



# ANNUAL REPORT TO THE SCHOOL COMMUNITY

## ST. MARY MACKILLOP KEILOR DOWNS

2019

REGISTERED SCHOOL NUMBER: 1877



## Contents

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I, Anthony McCluskey attest that St. Mary MacKillop P.S. 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 2019 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 School.

11 May 2020

**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.**

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.

2019 saw an enrolment of 602 students of whom 49.6% 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.

2019 class groupings comprised 25 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, STEM, 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, Deputy Principal and Principal. SMMPS also engages the services of a Literacy Intervention teacher and a Numeracy Intervention teacher. This year SMMPS employed a Learning Diversity Leader to support the students of a wide range of learning abilities and to ensure SMMPS is compliant with data collection and evidence required under the NCCD.

The school has excellent facilities that are continually being modernised and upgraded. The grounds continue to be developed and enhanced with tree planting and a variety of surfaces to meet a range of student sporting and recreational needs.

SMMPS prides itself on providing a safe, secure and stimulating environment that directly contributes to student wellbeing and learning.



### Goals & Intended Outcomes

**To further discover the richness of our Catholic community, inspired by the spirit of St. Mary MacKillop.**

That the Religious Dimension of the school supports staff and students to seek to understand the Catholic faith and traditions.

### 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 School Lenten Celebration- (Dramatisation of the Stations of the Cross)

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

Successful Sacramental programs for Reconciliation, Eucharist and Confirmation

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





Social Justice opportunities were highlighted through greater support of Project Compassion



Teachers understand the value of data analysis as a process for informing teaching 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 additional learning needs have Personalised Learning Plans that have been developed in partnership with teachers and families in accordance with NCCD guidelines.

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.

## Goals & Intended Outcomes

### To build student capacity to manage their physical and social emotional wellbeing.

That students are resilient, relational and self-regulating.

## Achievements

Strategic focus on drawing links between student wellbeing and improved student outcomes.

Years 6 and Prep Buddy Program and the Year 5 and Year 1 Buddy Program saw the Year 6 and Year 5 students acting as Interpersonal Development skills coaches to the Prep and Year 1 students.

Further embedded matrix elements into classroom practices - School Wide Positive Behaviour Support.

Staff utilised the Personal and Social Capabilities Vic Curriculum.

Social Emotional Learning continues as a focus in particular Professional Development in the areas of Stress and Adverse Child Experiences.

Introduction of the provision and documentation of adjustments to learning for students with specific needs using the National Consistent Collection of Data (NCCD).

Cyber Safety Education for both staff, students and the wider school community.

Building teacher capacity in the area of Autism Spectrum Disorder through participation in online Professional Development.

## VALUE ADDED

St Mary MacKillop Primary School remains fully committed to developing the wellbeing of all through designing curriculum that draws from Personal and Social Capabilities (Vic Curriculum), explicit teaching of social emotional learning and employment of evidence based practices in optimal learning environments. The curriculum is designed as a process that







**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

**DESCRIPTION OF PL UNDERTAKEN IN 2019**

ACEL Encourage Teach SuppoJT8A4 24.96 ref\*EMC 1 0 |



## TEACHER SATISFACTION

### **CEMSIS data reveals overall school positive endorsement from staff**

Particular strengths identified:

school leadership at 89%

staff leadership relations at 95%

school climate at 99%

staff safety at 91%

psychological safety at 94%

collaboration around school improvement at 92%

collaboration in teams at 96%

support for teams at 94%

collective efficacy at 99%

## Goals & Intended Outcomes

**To develop dynamic partnerships that nurture and enrich learning for all.**

That students will have the skills, knowledge and dispositions for a positive future.

## Achievements

Parent Helper Register with 75 parents registered to support the school with fundraising, class and school activities, excursion and requested assistance.

Good attendance by parents to formal Parent, Student, Teacher Learning Conversations throughout the year

Ongoing support with Parents as Reading Partners

Ongoing support with programs and other school activities, such as PMP, excursions and class events.

Ongoing partnership with Australian Catholic University and pre-service teachers.

Parent support and attendance at school community events, e.g. Sporting events, Breakfast

s Day Stalls, which are all important events in the school calendar.

Continued support with fundraising, such as special food days, Easter and Christmas raffles and other fundraising events.

Increasing options to access information through Newsletter, Care Monkey, Skoolbag, School Website and Seesaw.

*RMIT and the school have developed a mutually beneficial partnership with significant numbers of physical education pre- service teachers doing their practicum at the school and in sporting program.*

## PARENT SATISFACTION

Parent feedback, both formal through emails and informally through conversation is also most positive.

### CEMSIS DATA

Overall school positive engagement score: 76% (Prep parents: 90%)

94% of parents feel a sense of belonging to the school.

93% of parents see the school as a good fit for their child given their cultural background. (SMMPS has 53 different nationalities represented in the school)



TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	87.6%