



Mary Immaculate School Ivanhoe

2020

Annual Report to the School Community



Registered School Number: 1164

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Minimum Standards Attestation

I, Veronica Antrim, attest that Mary Immaculate 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 2020 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.

03/05/2021

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

Our School Vision

A dynamic and caring community, committed to enacting our faith, inspiring, challenging and engaging lifelong learners.

(excellence, integrity, inclusiveness, respect)

School Overview

- Mary Immaculate Primary School (MIPS) is located in the north-eastern suburb of Ivanhoe, eight kilometres from Melbourne's CBD. MIPS is situated in a quiet and leafy area of the suburb, close to the beautiful Darebin Parklands and Darebin Railway Station.
- Our Church is situated a block away from our school, on Upper Heidelberg Road. MIPS is one of two Catholic primary schools that are part of the Mary Mother of the Church Catholic Parish, Ivanhoe.
- Our enrolment for 2020 was 118 students in the following six class level structures: Prep, Year 1, Year 2/3, Year 3/4, Year 5 and Year 6.
- Staffing in 2020 included 21 full and part-time staff members, many of whom undertake a number of roles: eight classroom teachers, four specialist teachers - *Science, Physical Education, Italian & Performing Arts*, six Learning Support Officers, one Office Manager, Deputy Principal, Learning and Teaching Leader, Religious Education Leader, Mathematics Leader, Literacy Leader, Learning Diversity Leader, Student Wellbeing Leader, Family Engagement in Learning Leader, eLearning Leader, Environment and Sustainability Leader, Sport Coordinator, Visual Arts Coordinator, FIRE Carrier Leader and Principal.
- Aligned with our Vision Statement, our major goal throughout 2020 when onsite and during the remote learning periods, was to continue to further develop and embed a 'culture of thinking' across our school community so that our learners have the skills and dispositions to be resilient and active problem solvers. Our strategic intent as documented in our School Improvement Plan is that 'all learners in our school community will be engaged, enabled and supported'.
- Our Philosophical Statement: *Mary Immaculate School is a Catholic Primary School, committed to enacting our faith as we inspire, challenge and engage lifelong learners. As a dynamic and caring community that values excellence, integrity, inclusiveness and respect, our students are at the centre of all we do. Through embedding a culture of thinking, we aim to develop the positive social, personal and learning dispositions of our students, enabling them to thrive in the contemporary world.*
- Parents are actively encouraged to be involved in supporting our school in both formal and informal ways. The major forums for formal parent involvement include our very effective School Advisory Council (SAC) and its sub-committee, our Parents' Association (PA). Due to the many COVID-19 restrictions and density requirements throughout 2020, our parents' involvement was limited to activities such as: classroom helpers, working bees, the second-hand uniform shop and our tuckshop.
- The new Mary Immaculate Playgroup began in our school hall and due to COVID restrictions, was only able to operate during Term 1.
- OSHClub operated our before and after school, 'Out of School Hours' program, in our school hall and senior playground area.

Principal's Report

Being flexible and adapting to change, prioritising, innovating and being creative, maintaining connection and community, building resilience, expressing gratitude, remaining hopeful and optimistic, looking out for the wellbeing of self and others, working together, supporting each other, problem-solving.....are just some of the words and phrases that sum up the year that was. Despite rapidly changing and uncertain times, the Mary Immaculate Primary School community successfully navigated its way through a very challenging school year, ensuring that everyone remained safe and well, and our students' learning continued to progress. Due to the focus on the wellbeing of the community and the ever-changing landscape due to COVID-19, our School Improvement Plan was extended to include the 2020 school year.

From beginning the school year and welcoming all of our students and families onsite, we had to adjust our ways of operating only a couple of months later, and quickly transition to remote learning. Such a transition from learning in the classroom to doing so remotely, was a massive and challenging change for teachers, students and parents. And whilst it wasn't always easy or straight forward, at all times, the unwavering commitment of our school community focused on our students' best interests. The remote learning period enabled a number of necessary refurbishment and maintenance works to occur in various parts of the school including: extensive external paintwork, playground upgrades, spouting replacements, new external blinds installed, and the redevelopment of our waste and recycling station.

'Google Classroom' and 'Meet' quickly became part of our vernacular, as we used these applications to support our students' learning and maintain as much connection as possible between home and school. With continued support from their teachers and parents, our students adjusted to a significantly different way of learning as they navigated their way through a variety of online learning experiences. Our teachers and students further developed their skills in the effective use of technology — skills that will continue to be utilised into the future.

