrea, Showbags - Susan and Jen, Side show alley - Krissy and Sharnee, Sports - Michael, Raffle - Emma, Lauren, Olivia, Spinning Wheel - Suzi and Steph/Alco, Uniform - Kavita and Divya, Food Services - Trish and Christine, First Aid - Steve and Maryann Cowin, Volunteers - Melanie Hart

IN THE PAST YEAR THE COMPLETED WORKS P&F FUNDS HAVE PAID FOR INCLUDE:

- The funds raised in 2022 enabled me to develop the grounds outside the Senior Community and Community Hub spaces. The funds raised meant I could increase the budget, as part of the tender, and plan a scope of works to create the amazing space which includes aggregated concrete for all weather movement, artificial grass, some mature trees and native plants, seating, some mini stages for gathering and performing and our incredible Boon Wurrung art design, which we will call our, "Yarning Circle".

The way forward

Over the coming twelve months I will work with April and the exec team, as well as our experienced members to reset and "next level" our documents, templates and instructions for our roles and each event so that new volunteers have clarity and confidence when taking on a new role. We will maintain a very similar calendar and set of events as they continue to be fun, socially and financially.

I will continue to support the P&F team in the most positive form possible, staying in close and regular communication with members of the team but also entrusting them with a level of decision-making that empowers them to make a significant and enjoyable contribution to our community, its financial health and the development of the school grounds.

I will continue to expect staff to be encouraging of P&F efforts and committed to improving our school. I expect them to actively support and have a presence at P&F events, bringing their own passion and skills to the partnership.

## PARENT SATISFACTION

As stated by our School Reviewer in the School Review Final Report:

"The school's environment is inclusive and welcomes the different faith and cultural backgrounds of its families into the life of the school and its prayer and liturgical celebrations. Parents indicated that staff are approachable and the well-being of the families is a priority of the school. Parents stated that staff model the school's gospel values through its interactions, preparedness to listen and respect their views in a two-way dialogical process. They also noted the strength of the school's reputation in the community. Parents of faiths other than Catholic are invited to attend sacramental nights and multi faith prayer nights with opportunities to provide reflection on the connections of their faith traditions and rituals. Continuing to develop parent understanding of the role of the sacraments and their religious and cultural elements could lead to their increased understanding of Catholic identity."

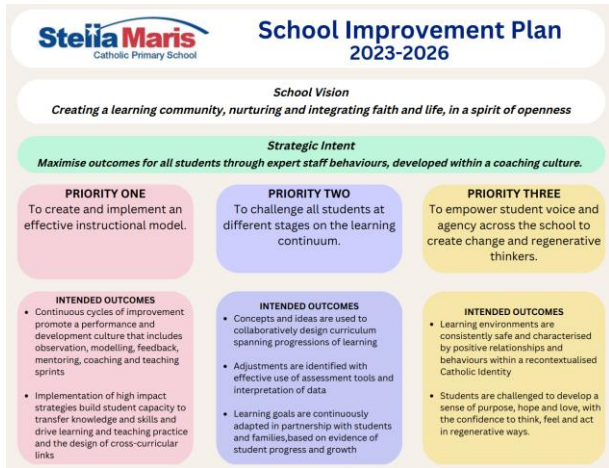
When our leadership, staff and students completed our MACSIS 2022 surveys our parents identified the following:

Relative strengths:

- Positive Attitude Catholic Identity
- Family Engagement
- School Fit

## Future Directions

Our School Improvement Plan (SIP) will clarify our collective work. 2023 will be about implementing a new School Improvement Plan (SIP) that takes us to the next level in our expert behaviors and the data we use to measure them, ultimately at least 12 months growth for 12 months learning in reading, writing and number.



In our learning areas and during interactions you will here us talking about and developing:

- our coaching culture using the Growth Coaching model,
- our “Ways of Working”
- our Stories of Place
- our ‘Expert’ behaviours
- an effective instructional model
- and challenging all students at different stages on the learning continuum
- student voice and agency so students have the confidence to think, feel and act in regenerative ways
- dialogue, recontextualization and social justice action about and of our Catholic Identity