



Mary Immaculate School Ivanhoe

2022 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

20/03/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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.

- MIPS is one of two Catholic primary schools that are part of the Mary Mother of the Church Catholic Parish, Ivanhoe, and our Church is situated a block away from our school, on Upper Heidelberg Road. Mary Immaculate Church has undergone significant reconstruction and refurbishment, and will again be available for liturgical services, sometime in May 2023.
- Our enrolment for 2022 was 109 students in the following six class level structures: Prep, Year 1, Year 2, Year 3/4, Year 5 and Year 6.
- Staffing in 2022 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 Well-being Leader, eLearning Leader, Environment and Sustainability Leader, Sport Coordinator, Visual Arts Coordinator, FIRE Carrier Leader and Principal.
- Specialist classes for all year levels included: Italian, Performing Arts, Physical Education and Science. Class teachers have an additional specialist teaching role of either Digital Technologies, Library or Visual Arts, to ensure that all students experience broad and engaging learning.
- Aligned with our Vision Statement, our major goal throughout 2022 was to prioritise our students' well-being as they returned to onsite learning after the previous two years of lock-downs and remote learning, due to COVID-19. We also continued 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'.
- We continued as a 'Partnership School' with The Resilience Project in order to further support our students' well-being and resilience.
- 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.
- Mary Immaculate School continues to enact both our School Vision and our Strategic Intent, in order 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. These intentions are documented as the three priorities in our School Improvement Plan and in our Annual Action Plans:

1. The Sacred Dignity of Every Person
 2. A Positive Impact on Student Learning
 3. Integrating Sustainability.
- 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).
 - Our very successful Mary Immaculate Primary School Playgroup was able to operate onsite for the year, with over fifty families registered. Attendance for each Friday session was high and averaged between 25–30 children each week.
 - TheirCare operated our before and after school, 'Out of School Hours' program, in our school hall and senior playground area.

Principal's Report

2022 was a very special year for the Mary Immaculate Primary School community, as we celebrated a significant milestone in our school's history.....our 100th birthday! On the day of our birthday in March, our students enjoyed a day of party activities including cake decorating; party games; a photo-booth; a visit from the Bananas in Pyjamas, and much more. A wonderful day was had by all as we marked this very special occasion. Happy 100th birthday, MIPS - we can look forward to another 100 years of excellence in education!



We were also able to very successfully conduct and/or celebrate a number of events including: 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; sporting events including netball clinics, soccer round-robin, swimming carnival, Hootime basketball and Twilight Sports; Ride2School Day; termly Celebrations of Learning; Footy Day; Year 3 and Year 4 Camp to Lady Northcote, Bacchus Marsh; Year 5 and Year 6 Camp to CYC Phillip Island Camp; Prep Afternoon Tea; Year 1 Breakfast; Year 2 Breakfast and Afternoon Tea; Italian Day; our Mission Fair; Ivanhoe District sporting events; and eight Prep 2023 orientation sessions. 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.

Our sustainability garden was given a significant facelift due to the work of our Environment and Sustainability Coordinator who secured a grant through the Banyule Council and CERES.

One of the highlights at the end of Term 4, was our Year 6 Graduation Dinner and Ceremony, held at the Heidelberg Golf Club. At the Graduation Ceremony, our Year 6 students presented their very well-written graduation speeches which included their highlights of their time at MIPS. Without exception, each student mentioned the number of opportunities they were offered being part of a small school, that they will miss being known for who they are, and their sense of belonging to such a friendly and welcoming community. Each Year 6 student presented their speech with maturity and confidence, and they were a credit to their school and their families.