Whilst our preference is to always have our students learning face-to-face at school, we had alternative means of communication and an effective virtual platform for learning for all students. The success of our remote learning period was due to many factors. Our teachers and education support staff continued to 'go above and beyond' including planning, monitoring and teaching the curriculum online, catering for diverse student needs, supervising and supporting any students who were onsite, ensuring equitable access to devices and resources, and communicating and enforcing clear cyber safe standards. We worked in partnership with our parents, so that they were supported to support their children to learn remotely. And our students, who continued to 'dig deep' and try their very best, through very strange and difficult times.

One of our annual school events was presented virtually during the remote learning period, with our participation in National Science Week being delivered through a fabulous MIPS Science Week Google site, which contained experiments for students to conduct, as well as many other engaging and educational activities and information. Due to strict gathering limits in Term 4, our biennial Visual Arts Showcase was also presented virtually through an online gallery of our students' artworks. Our digital Visual Arts Showcase was absolutely fantastic, with over 300 examples of unique, original and creative student artworks on display.

Term 4 back saw us very relieved and excited to be able to return onsite, and our students back to learning together, with their teachers and their classmates. Once our students were settled back at school, every effort was made to 'make up for lost ground' and have our students experience as many of our postponed events and celebrations as possible. Even though some of the events were in a modified form, largely due to ongoing COVID restrictions and density limits, they were very successful and included: the Sacraments of Reconciliation and Confirmation, House Tabloid Sports Day, Year 3 and Year 4 Camp Afternoon, Year 5 and Year 6 Camp Afternoon, Prep Afternoon Tea, Year 1 Breakfast, Year 2 Breakfast and Afternoon Tea, Italian Day and our the Mission Fair. In addition, our usual end-of-year celebrations; the Year 6 Fun Day, Christmas Activity Day and our 'leaving students run-through', were able to occur, but unfortunately, we were not able to hold our annual Carols Night.

One of the highlights at the end of Term 4 was our Year 6 Graduation Dinner and Ceremony, which was held in our school hall rather than at the Heidelberg Golf Club. For the first time in our school's history, the Graduation Ceremony was recorded and streamed live so that all members of our school community could view this important event. Our Year 6 students presented their very well-written graduation speeches with maturity and confidence, and they were a credit to their school and their families.

2020 was an historic year for all Catholic primary schools in Melbourne, not just because of the educational and health and safety impacts of COVID-19, but also because it was the last year that Parish Priests were responsible for the governance of the parish schools. I would like to acknowledge and sincerely thank Fr Bill for his support and for the many wonderful contributions that he and his predecessors, have made to our school. Fr Bill will continue to be a very important part of our school community, albeit in a different capacity from 2021 onwards.

Veronica Antrim
Principal

Education in Faith

Goals & Intended Outcomes

- To strengthen the Catholic Identity of our community and to enact faith in and beyond the classroom
- That the practise of our Catholic faith and traditions is valued as central to our Catholic Identity
- That our Catholic faith identity is reflected in respectful actions and interactions of our community
- That contemporary pedagogy will support student engagement in Religious Education

Achievements

- Strong and committed leadership from our Religious Education Leader (REL) working in collaboration with the REL from the other Mary Mother of the Church Catholic Parish Ivanhoe school (St Bernadette's) and the Parish Liturgy Team.
- Our School Vision remains clearly visible in all learning spaces and is referred to regularly as it forms the basis of all we do.
- Our three School Values continue to underpin classroom behaviour expectations, are linked to our Religious Education program, and are regularly referred to in the Student of the Week Awards, at school assemblies and through the school newsletter.
- With the full support of our Parish Priest, our Religious Education provision was further enhanced by the introduction of the Religious Education Guidelines (Catholic Education Office Melbourne, 1995). The concepts, pedagogy and units of work contained in the Guidelines, fully support and enhance the strands, content areas and achievement standards of the Religious Education Curriculum Framework, and the vision contained in the Religious Dimension of the Catholic School foundational statement of the 'Horizons of Hope'.
- Our Religious Education program was successfully implemented both onsite and when online, during the remote learning periods. Our teachers planned and delivered engaging and relevant RE lessons, prayer experiences and Christian meditation sessions via Google Classroom and Meet, which supported our students' ongoing knowledge acquisition and faith development.
- The school community demonstrated a strong commitment to both local and global social justice issues, and our call to respond compassionately within our Catholic context - our Student Representative Council (SRC) continued to work closely with our Religious Education Leader, Student Wellbeing Leader and Principal.
- Mary Immaculate School continued to respond to its call to service and held our annual Mission Fair. The Year 5 and Year 6 students and their teachers, planned and ran our Fair, and to support a nearby community devastated by recent bush fires, raised a significant amount of money (approx. \$1500) for the Kinglake West CFA.

