



Mary Immaculate School Ivanhoe

2021 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 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

24/03/2022

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

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

(excellence, integrity, inclusiveness and 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. Mary Immaculate Church is currently undergoing reconstruction and refurbishment, and will be open for liturgical services sometime mid/late 2022.
- Our enrolment for 2021 was 106 students in the following six class level structures: Prep, Year 1, Year 2/3, Year 3/4, Year 5 and Year 6.
- Staffing in 2021 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 2021, both 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 long-running and very effective School Advisory Council (SAC) and its sub-committee, our Parents' Association (PA). Meetings for these groups occurred mostly as Zoom or Google Meets in 2021. Also, due to the many COVID-19 restrictions and density requirements throughout 2021, our parents' involvement was limited to activities such as: classroom helpers, working bees, the second-hand uniform shop and our tuckshop, when we were able to be onsite.

- The new Mary Immaculate Primary School Playgroup began in our school hall and due to COVID restrictions, was only able to operate during Term 1. From beginning with only four families, by the end of the year our MIPS Playgroup had fifty families registered.
- TheirCare was newly appointed to operate our before and after school, 'Out of School Hours' program, in our school hall and senior playground area.

Principal's Report

The Mary Immaculate Primary School community again successfully navigated its way through a very challenging year, ensuring that everyone remained safe and well, and that our students' learning continued to progress. 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 some of the words and phrases that describe how our school adapted to ongoing government requirements and changing learning conditions.

Transitioning throughout the year between learning in the classroom to doing so remotely, continued to present some challenges for teachers, students and parents, but we were able to successfully build on the processes and procedures that we had put in place in the previous school year. 'Google Classroom' and 'Meet' continued to be the online applications that we used to support our students when learning remotely, as well as to maintain as much connection as possible between home and school.

The success during the remote learning periods 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 continued to work in partnership with our parents so that they were enabled to support their children, particularly when they were learning remotely. Our students of course, continued to 'dig deep', try their very best and demonstrate a Growth Mindset through very challenging times. The unwavering commitment of our school community throughout the year as always, focused on our students' wellbeing and best interests.

Even though some school events were cancelled or went ahead in a modified form largely due to ongoing COVID restrictions and density limits, we were able to very successfully conduct and/or celebrate: a number of incursions and excursions; weekly school assemblies - led by our Year 6 student leaders; four Open Days; Welcome Picnic; the Sacraments of Reconciliation, First Communion and Confirmation; Global Multi-faith Climate Action Day; sporting events including netball clinics, soccer round-robin, swimming carnival, Hooptime basketball and Twilight Sports; Ride2School Day; Celebrations of Learning; Footy Day; Year 3 and Year 4 Camp Afternoon; Year 5 and Year 6 Camp to Forest Edge Camp, Prep Afternoon Tea; Year 1 Breakfast; Year 2 Breakfast and Afternoon Tea; Italian Day; and our 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 take place.

One of the highlights at the end of Term 4, was our Year 6 Graduation Dinner and Ceremony, held in our school hall rather than at the Heidelberg Golf Club. 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.

Another important aspect of the 2021 school year, was adapting to a new governance structure with Melbourne Archdiocese Catholic Schools (MACS) becoming the governor of all Catholic primary schools in Melbourne. As part of the change in the governance structure, a suite of system policies were written and the new online financial and staff/student records management system, ICON, was introduced in the majority of Catholic primary schools. Much time and effort

went into updating the required policies and completing the training that was required to facilitate the implementation of ICON - all those involved are to be commended for their efforts.

Throughout 2021, our whole school community demonstrated much goodwill and resilience in the face of ongoing challenges. Yet again, we truly lived our Vision of being, *a dynamic and caring community, committed to enacting our faith; inspiring, challenging and engaging lifelong learners.*

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 Mary Mother of the Church Catholic Parish Ivanhoe 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.
- 2021 RE Scope and Sequence was formulated.
- Parent and Child Sacramental nights were held via Google Meet.
- 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 mediation sessions via Google Classroom, which supported our students' ongoing knowledge acquisition and faith development.
- We supported our parish by participating in the Global Multi-Faith Action Day.
- 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, raising a significant amount of money (\$1300) for CatholicCare.

VALUE ADDED

- The Year 6 students celebrated the Sacrament of Confirmation.

- The Year 3 students celebrated the Sacrament of Reconciliation.
- The Year 3 and Year 4 students celebrated the Sacrament of First Communion.
- Parent and Child Sacramental nights were held via Google Meet.
- Our Year 6 Environment Leaders and Liturgy Leaders supported our parish by participating in the Global Multi-Faith Action Day.
- Year 6 student Liturgy Leaders lead 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.
- Emphasis on the Student of the Week Awards continued to become more reflective of 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 Alleluia Day, ANZAC Day, Remembrance Day and our school Feast Day.