Throughout 2022, our whole school community demonstrated much goodwill and resilience in the face of continuing challenges due to the pandemic. 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.*

Catholic Identity and Mission

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) who worked 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 remained clearly visible in all learning spaces and was referred to regularly as it continued to form the basis of all we do
- Our three School Values are linked to our Religious Education program and continued to underpin classroom behaviour expectations, and were regularly referred to in the Student of the Week Awards, at school assemblies and through the school newsletters
- Ash Wednesday Mass in the Hall for students in Years 1-6
- 2022 RE Scope and Sequence was formulated
- Parent and Child Sacramental nights were held via Google Meet
- Our Religious Education program continued to be successfully implemented with our teachers planning and delivering engaging and relevant RE lessons, prayer experiences and Christian meditation sessions, which supported our students' ongoing knowledge acquisition and faith development
- Year 6 students participated in a Confirmation retreat day, which included a guided tour of St Patrick's Cathedral, led by Fr Bill, a visit to the Mary Glowrey Museum at the Australian Catholic University and the celebration of Mass together in the ACU chapel
- 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, with the Year 5 and Year 6 students and their teachers planning and running our Fair, raising a significant amount of money (\$1058) for the organisation, SecondBite

- The school community was kept abreast of the progress of the redevelopment of the Mary Immaculate Church and Parish Centre.

VALUE ADDED

- The Year 6 students celebrated the Sacrament of Confirmation
- The Year 3 students celebrated both the Sacrament of Reconciliation and the Sacrament of First Communion
- Parent and Child Sacramental nights were held via Google Meet, which enabled more parents to attend
- 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 led the school community in prayer at the conclusion of weekly assemblies and their prayer was also included in the weekly school newsletter
- Students continued to be rostered to led daily classroom prayer and meditation
- 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 our 100th birthday, Alleluia Day, ANZAC Day, Remembrance Day, Advent prayer services and our school Feast Day
- 2022 MACSSIS Student Data indicates 66% of students are positive about the Catholic Identity in our school - this data sits higher than the MACS average for schools
- 2022 MACSSIS Staff Data indicates 88% of staff are positive about the Catholic Identity in our school - this data sits considerably higher than the MACS average for schools
- 'Wonder of Living Family Enrichment Program' parent and parent/student sessions were held.

Learning and 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

- Diverse student learning needs were catered for, providing all of our students with relevant, engaging and differentiated learning experiences
- Subscribed to a wider range of online educational websites to enhance student learning
- The school's Assessment Schedule was reviewed and refined to ensure relevant individual and collective student data was collected, recorded and analysed, and student progress was tracked
- In line with our SIP/AAP, we began a Mathematics Partnership with MACS
- Developed and implemented a Mathematics Improvement Plan informed by the Maths Partnership Heatmap
- Implemented a new structure for facilitated planning in Mathematics
- Continued with targeted PLT meetings in Mathematics led by our Mathematics Leader and the Learning Consultant for Mathematics from the Eastern Region Office
- Continued with targeted PLT meetings English led by our Literacy Leader
- Provided tutoring and targeted intervention for students identified as 'at risk'
- '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
- A range of excursions and incursions were provided to support all students' learning
- Our 'Camp Program' continued including the Prep afternoon tea, Year 1 breakfast, Year 2 breakfast and afternoon tea, Year 3/4 one night camp to Lady Northcote, Bacchus Marsh, and Year 5 and Year 6 attended a two-night camp at CYC Phillip Island
- All P-6 students participated in National Simultaneous Story-time
- Whole school 'Italian Day' which was held in Term 2, showcased aspects of the Italian language and culture
- National Science Week was celebrated in Term 3 with a whole school activity day planned by Science teacher and facilitated in rotations by classroom teachers