VALUE ADDED

- The Year 6 students celebrated the Sacrament of Confirmation.
- The Year 3 students celebrated the Sacrament of Reconciliation.
- Fr Bill led Google Meets for the Rite of Enrolment for both First Communion and Confirmation.
- Year 6 student Liturgy Leaders led the school community in prayer at the conclusion of weekly assemblies — both onsite and remotely.
- Students continued to be rostered to lead daily classroom prayer and meditation — both onsite and remotely.
- The Year 6 Liturgy Leaders were invited to video themselves reading the Prayers of the Faithful, for the online Sunday Parish Masses.
- Emphasis on our Student of the Week Awards continued to reflect our three School Values: 'I am a learner', 'I am a friend' and 'I am respectful'.
- Celebrations of significant school events were held, such as Remembrance Day and our school Feast Day.
- The staffs from Mary Immaculate School and St Bernadette's celebrated the successful end to the school year with a combined staff Mass.

Learning & Teaching

Goals & Intended Outcomes

- To embed a culture of thinking to inspire, challenge and engage learners in the contemporary world
- That learners develop dispositions that enable them to be deep, expansive and innovative thinkers and learners in and beyond the classroom
- That English outcomes will improve
- That Mathematics outcomes will improve

Achievements

- Classroom and specialist teachers very successfully transitioned between onsite and remote learning throughout the year, as required.
- Diverse student learning needs were catered for, providing all of our students with relevant, engaging and differentiated learning experiences — both onsite and remotely.
- Google Classroom was introduced in all year levels as the platform for online learning - used during the remote learning periods and when back onsite.
- Students were able to 'hand-in' their completed learning activities through Classroom, for teacher feedback and assessment.
- Learning Packs containing student workbooks and relevant learning resources, were sent home periodically to support our students' learning when learning remotely.
- Through the Passion Project Program, all students from Prep to Year 6 were supported to research and present their findings on topics of personal interest.
- Google Meet was introduced in all year levels as a way to communicate 'face-to-face' with students and their parents during the remote learning period. Meet was also used for Parent/Teacher Conferences, PSG/ILP Meetings, PLTs and staff meetings.
- Google Meets were provided for students who required extra learning support by the LSOs and the Learning and Teaching Leader.
- The school's Assessment Schedule was reviewed and refined to ensure relevant individual and collective student data was collected, recorded and analysed.
- Continued with targeted PLT meetings in Mathematics lead by our Mathematics Leader.
- Continued with targeted PLT meetings in English lead by our Literacy Leader.
- Many students across the middle and senior year levels participated in the G.A.T.E. Ways programs, as they provide challenging and innovative sessions that support and extend our learners who are operating above the expected level in one or more learning areas.
- 'Student of the Week' awards continue to focus on and acknowledge students demonstrating a Growth Mindset, the Habits of Mind and our School Values.
- Our participation in National Science Week was through a school-based Google Site designed by our Science specialist teacher. The website contained experiments, activities

and information aimed to further develop our students' Science knowledge and skills, whilst learning remotely.

- Due to COVIDSafe restrictions, our biennial Visual Arts Showcase was held as a virtual exhibition. Our Visual Arts Coordinator photographed and uploaded at least three pieces of artwork for each student, under the themes: Pastel, Pen, Pencil & Pattern; Works of Wonder & Celebration; and Creatures & Landscapes. Our Showcase highlighted our students' Visual Arts skills through their creative and unique artworks.
- Our Internet Policy and User Agreement were amended to reflect practices during the remote learning periods.
- The 'Semester 1 Student Report' and the 'Semester 2 Student Report' were amended to reflect the changes in curriculum delivery due to the remote learning periods.
- Whole school 'Italian Day' which was held in Term 4, showcased aspects of the Italian language and culture through, singing, rotational activities, a visiting comedy show and gourmet treats of pizza and gelati.
- Christmas was celebrated with an activity day, where the students participated in a range of art/craft activities about this religious and festive season.
- Successful applications for School Sporting Grants by our Sport Coordinator, enabled all P-6 students to participate in volleyball skills sessions and enabled the purchase of some much-needed sport and Phys. Ed. equipment.