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 during remote learning.
- Ongoing staff PL in ICT skills to ensure the delivery of engaging and relevant online learning experiences.
- Subscribed to a wider range of online educational websites to enhance student learning, both onsite and remotely.
- Google Classroom continued to be used in all year levels as the platform for online learning - used during the remote learning periods and when back onsite.
- When learning remotely, students were able to 'hand-in' their completed learning activities through Classroom, for teacher feedback and assessment.
- Google Meet was used again as a way to communicate 'face-to-face' with students and their parents during the remote learning periods. Meet was also used for Parent/Teacher Conferences, PSG/ILP Meetings, PLTs and staff meetings.
- 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 English lead by our Literacy Leader.
- Teaching and education support staff participated in MACS 'Intervention Framework' professional learning, led onsite by our Learning Diversity Team.
- The structure of our PLP documentation was reviewed and updated to include 'SMART' goals for students.
- Our junior teaching team, along with our Mathematics Leader, completed professional learning in MACS - Early Number and Algebra project.
- Provided tutoring and targeted intervention for students at risk, both on-site and online during the remote learning periods.
- Developed 2021 Religious Education scope and sequence.

- Commenced preparation for NAPLAN Online and participated in School Readiness Testing.
- 'Student of the Week' awards continued to focus on and acknowledge students demonstrating a Growth Mindset, the Habits of Mind and our School Values.
- Our Internet Policy and User Agreement were reviewed to reflect practices during the remote learning period.
- The Semester 2 Student Report was amended to reflect the changes in curriculum delivery due to the remote learning period.
- Students completed 'Passion Projects' when learning remotely on an area of personal interest. These projects were guided by their teachers and students presented their learning to their peers upon return to on-site learning.
- A range of excursions was provided to support all students' learning.
- Online incursions, including Melbourne Zoo sessions, were provided to the students across all year levels during remote learning periods.
- Camp program continued including the Prep afternoon tea, Year 1 breakfast, Year 2 breakfast and afternoon tea, Year 3/4 afternoon activities camp onsite, and Year 5 and Year 6 attended a one night camp at Forest Edge Camp.
- All P-6 students participated in National Simultaneous Storytime.
- Whole school 'Italian Day' which was held in Term 4, showcased aspects of the Italian language and culture including, rotational activities, and gourmet treats of pizza and gelati.
- Science Week was celebrated during the remote learning period with a range of online learning activities.
- Book Week was celebrated remotely with an online performance for the students to view, and a range of learning activities showcasing the shortlisted Children's Book Council of Australia, 'Books of the Year'.
- Christmas was celebrated with an activity day where the students participated in a range of art/craft activities about this religious and festive season.
- A successful application for School Sporting Grants by our sport Coordinator, enabled us to purchase 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.
- NAPLAN was conducted on-site in May as required.
- Our Assessment Schedule includes: PAT M and PAT R; South Australian Spelling, running records - text level, Record of Oral Language, Westwood Basic Number Facts, SINE Number, Concepts About Print, writing sample analysis using the NAPLAN Writing Guide.

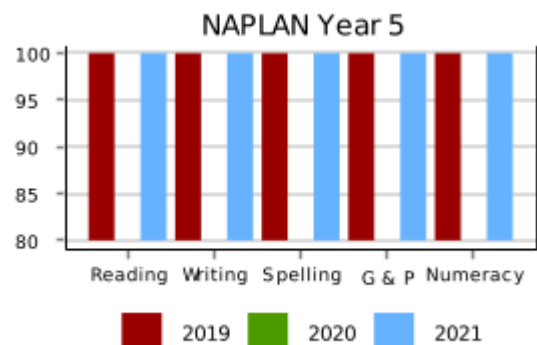
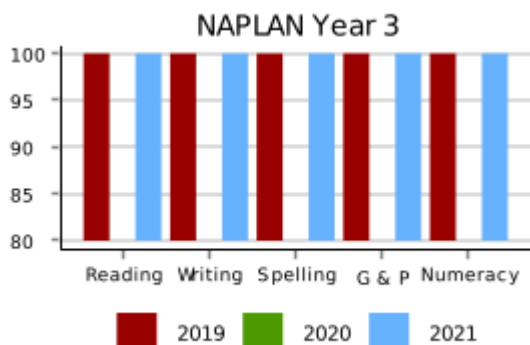
- Individual and collective student data, collected via the Assessment Schedule, continued to be recorded on the Class Data Sheets, which enabled student progress to be tracked, as well as informing learning and teaching programs and targeted intervention.
- Pre- and post- assessments continued for all Mathematics units of work.
- The Prep and Year 1 teachers administered the Early Number and Algebra assessment 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 assessment tasks in all learning 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	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	100.0	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	100.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	100.0	-	-	100.0	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	100.0	-	-	100.0	-
YR 05 Writing	100.0	-	-	100.0	-

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



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 three School Values in their daily interactions, and in their orientations to learning.
- A strong partnership exists between Mary Immaculate School 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' diverse learning 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 2021, due to the challenges presented with 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, regular Social Circles P-6, SRC, 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.
- Both our class and playground 'Behaviour Support' books contain few entries about students not following our three School Values.