- Whole school excursion to Edendale Farm during Science Week with a focus on sustainability aligned to our SIP and AAP
- A MIPS nature photo challenge saw students taking a photo of their favourite natural animal, plant or phenomenon and the photos are displayed on our library windows
- Book Week was celebrated in Term 3 with 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 Co-ordinator, enabled us to provide an extension to our PE program by engaging additional termly sport-specific sessions for students from P-6
- Students further strengthened their relationship with the Darebin Parklands by undertaking an excursion to the Parklands to work with the ranger and conduct water quality testing, and the Ranger conducted an incursion about the Darebin Creek waterway and how they can help keep the waterways clean
- Year 3/4 worked with CERES to plan and create a wildlife-friendly garden in the playground
- Life Education program was engaged, with a facilitator conducting onsite engaging educational sessions with students around different aspects of health and personal safety
- Presenter and cybersafety expert, Susan McLean, was engaged to facilitate a cybersafety parent information night around safe use of the internet and how to protect their children at home
- 'The Resilience Project' social and emotional development program continued throughout the year, with weekly lessons and the development of GEM (gratitude, empathy and mindfulness) to complement our School Values
- The 'Rights, Responsibilities and Respectful Relationships Program' continued to be used to supplement The Resilience Project
- School closure - RE Spirituality PL with Father Bill Edebohls
- School closure - Maths PL with a Learning Consultant in Mathematics from MACS Eastern Region Office - focused on the proficiencies and cognitively demanding tasks
- A 'Celebration of Learning' was held each term, inviting parents into the learning spaces to view their child's learning and participate in a range of planned learning games and activities
- MIPS Reading Challenge - students were challenged to read more and encouraged to develop a love of reading and literature by challenging themselves to read a wider variety and number of texts
- Parent/Teacher Conferences were held at the beginning of Term 1 and at end of Term 2
- Student reports were sent home at the end of Term 2 and Term 4
- Term overview newsletters were sent out each term and updated on the school website

- Christmas carols were performed at separate junior and senior assemblies due to the Church being under redevelopment.

STUDENT LEARNING OUTCOMES

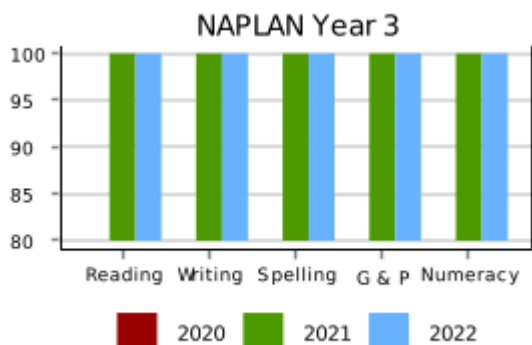
- The school's Assessment Schedule was reviewed and updated, and implemented for the beginning and end of year assessment periods
- NAPLAN was conducted on-site in May as required
- Our Assessment Schedule includes: PAT M and PAT R; South Australian Spelling, running records - text level, Record of Oral Language, Westwood Basic Number Facts, Early Number and Algebra, 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
- Due to a very small cohort of Year 3 students sitting NAPLAN in 2022 (less than 10 students) it was difficult to draw conclusions from and compare the data
- NAPLAN data in Year 5 revealed inconsistencies and variances in areas of student growth and areas for ongoing support
- All students in Year 3 and Year 5 reached the minimum standards (see attached graphic)
- Personalised Learning Plans continued to be developed for students identified as 'at risk', ensuring their ongoing progress
- 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, including NAPLAN data, continued to be analysed at level planning meetings, PLTs and staff meetings.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 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	-	100.0	-	100.0	0.0
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	100.0	-	100.0	0.0
YR 05 Writing	-	100.0	-	100.0	0.0

* 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

- Due to extensive periods of remote learning throughout 2021, there was a considered focus in 2022 on student wellbeing, as they returned to learning onsite
- Students articulated and demonstrated our three School Values in their daily interactions, and in their orientations to learning
- A strong partnership continued to exist between Mary Immaculate School and the Ivanhoe Parish that provided students with support for their spiritual development and expression of their Catholic identity
- Our data collection and reporting processes continued to support the identification of students' diverse learning needs, and in turn, formalised the planning of explicit differentiated adjustments for their learning
- Trust and confidence were expressed by parents and students in their committed and caring teachers and leaders
- The school's Leadership Team and staff were committed to driving teaching approaches for the development of positive social and learning dispositions
- 'The Resilience Project' social and emotional development program continued throughout the year, with weekly lessons and the development of GEM (gratitude, empathy and mindfulness) to complement our School Values
- 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 an experienced and qualified psychologist was 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

- Susan McLean was engaged to facilitate a cybersafety parent information night around safe use of the internet and how to protect children at home
- Both our class and playground 'Behaviour Support' books contained only a few entries about students requiring support to follow our three School Values.