STUDENT LEARNING OUTCOMES

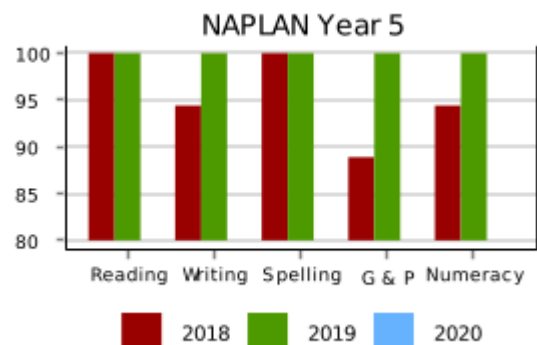
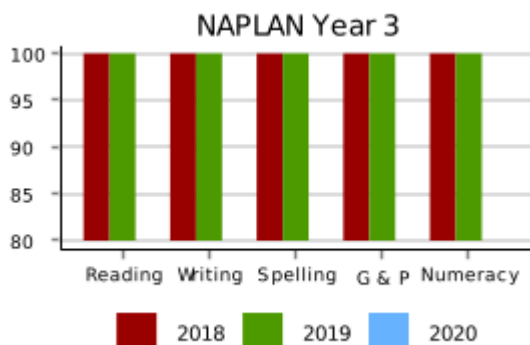
- The school's Assessment Schedule was implemented for the beginning and end of year assessment periods.
- Our Assessment Schedule includes: PAT M and PAT R; South Australian Spelling, Peters Dictation, running records - text level, Record of Oral Language and other elements of the Observation Survey, Westwood Basic Number Facts, SINE Number, Burt Word, writing sample analysis using the NAPLAN Writing Guide.
- Individual and collective student data, collected via the Assessment Schedule, continued to be recorded on the Class Data Sheets, which enabled student progress to be tracked, as well as informing learning and teaching programs and targeted intervention.
- Pre- and post- assessments continued for all Mathematics units of work.
- The Prep and Year 1 teachers administered Early Number and Algebra tests as part of their involvement in the Early Number and Algebra PL series.
- Teachers continued with their ongoing monitoring and assessment of student performance through learning and assessment tasks in all curriculum areas. Individual and collective student progress continued to be analysed at level planning meetings and PLTs.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	100.0	0.0		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	100.0	100.0	0.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	88.9	100.0	11.1		
YR 05 Numeracy	94.4	100.0	5.6		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	100.0	100.0	0.0		
YR 05 Writing	94.4	100.0	5.6		

* 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

- To develop and enhance social skills and personal dispositions so that all students thrive
- That all students have a sense of wellbeing and that they feel safe and valued
- That students develop resilience through a positive outlook
- That our Catholic faith is reflected in respectful actions and interactions of our community

Achievements

- Students articulate and demonstrate our School Values in their daily interactions and in their orientations to learning.
- A strong partnership exists between Mary Immaculate and the Ivanhoe Parish that provides students with support for their spiritual development and expression of their Catholic identity.
- Our data collection and reporting processes support the identification of students with additional needs, and in turn, formalise the planning of explicit differentiated adjustments for their learning.
- Trust and confidence is expressed by parents and students in their committed and caring teachers and leaders.
- The school's leadership team and staff are committed to driving teaching approaches for the development of positive learning dispositions.
- 'The Resilience Project' social and emotional development program continued throughout the year, both when onsite and also through 'The Resilience Project @ Home' during the remote learning periods - enabling the ongoing social and emotional learning and support for our students. This was of particular importance in 2020, due to the challenges presented by COVID-19.
- The 'Rights, Responsibilities and Respectful Relationships Program' continued to be used to supplement The Resilience Project.
- Continued promotion of student voice through strategies, such as: providing opportunities for student feedback; regular Social Circles P-6; the SRC; and the Principal's 'open door' policy.
- Ongoing approaches and strategies embedded in practice include: Circle Time, the Habits of Mind, Restorative Practices, Growth Mindset and regular, documented Social and Emotional Learning sessions for all students in P-6.
- Counselling from experienced and qualified psychologist, Marisa Abate, from Counselling Victoria, offered at no cost to families to support our students' wellbeing.
- 'Student Conversations' remained a standing item at staff meetings as a forum for confidential discussion regarding any students of concern.
- All students' social and emotional wellbeing was a major focus throughout 2020, particularly during the periods of remote learning and when they were returning to onsite learning.

