

## **Our School Vision**

**Inspired by the Gospels  
and in the spirit of St. Mary MacKillop,  
we never see a need  
without taking action.**

**We live and celebrate  
our Catholic faith.**

**In and through positive relationships,  
we aspire to protect all children under our care,  
prioritising their safety and wellbeing.**

**We learn to be,  
to know,  
to do,  
to live together  
and to change.**

**We are a community of lifelong learners.**

## School Overview

St Mary MacKillop Primary School (SMMPS) was established in 1983 on the site of Sacred Heart School in St. Albans. In 1984 it moved to its present site in Keilor Downs, then a new and rapidly expanding suburb in the outer north west of Melbourne.

2017 saw an enrolment of 629 students of whom 47.5% come from a language background other than English. The cultural and ethnic diversity of SMMPS is greatly valued and is drawn from over fifty different nationalities.

2017 class groupings comprised 27 grades with three or four streams at each year level. There were 47 teaching members of staff and 12 support staff. Specialist programs included; Physical Education, Perceptual Motor Skills Program, ICT, Art and LOTE (Italian). The school provides targeted teaching in Maths and English. Learning programs are supported by a structure that involves an R.E. Leader, Wellbeing Leader, Literacy Leaders, Maths Leader, Inquiry Leader, Learning and Teaching Leader and a Deputy Principal.

The school has excellent

## Principal's Report

Welcome to our Annual Report for 2017. St. Mary MacKillop P.S is one of two schools serving the local Catholic parish of St. Mary of the Assumption.

Christ as the centre of our life; calling us to be life-giving by the way we live the Gospel in our time. We strive to empower our community to be people of hope for our world.

Saint Mary MacKillop Primary School provides an environment imbued with Christian values, where Religious Education programs lead children to be knowledgeable about the Catholic faith, where academic achievement is promoted and participation in the arts, sports and the community are strongly encouraged.

Our patron, Saint Mary MacKillop was an ordinary Australian woman, living an extraordinary life.

A foundational principle which guides all that happens at Saint Mary MacKillop Primary School is the promotion of the wellbeing of our young people and of all members of our school community. This development of social capital motivates us as we engage with each other on all levels. We genuinely recognise and celebrate the uniqueness of each individual. We are a school setting the highest standards, always striving towards being a community of learning excellence and of personal and communal wellbeing.

Our Positive School Wide Behaviour Support Framework encourages all children and teachers to be Respectful, Responsible, Resourceful and Safe. Our school is an environment in which all children can flourish.

Commendations:

## Education in Faith

### Goals & Intended Outcomes

That student knowledge and understanding of Catholic faith and spirituality in their lives and living will improve.

### Achievements

Continued appointment of a Religious Education Leader (REL) undertaking CEM led Professional Learning

Increase in scheduled time allocation for REL to work with teachers; Mid-term unit planning, end of term unit planning Staff Meetings and PLT meetings.

Increase in access of support and guidance by CEM Learning Consultants in Religious Education

Whole staff Faith Formation day At Mary MacKillop Place, North Sydney, NSW

Whole school Lenten Celebration- (Dramatisation of the Stations of the Cross)

Attendance at the Colloquium on St Mary MacKillop (4 staff)

REL Attendance at Melbourne RE Conference

Successful Sacramental programs for Reconciliation, Eucharist and Confirmation

Successful application for the CEM project- Partnering to Learn: Grants for Collectives in Religious Education 2018

REL attendance at Short Courses in Theology conducted by Australian Catholic University.

*SMMPS has a long standing and critically important connection to the Catholic Diocese. Students regularly attend Mass with parishioners and a delegation of students attend the St. Patrick Day Mass. Parish Priest Monsignor Charles Portelli provides leadership and spiritual guidance to the school.*

*Religious Education is taught explicitly and is also embedded, where possible, in the broader curriculum.*

*Josephite Sisters are important friends of the school and play an important role in educating students about the life and values of St Mary MacKillop. (Findings NSIT Review 2017)*







*Teachers understand the value of data analysis as a process for informing teaching practices and there is evidence of teachers' developing enhanced skills in data analysis and interpretation.*

*The specific welfare and learning needs of students are identified by analysing data from a range of tests (e.g. PAT Tests, NAPLAN and teacher tests) from the advice of teachers and from discussions with students and their parents.*

*Students with verified learning difficulties have Personal Learning Plans, which have been developed in partnership with teachers and families.*

*Students with learning difficulties, have documented Student Learning Plans, and are supported in classrooms with teacher-initiated differentiation and with focused support by learning support officers.*

*High performing students are supported through extension activities.*

*Students from refugee families receive additional support to ensure that their transition to a new culture and curriculum is as smooth as possible.*

*Digital technologies are embedded in the curriculum and teaching practices. Students in years Prep to 3 have access to iPads and students in years 4 to 6 use laptops. Teachers and students are skilled in the use of this technology and it is used to enhance the quality of learning experiences and to provide high quality differentiation.*

*Curriculum documents establish a broad coherent sequenced plan for curriculum delivery. The documents are aligned to the Victorian curriculum and makes explicit what teachers should teach and students should learn.*

*Discovery Learning (Years P-2), Passion Project (Years 3,4) and 80/20 Time (Years 5,6) are well documented, important and highly valued elements of the curriculum*

*Teachers meet in year level teams to plan units of work, develop assessment and to moderate student standards.*

*Teachers have developed strong personal relationships with students and 'know' their students as individual personalities and learners. Teachers regularly use data to confirm and enhance their knowledge of the students' learning needs and there is strong evidence of teachers using this knowledge to differentiate their teaching.*

*Year level groups are taught in collaborative learning spaces with learning areas and furnishings deliberately located to support group work and individual learning activities.*