VALUE ADDED

- During the remote learning periods, class and specialist teachers held regular small groups 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.
- A rock painting kit was given to each student during a remote learning period for them to have fun decorating the rocks with the well-being theme of 'Hope Rocks', which on their return to school, formed a fabulous, whole school art installation at the main entrance.
- Our Year 6 Student Leaders continued to lead our weekly assemblies - both onsite and those held online.
- Student Representative Council continued with our student representatives and 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 - CatholicCare and the St Vincent De Paul Christmas Hampers.
- Our three School Values continue to underpin school-wide behaviour expectations.
- 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 remotely.
- Student of the Week Awards continued to focus on and acknowledge students demonstrating Growth Mindset, Habits of Mind and our School Values.
- 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 continue to support students identified with diverse learning needs - both onsite and remotely. Their timetable was reviewed regularly to prioritise the most targeted support.
- Personalised Learning Plans - educational and behavioural - devised for students requiring additional support, together with regular Parent Support Group meetings.
- Learning Support Officers continue to be rostered on for recess and lunch play yard duties, to support students with diverse learning needs.
- Intervention programs and support for students identified as 'at risk' continued, including literacy and numeracy support.

- 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 did not participate in the MACSSIS in 2021. Feedback from our students indicates that they felt supported in their learning, both when on-site and when learning remotely. Our Year 6 students' graduation speeches delivered to their parents, classmates and staff at the end of the year, included many comments about them feeling known, valued, safe and respected. Prospective parents who participated in school tours led by our Year 6 students, were unanimous in their positive feedback about how confidently and competently the students spoke about our three School Values, their learning, leadership roles, specialist classes, buddy program, excursions/camps/incursions, social justice initiatives, caring staff and the wide range of opportunities offered at their school. Our teachers received much positive feedback from our parents regarding how engaged, supported and appropriately challenged their children were throughout the year, both when on-site and during the periods of remote learning - our parents expressed their gratitude and appreciation for the efforts of our staff.

STUDENT ATTENDANCE

In line with our Attendance Policy, all student attendance is monitored twice daily and absences are recorded 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/SkoolBag 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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	96.6%
Y02	95.8%
Y03	97.4%
Y04	94.7%
Y05	95.9%
Y06	94.3%
Overall average attendance	95.8%

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 2021, our school sought to further embed its Child Safe strategies through the ongoing review and implementation of policies and procedures. Ongoing Professional learning 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 Policy was reviewed and updated in line with MACS governance requirements.
- Our 'Child Safe Risk Register' was reviewed and updated.
- 'Mary Immaculate School is a Child Safe School' posters 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 well-being and safety purposes.
- The school takes account of and makes reasonable efforts to accommodate the diversity of all students in implementing the Child Safe Standards.
- Our Internet User Policy and Agreement was reviewed and updated to ensure the safety of our students accessing the internet.
- We initiated a Remote Learning User Agreement and Policy to ensure the safety of our students when learning remotely.

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

- All teaching and non-teaching staff members participate in annual Child Safe Standards 'refresher training' and are required to read and sign the school's 'Child Safety Code of Conduct' annually.
- Volunteers are provided with regular 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.
- 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, both face-to-face and online, 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.

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 continue to be adopted by the three parish churches.
- Procedures about our student Google Meets during the remote learning periods were communicated to parents and students, and their feedback sought.
- One of the parent roles on our School Advisory Council is the Family Engagement Officer.

Human Resource Practices

- We continued to implement robust human resource practices ensuring the suitability of any staff member or volunteer 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 meetings.
- Throughout remote learning and returns to on-site learning, for any excursion or incursion, we ensured students were safe through our risk management practices such as student-staff ratios, appropriate checks on all presenters etc.

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/Learning Diversity Leader, met regularly to discuss and complete operational items as well as to plan for future direction.
- The Leadership Team worked diligently to support all staff members and students throughout the challenging and uncertain times of COVID-19 lockdowns etc., ensuring that: staff wellbeing was prioritised; our students' learning continued to progress - both onsite and remotely; our students' wellbeing was prioritised, monitored and supported; the supervision of students onsite was fair and equitable for staff; and COVIDSafe procedures and protocols were in place and implemented.
- 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 events as possible 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 another very challenging year.
- Continued and completed the transition to MACS governance requirements, following all guidelines and timelines including updating all required policies.
- Managed COVIDSafe requirements as directed.
- Successfully applied for a \$25,000 shade sail grant.
- Successfully applied for a number of Sporting Schools grants and Sustainability and Environment grants.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