VALUE ADDED

- Hosted a Cybersafety Parent Information Night and invited the St Bernadette's School community to attend.
- During the remote learning periods, class and specialist teachers held regular small group and whole class P-6 Google Meets. These Meets aimed to support student-to-student and teacher-to-student contact, and provided opportunities for wellbeing check-ins. Class teacher also emailed parents weekly, to check in about their child/ren and how they were managing being offsite and if there was anything the school could do to be of support.
- Our Year 6 Student Leaders continued to lead our weekly assemblies - both onsite and those held online.
- The Student Representative Council (SRC) continued with our student representatives and Student Wellbeing Leader meeting regularly to plan for social justice initiatives and to provide an opportunity for increased student voice.
- High level of social justice activities and initiatives which included: Caritas — Project Compassion, Mission Fair - Kinglake West CFA.
- Our three School Values continue to underpin school-wide behaviour expectations.
- Our School Wide Positive Behaviour matrix continued to be reviewed, refined, referred to in classrooms and student voice was sought.
- Maintained whole school Christian Meditation for at least three sessions a week — onsite and online.
- Student of the Week Awards continued to focus on and acknowledge students demonstrating Growth Mindset, Habits of Mind and our School Values.
- Through the Passion Project Program, all students from Prep to Year 6 were supported to research and present their findings on topics of personal interest.
- Reviewed and revised our Child Safe Policy in consultation with all staff and the school community was informed.
- Staff were given targeted professional learning on the PROTECT documents.
- All staff completed the Mandatory Reporting online modules.
- Child Safe continues to be a standing item on our weekly staff and leadership team meeting agendas.
- Learning Support Officers continued to support students identified with additional learning needs - both onsite and remotely. Their timetable was reviewed regularly to provide targeted support.
- Personalised Learning Plans - educational and behavioural — devised for students requiring additional support, together with regular Parent Support Group meetings.
- Learning Support Officers continued to be rostered on for recess and lunch play yard duties, to support students with additional learning needs.
- Intervention programs and support for students identified as 'at risk' continued, including literacy and numeracy support.

- Continued to offer G.A.T.E. Ways which provides challenging and innovative sessions that support and extend our learners who are operating above the expected level in one or more learning areas.
- The following extra curricula activities were provided for students during lunchtimes when onsite; Chess Club (and remotely), Kelly Sports, Library, MIPS Green Rangers and Garden Club.
- Our Prep Orientation Program continued to ensure that our new Prep students experienced a positive transition from kindergarten to school.
- Our successful Prep/Year 6 Buddy Program continued.
- Wellbeing Leader provided professional learning/reading to staff.
- School re-subscribed to Michael Gross', 'Parenting Ideas' online platform which provides child development and parenting advice. Articles from 'Parenting Ideas' were regularly included in the school newsletter to support our parents to support their child's wellbeing.

STUDENT SATISFACTION

Our students had many opportunities throughout the year to voice their opinions and ideas, including during our provision of remote learning. Feedback from students strongly indicated that they felt supported when learning remotely due to teachers regularly making contact and 'checking-in' through Meets, emails and phone calls (via parents). The students also indicated that whilst the online platforms for learning took some time to get used to, they quickly adapted and engaged in the variety of online learning tasks and that they could ask their teachers questions and get clarification if needed. Our students expressed that they enjoyed the variety of ways the remote learning tasks were presented, including our online participation in National Science Week and our virtual Visual Arts Showcase.

Our students returned to onsite learning, excited and a little nervous after the extended lockdowns. Teachers communicated to students that these feelings are to be expected and on their return, gently eased students back into academic learning as there was a focus on re-establishing relationships and getting used to learning together again onsite. During Term 4, we held a number of fun events and celebrations that were postponed earlier in the year due to COVID restrictions and COVIDSafe Guidelines. Feedback from our students was overwhelmingly positive as they were able to have fun and participate together in various school-wide activities. Feedback from parents about their child's wellbeing, was similarly positive, and they appreciated how much time and effort all staff put in to support their children's learning and wellbeing.

STUDENT ATTENDANCE

In line with our Attendance Policy, all student attendance is monitored twice daily and absences are recorded in the NForma program - NRoll. Each classroom teacher has their own login and password to access Nforma. All absences are recorded and notes from parents and caregivers must be kept and submitted for archiving at the end of the year. Teachers, including specialist teachers, will record absences from school or class.