VALUE ADDED

- Our Year 6 Student Leaders continued to lead our weekly assemblies
- Student Representative Council (SRC) continued with our student representatives who met regularly with the Wellbeing Leader 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 – SecondBite and the St Vincent De Paul Christmas Hampers
- Our three School Values continued to underpin school-wide behaviour expectations
- School Wide Positive Behaviour matrix continued to be reviewed, refined, and referred to in classrooms and student voice was sought
- Maintained whole school Christian Meditation for at least three sessions a week
- Student of the Week Awards continued to focus on and acknowledge students demonstrating a Growth Mindset, the Habits of Mind and our School Values
- Reviewed and revised our Child Safe Policy with all staff in line with Ministerial Order 1359 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 continued to be a standing item on our weekly staff and leadership team meeting agendas
- Child Safe became a standing item on SAC and PA meeting agendas
- Learning Support Officers continued to support students identified with diverse learning needs
- 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 diverse learning needs
- Intervention programs and support, including the tutoring program, continued for students identified as 'at risk'
- The following extra curricula activities were provided for students during lunchtimes; Chess Club, Kelly Sports, Lego Club, Library and Garden Club

- Our Prep Orientation Program of eight sessions, 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
- Continued to subscribe to the 'Parenting Ideas' online platform which provides child development and parenting advice - articles were regularly included in school newsletters.

STUDENT SATISFACTION

Feedback from our students indicates that they felt supported in their learning,

- In the MACSSIS domains of 'Rigorous Expectations', 'School Climate', 'Teacher-Student Relationships', 'School Belonging', 'Student Safety', 'Enabling Safety' and 'Student Voice', results were higher than the MACS average
- 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
- Similarly, the feedback indicated that parents were appreciative of the emphasis on student wellbeing after extensive periods of remote learning throughout 2021.

STUDENT ATTENDANCE

In line with our Attendance Policy, all student attendance was monitored twice daily and absences were recorded in the nForma program – nRoll. All absences were recorded and notes/emails/Skoolbag communications from parents and caregivers were kept and submitted for archiving at the end of the year. Teachers, including specialist teachers, recorded absences.

Any unexplained absences were reported by teachers to the Office Manager, by 9:15am. Our Office Manager telephoned parents on the morning of the unexplained absence to confirm the student's absence and reason. The student's emergency contacts were telephoned if the parents did not respond within an hour of the school ringing. Parents were

required to send a note/email/SkoolBag notification to the class teacher or Office Manager explaining the reason for their 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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	93.0%
Y02	89.2%
Y03	91.4%
Y04	89.1%
Y05	86.1%
Y06	88.2%
Overall average attendance	89.5%

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 2022, 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:

- The new 11 Child Safe Standards in line with Ministerial Order No. 1359, were fully implemented by July 1, 2022
- Child Safe Standards remained a regular agenda item at staff and leadership team meetings where the effectiveness of the school's Child Safety strategies and risk management processes were monitored and reviewed
- Child Safety remained a standing agenda item at all School Advisory Council (SAC) and Parents' Association (PA) meetings, where the effectiveness of the school's Child Safety strategies and risk management processes were discussed, monitored and reviewed
- Staff participated in regular briefings and presentations on the school's Child Safety strategies with a focus on classroom and student management, duty of care, and reporting requirements
- The school's Leadership Team continued to form the Child Safe Team and regularly reviewed and disseminated 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 compliance requirements
- Our 'Child Safe Risk Register' was reviewed and updated, to ensure any risks would be identified and management strategies implemented
- '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
- 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 when accessing the internet.

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 were required, as they are every year, to read and sign the school's, 'Child Safety Code of Conduct'
- All staff members participated in professional learning regarding the 11 Child Safe Standards, in line with Ministerial Order No. 1359
- All members of the School Advisory Council received appropriate guidance and training about the new 11 Child safe Standards, in line with Ministerial Order No. 1359 including: the individual and collective responsibilities for implementing Child Safe Standards and managing the risk of child abuse; child safe and well-being risks in the school environment; and the child safety policies, procedures and practices of the school and parish
- Volunteers were provided with regular briefings on acceptable behaviours and were required to read and sign the school's 'Child Safe Code of Conduct' when they entered the school site for the first time
- Staff members completed the annual 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 and the 'Four Critical Actions for Schools', at the beginning of the year staff meeting and these were included in our Staff Handbook.