- Child Safe Standards and the PROTECT documents
- First Aid - CPR, Asthma, Anaphylaxis, Epilepsy annual training
- Mathematics - Early Number and Algebra program - Mathematics Leader and junior school teachers
- Intervention Framework

- Mandatory Reporting eLearning Modules
- Nationally Consistent Collection of Data
- Ongoing staff PL in cybersafety and ICT skills to ensure the delivery of engaging and relevant online learning experiences
- Information Sharing Child and Family Violence
- Look Out Designated Teacher Training
- ICON Training - Principal, Deputy Principal, Office Manager
- COVIDSafe Procedures and OH&S
- Zone and Regional Network meetings
- Planning meetings, Maths PLTs, English PLTs, NAPLAN Data Analysis, and Google Classroom
- Graduate Teacher Effective Mentoring Program
- Dynamiq Emergency Management Training Online Modules

Number of teachers who participated in PL in 2021	21
Average expenditure per teacher for PL	\$400

TEACHER SATISFACTION

As indicated in the data drawn from the MACSIS staff survey:

- our results for 'All Staff' in all survey domains: Student Safety; School Climate; Staff-Leadership Relationships; Feedback; School Leadership; Staff Safety; Psychological Safety; Instructional Leadership; Professional Learning; Collaboration Around an Improvement strategy; Collaboration in Teams; Support for Teams; and Collective Efficacy, were again all above the 'MACS average (primary)'.

In addition, staff indicated that they were supported in their roles during the year through:

- the trusting and supportive relationships between all staff members
- planning in teams, both on-site and remotely
- sharing resources and ideas
- regular on-site and online conversations about challenges and successes
- professional dialogue about student growth and achievements - academically, socially, emotionally and spiritually
- the knowledgeable and generous technical support provided by our eLearning Leader
- targeted PLTs and ongoing informal support by leadership team members
- access to ongoing professional learning

- the ongoing emotional support given to each other, both on-site and remotely, through challenging times.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	95.9%
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ALL STAFF RETENTION RATE

Staff Retention Rate	90.9%
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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)	2.0
Teaching Staff (Headcount)	15.0
Teaching Staff (FTE)	9.4
Non-Teaching Staff (Headcount)	8.0
Non-Teaching Staff (FTE)	8.8
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

- Families were invited to participate in the MIPS Nature Photographic Challenge after viewing the Australian Geographic Nature Photo Competition finalists, by taking and sharing their favourite photo of their local natural environment.
- Families were invited to participate in the 'MIPS Detective Walk', following clues to find words strategically located in local parklands and Ivanhoe shops.
- Students were provided with a rock painting kit during remote learning and created a 'hope rock' with their families, which are on display at the school entrance for everyone to see.
- A new facilitator was appointed to our MIPS playgroup which continued to grow significantly in numbers, with many school and local families joining and attending, both onsite and online during lockdowns.
- Four Open Days were held and each prospective family was given a show bag containing MIPS promotional items and enrolment information.
- Student and parent testimonials were 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 building relationships and to raise our school's profile in the local community.
- MIPS hosted the Gumnut Kindergarten and Childcare Centre's 'School Readiness' sessions.
- Our Prep teacher liaised with 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 CatholicCare.

PARENT SATISFACTION

Our parents did not participate in the MACSIS Parent Survey in 2021. However, through many emails, phone calls and conversations, and via Parent/Teacher conferences and PSG and

School Advisory Council meetings, our parents expressed their satisfaction with and their appreciation of:

- the time and effort that staff put into supporting their child's well-being, keeping the community safe and healthy, and for providing engaging, varied and relevant learning experiences throughout the year
- the successful transitions between on-site and remote learning as required
- the regular and timely correspondence which clearly outlined the school's policies and expectations regarding COVIDSafe procedures
- that their feedback about Google Classroom and our remote learning provision was listened to and acted upon where appropriate
- the number of engaging student learning packs that were sent home periodically during the remote learning periods
- the social and emotional support given to their child throughout the year, particularly when they were returning to on-site learning after long periods of remote learning
- the opportunities for the students to meet 'face-to-face' with their classmates and teachers on Google Meets during the remote learning periods
- that teachers remaining accessible during the remote learning periods if parents had any questions or concerns
- the timely teacher feedback which supported their child's learning
- the efforts made to conduct as many student and community events as possible and inline with COVIDSafe guidelines, throughout the year, particularly in Term 4 - e.g. camps, athletics carnival, live-streaming the Year 6 Graduation.

Future Directions

Future direction for Mary Immaculate School is to continue to enact our School Vision and our 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*, through three priorities as documented in our Annual Action Plan 2022:

1. The Sacred Dignity of Every Person
2. A Positive Impact on Student Learning
3. Integrating Sustainability.