Any unexplained absences are to be reported to the Office Manager by 9:15am, who will telephone parents on the morning of absence. Parents are required to send a note/email/FlexiBuzz/Skoobag notification to the class teacher explaining the reason for the child's absence. The Principal and parents will be notified by teachers regarding unsatisfactory or irregular student attendance. Attendance is recorded on the students' reports twice a year.

During the remote learning periods due to COVID-19, class and specialist teachers monitored student attendance through their activity on Google Classroom and Google Meets. Teachers rang and/or emailed parents if their child was not active on the online platforms. Student attendance was also monitored for those attending onsite.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.0%
Y02	97.2%
Y03	96.3%
Y04	96.3%
Y05	96.8%
Y06	97.4%
Overall average attendance	96.5%

Child Safe Standards

Goals & Intended Outcomes

Mary Immaculate Primary School continues to hold the care, safety and wellbeing of our students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the Gospel. Mary Immaculate Primary School acknowledges that creating and maintaining a Child Safe environment, is a proactive and dynamic process that involves active participation and a shared responsibility from all within the school community.

Throughout 2020, our school has sought to further embed its Child Safe strategies through the ongoing review and implementation of policies and procedures. Ongoing Professional learning has continued for all staff members to ensure that we meet our obligations regarding the protection and reporting of allegations, or disclosures of abuse.

Achievements

Embedding of policies and commitments into every day practice:

- Child Safety Standards remain a regular agenda item at staff and leadership team meetings where the effectiveness of the school's Child Safety strategies and risk management processes, are monitored and reviewed.
- Staff participated 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.
- The school's Leadership Team form the Child Safe Team and regularly review and disseminate information regarding school policies and procedures, and staff legal obligations, including the 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' document.
- Our 'Child Safe Risk Register' was reviewed and updated.
- 'Mary Immaculate School is a Child Safe School' poster continued to be on display in prominent areas of the school.
- Child Safe practices align with our three School Values and our Vision Statement.
- All Google Meets with students were conducted as small groups or whole class. Individual Meets with students did not occur unless a parent was present. Parents were informed that all Google Meets were recorded for wellbeing and safety purposes.
- The school takes account of and makes reasonable efforts to accommodate the diversity of all children in implementing the Child Safe Standards.

Professional learning of teachers, non-teaching staff and volunteers:

- All teaching and non-teaching staff members participated in annual Child Safe Standards 'refresher training' and are required to read and sign the school's 'Child Safety Code of Conduct' annually.

- Volunteers and contractors are provided with regular reminders and briefings on acceptable behaviours and are required to read and sign the school's 'Child Safe Code of Conduct' when they enter the school site for the first time.
- Staff members have completed the Victorian Department of Education and Training's on-line Mandatory Reporting modules. A register is maintained by the Office Manager of staff completion of the modules.
- Staff members are briefed annually on the 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' document.

The participation & empowerment of students:

Providing our students with a 'voice' is critical in ensuring their well-being and safety. Education about healthy and respectful relationships and the development of resilience through their participation in the 'Rights, Responsibilities and Respectful Relationships' and 'The Resilience Project' programs, played a fundamental role in achieving this outcome. Also providing our students with regular 'Social Circle Time' ensured that there were many opportunities for our students to communicate what was working well and any areas that may require attention. Our Student Representative Council is another avenue for authentic student voice, for all students from Prep to Year 6. All students in Year 6 hold leadership positions and this enabled them to actively participate and lead the students, relevant to their roles, at school assemblies, events and celebrations, and school tours. Through the Passion Project Program, all students from Prep to Year 6 were supported to research and present their findings on topics of their choice.

Engagement with families and the community:

- Mary Immaculate Primary School continues to actively engage the school community in all aspects of Child Safety to further disseminate the requirements of the Child Safe Standards, the school's 'Code of Conduct' and its expectations of those who intend to participate in 'Child Connected Work'.
- The school's 'Child Safety Strategy' is communicated to all members of the school community at enrolment, and via the school newsletter, letters requiring volunteers and on our website.
- The Principal continues to be a member of the Parish Safeguarding Committee. Our school's Child Safe posters were adopted by the three parish churches.
- Procedures about our student Google Meets during the remote learning period were communicated to parents and students, and their feedback sought.
- Our school's Internet User Agreement was updated to reflect Remote Learning requirements and parents were asked to read through this updated agreement with their child/ren, sign and return a copy to the school.