*Inquiry based activities have been developed on the basis of student interests and students are highly engaged in these differentiated learning activities.*

*Students who have been identified with learning difficulties receive additional support from teachers and learning support officers.*

*Students, in conference with their teachers, have established individual learning goals. Most students reported that this process has focused them on achieving their goal.*

*School leaders have researched pedagogical practices and used this knowledge to collaboratively develop a pedagogy focused on meeting the learning needs of the students of SMMPs. The pedagogy incorporates elements of explicit teaching, gradual release of responsibility and inquiry based learning.*

*In all classrooms artefacts such as visible learning intentions, success criteria and the language 'I do', 'We do' and 'You do' provides evidence that explicit teaching is embedded. Inquiry based learning activities are clearly documented and high levels of engagement are evident as students work individually and in groups on these tasks.*

*The documented curriculum and the explicit teaching pedagogy provides clarity for students about what they are expected to learn. (Findings NSIT Review 2017)*

## Student Wellbeing

### Goals & Intended Outcomes

To develop students who are active, confident, and reflective learners who have the capacity and disposition to understand self, others and the world.

That student outcomes in Personal and Social Learning will improve.

### Achievements

Drawing links between student wellbeing and improved student outcomes.

Staff assisted with the complete transition from Interpersonal Development to Personal and Social Capabilities in 2017 Vic Curriculum.

Further embedding matrix elements into classroom practices - School Wide Positive Behaviour Support with Personal and Social Capabilities curriculum.

Years 5 and Prep Buddy Program focus shifted to Yr. 5 students acting as Interpersonal Development skills coaches to Prep students.

Teachers continue to trial several tools and strategies that form part of the Berry Street Education Model (BSEM) in their classrooms.

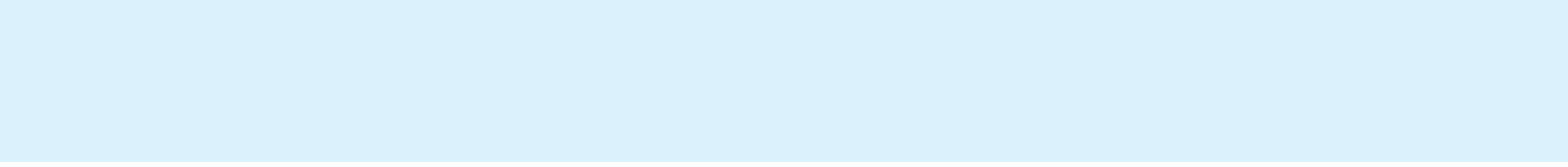
*The school culture is underpinned by the spirit of St. Mary MacKillop 'we never see a need without taking action'.*

*A strong collegial culture has been established. Teachers speak very positively of the personal and professional support that they receive from their colleagues.*

*A high priority is placed on wellbeing and engagement in learning. Students are very happy at SMMPS and the level of student engagement in learning is outstanding. Social and Emotional and Religious Education learning programs support this.*

*The Parish Priest, parents and students express a high degree of confidence and trust in the Principal and staff of the school.*

*The Positive School Wide Behaviour Support Framework guides the school's learning culture. The expectations of Respectful, Responsible, Resourceful and Safe are known by all students. (Findings NSIT Review 2017)*



## Child Safe Standards

## Leadership & Management

### Goals & Intended Outcomes

To build a professional culture that is characterised by shared vision, feedback and high levels of teamwork with a commitment to continuous improvement in staff and student learning.

That staff collaborate effectively



*Teachers reported that they receive regular feedback from their students and their parents, and from informal conversations with their colleagues. Most feedback is in the form of an affirmation.*

*The school grounds, facilities and classrooms are immaculately presented and provide an environment, which is conducive to high quality learning. (Findings NSIT Review 2017)*

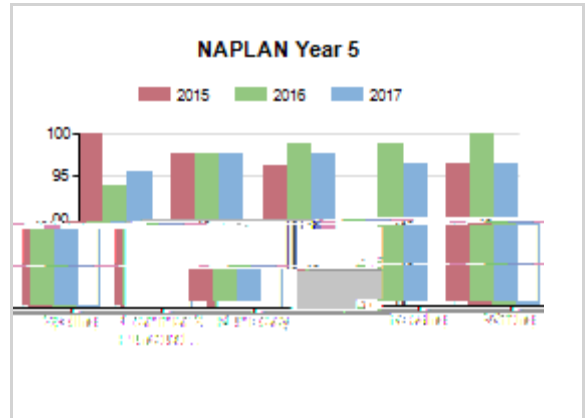
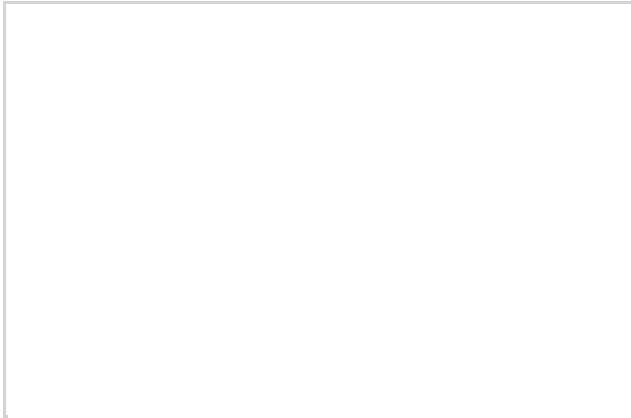
## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

MI









TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	26.19%
Graduate	21.43%
Certificate Graduate	2.38%
Degree Bachelor	92.86%
Diploma Advanced	19.05%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	55
FTE Teaching Staff	43.900
Non-Teaching Staff (Head Count)	17
FTE Non-Teaching Staff	14.142
Indigenous Teaching Staff	0