Human Resource Practices

- We continued to implement robust human resource practices ensuring the suitability of any staff member, volunteer or contractor permitted to participate in 'Child Connected Works'.
- The 'Guidelines for the Employment of Staff in Catholic Schools' was used when recruiting a new staff member.

- The school implemented rigorous advertising and 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) - register kept; Working With Children Checks & National Criminal Record Checks - register maintained; and the screening of Casual Relief Teachers, contractors and volunteers.

Child Safety - Risk Management Practices

- Our Risk Register was monitored, reviewed and updated.
- The Principal conducted a Child Safety Risk Register Briefing with staff.
- 'Child Safe Issues' continued to be a standing item on all staff and leadership team meeting agendas.

Leadership & Management

Goals & Intended Outcomes

- To further embed a professional learning culture in and beyond the classroom
- That a culture of high expectations and best practice is further developed and embedded
- That clarity regarding the roles and expectations of all staff members will improve

Achievements

- The Leadership Team consisting of the Principal, Deputy Principal/Religious Education Leader, Learning and Teaching Leader/Literacy Leader, Mathematics Leader and Student Wellbeing Leader, met regularly — both onsite and remotely — to discuss operational items as well as to plan for future direction.
- The Leadership Team worked diligently to support all members of our school community throughout the challenging and uncertain times of COVID-19, ensuring that all members of the school community remained healthy and safe.
- The Leadership Team worked diligently to support all staff members and ensured that their wellbeing was prioritised throughout the challenging and uncertain times of COVID-19 through: regular check-ins; the supervision of students onsite being fair and equitable; Wellbeing Wednesdays; the support offered through AccessEAP was highlighted; and social Google Meets were regularly held for staff to maintain connection.
- The Leadership Team worked diligently with staff members to support our students throughout the challenging and uncertain times of COVID-19, particularly during the remote learning periods and when returning to school: our students' learning continued to progress — both onsite and remotely; our students' wellbeing was monitored and supported; Wellbeing Wednesdays were introduced; and COVIDSafe procedures and protocols were reviewed and implemented.
- To raise the profile of staff members who held other coordinating and leadership positions, staff meeting agenda items were added so that they had the opportunity to regularly disseminate information to all staff.
- AccessEAP resources and information sheets, are regularly emailed by the Principal to staff members, to support their wellbeing.
- The Leadership Team worked together to ensure that as many as possible events that were postponed during the remote learning periods, were held in Term 4. This was done to provide positive and engaging activities for our students to enjoy and to help build community during a very challenging year.
- Began the transition to the change in governance to MACS and the introduction to ICON, following all required guidelines and timelines.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

- Child Safe Standards and the Protect document
- Mathematics - Early Number and Algebra (CEM)
- Level 3 First Aid
- Mandatory Reporting eLearning Modules
- Disability Standards for Education
- Nationally Consistent Collection of Data
- Cybersafety
- ICT upskilling and the GSuite for Education - Google Classroom and Meet
- COVIDSafe Procedures and OH&S
- Zone and Regional Network Meetings
- Planning meetings, PLTs and Google Communities
- Graduate Teacher Effective Mentoring Program

Number of teachers who participated in PL in 2020	21
Average expenditure per teacher for PL	\$500

TEACHER SATISFACTION

Receiving positive feedback contributed to our staff feeling valued and appreciated:

- All staff members received many parent emails and phone calls, and had face-to-face discussions with parents, who acknowledged the time and effort that our staff, individually and collectively, had put into — supporting their child's wellbeing, keeping the community safe and healthy, and for providing engaging, varied and relevant learning experiences.
- Students' responses uploaded on Google Classroom and shared through Meets, were very positive regarding the various learning activities they experienced. Students also commented on the readily available support they could access if needed and how timely teacher feedback furthered their learning. The students' entries in their Learning Logs, reflected that they were engaged and supported, both onsite and when learning remotely.
- Staff commented that they received strong support and constructive feedback from the Leadership Team, contributing to their wellbeing and professional development.

Staff indicated that they were supported in their roles through:

- the trusting and supportive relationships between all staff members
- working with a partner teacher for planning
- sharing resources and ideas
- collegial conversations about challenges and successes

- professional dialogue about student growth and achievements - academically, socially, emotionally, spiritually
- the knowledgeable and generous technical support provided by our eLearning Leader
- targeted PLTs and ongoing informal support provided by learning and teaching leaders
- access to ongoing professional learning
- ongoing emotional support given to each other, both onsite and remotely, through unprecedented and challenging circumstances.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	92.7%
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ALL STAFF RETENTION RATE

Staff Retention Rate	82.6%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	7.7%
Graduate	15.4%
Graduate Certificate	0.0%
Bachelor Degree	53.8%
Advanced Diploma	53.8%
No Qualifications Listed	15.4%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	13.0
Teaching Staff (FTE)	8.7
Non-Teaching Staff (Headcount)	7.0
Non-Teaching Staff (FTE)	4.6
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

- Further develop Mary Immaculate School as a vibrant faith community that welcomes, supports and engages all families
- That all parents are more actively engaged in their children's learning
- That our Catholic faith is reflected in respectful actions and interactions within our community
- That Mary Immaculate School will have a visible presence in the community in order to maximise enrolments, promote positive community relationships and learning partnerships

Achievements

- Hosted a Cybersafety Parent Information Night and invited the St Bernadette's School community to attend.
- The school and wider community were kept informed about our COVID-19 procedures and protocols, including our COVIDSafe Plan.
- Our biennial Visual Arts Showcase was presented as a virtual exhibition to allow our students' artworks to be enjoyed and celebrated by all members of our school community and included on our school website.
- Our participation in National Science Week was through a school-based Google Site designed by our Science specialist teacher. The website contained experiments, activities and information aimed to further develop our students' Science knowledge and skills as they were learning remotely. The website also provided parents with opportunities to engage in their child's learning and to gain further insight into the curriculum and pedagogy of the Science learning area.
- One Open Day was able to be held, with show bags containing MIPS promotional items and enrolment information handed out to each visiting family.
- As internal school tours were not permitted due to COVID restrictions, following COVIDSafe Guidelines, the Principal met with prospective parents outside the school buildings and took them on external tours of the school.
- Student and parent testimonials included in enrolment packs and on the school website.
- The enrolment pack, including the Enrolment Form, continued to be reviewed and refined.
- The Principal and Deputy Principal visited all local kindergartens and childcare centres to continue to build mutually beneficial relationships, raise our school's profile in the local community, and provide each centre with Enrolment Packs and Open Day flyers.
- MIPS hosted the Gumnut Kindergarten and Childcare Centre's, 'School Readiness' program.
- Our Prep teacher visited the kindergartens of incoming Prep students.
- School website continued to be reviewed and updated.
- Link with Council and community grants: sporting grants, environment grants.
- Annual student-led Mission Fair, this year raising funds for the Kinglake West CFA.

- Investigated school apps and moved from 'FlexiBuzz' to 'Skoolbag', to improve our communication between home and school.
- Investigated OSHC providers and after calling for submissions, changed to 'TheirCare'.

PARENT SATISFACTION

Through many emails, phone calls and conversations, and via Parent/Teacher Conferences and PSG meetings, parents expressed their satisfaction with and their appreciation of:

- the time and effort that staff put into supporting their child's wellbeing, keeping the community safe and healthy, and for providing engaging, varied and relevant learning experiences throughout the year
- the successful transition between onsite and remote learning as required
- the regular and timely correspondence which clearly outlined the school's policies and expectations regarding COVIDSafe procedures
- their feedback about Google Classroom and our remote learning provision, being listened to and acted upon where appropriate
- the student learning packs that were sent home periodically during remote learning periods
- the social and emotional support given to their child throughout the year, particularly when they were returning to onsite learning
- opportunities for their child to meet 'face-to-face' with their classmates and teachers, via regular small group and whole class Google Meets during the remote learning periods
- teachers remaining accessible during the remote learning periods if parents had any questions or concerns
- timely teacher feedback which supported their child's learning
- the opportunities their child had to reflect on their learning through their Learning Logs, learning conversations and targeted questions, both when learning onsite and remotely
- the efforts made to conduct as many student and community events as possible in Term 4, within the COVIDSafe Guidelines — e.g. camp afternoons, House Sports, Year 6 Graduation and its live-streaming.

Future Directions

Future focus for Mary Immaculate School, is to develop and enact its new School Improvement Plan (2021 -2023) and Annual Action Plans which support our newly devised Strategic Intent: *To provide the conditions that enable the full flourishing of all students as they become successful lifelong learners, confident and creative individuals, and active and informed members of the community.*