The participation & empowerment of students

Providing our students with a 'voice' is critical in ensuring their well-being and safety, and we have developed a culture in which students can express their views, participate appropriately in decision-making, and raise any concerns. Education about healthy and respectful relationships, including when online, and the development of resilience through their participation in the 'Rights, Responsibilities and Respectful Relationships Program', 'The Resilience Project' and the 'Wonder of Living' for our senior students, 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 continued 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' was communicated to all members of the school community at enrolment, and via the school newsletter, letters requiring volunteers and on our website

- All parents were required to read and sign our 'Child Safe Code of Conduct 2022' at the beginning of the school year
- The members of our SAC and PA had opportunities to review, discuss and raise any concerns regarding Child Safe matters
- The Principal continued to be a member of the Parish Safeguarding Committee which met regularly throughout the year and our school's Child Safe posters continued to be adopted by the three parish churches
- All members of our School Advisory Council agreed that they have a shared responsibility for Family Engagement.

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 new staff members
- The school implemented rigorous advertising and screening processes that had a Child Safety focus and included: position advertisements; position descriptions; reference checks; proof of identity; history of work involving children; 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 at the beginning of the school year, in order to review our risk management strategies and amend if required
- 'Child Safe Issues' - continued to be a standing item on all staff and leadership team meetings, and was introduced at SAC and PA meetings
- 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

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/eLearning 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
- AccessEAP resources and information sheets were regularly emailed by the Principal to staff members, to support their well-being
- All staff received appropriate training in the new 11 Child Safe Standards, in line with Ministerial Order No. 1359, to ensure that all Standards were fully implemented by July 1, 2022
- Together with the Principal and Learning and Teaching Leader, the Mathematics Leader worked with the MACS Mathematics Team from the Eastern Region Office, and constructed a Mathematics Action Plan, participated in professional learning and planned and facilitated PLTs, as part of our involvement in the new Intensive Mathematics Partnership with MACS
- The Leadership Team worked together to ensure that as many events as possible that were postponed/cancelled in 2021 due to remote learning periods and COVID restrictions, were once again held throughout the year, providing positive and engaging activities for our students and families to enjoy, and to help build community during another very challenging year
- Managed the ongoing COVIDSafe requirements as directed, including air purifiers, rapid antigen tests (RATs), reporting cases to MACS and to the school community
- Successfully applied for a \$25,000 shade sail grant, with the two new 5m2 umbrella shades installed in July, and much enjoyed by the school community
- Our Sport Coordinator successfully applied for a number of Sporting Schools grants
- Our Environment and Sustainability Coordinator successfully applied for a number of Sustainability and Environment grants, including Junior Landcare Grant and Schools for Wildlife/Indigenous Garden
- All staff members had access to ongoing, relevant professional learning opportunities
- The Leadership Team reviewed our Annual Action Plan (AAP) 2022 to construct our 2023 AAP.



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- The new Child Safe Standards - in line with Ministerial Order No. 1359 and the PROTECT documents
- First Aid - CPR, Asthma, Anaphylaxis, Epilepsy annual training and briefings
- Mathematics - Intensive Partnership with MACS - focused on 'heat map' to identify areas strength and areas that require further attention, in line with our School Improvement Plan, to construct our Maths Improvement Plan
- Mathematics School Closure Day - with a focus on the Victorian Curriculum Mathematics Proficiencies, and cognitively demanding tasks - in partnership with the Learning Consultant - Mathematics from ERO
- Mathematics topic specific PL - online learning about 'chance' and 'location'; and 'measurement' onsite at the ERO
- Mathematics regular facilitated planing sessions
- Mandatory Reporting eLearning Modules
- Disability Standards eLearning Modules
- Nationally Consistent Collection of Data
- Religious Education - spirituality
- Ongoing staff PL in cybersafety - information session run by Susan McLean
- Information Sharing - Child and Family Violence
- ICON Training - Principal, Deputy Principal, Office Manager
- COVIDSafe Procedures and OH&S
- OH&S Training for School Leaders
- Zone and Regional Network meetings
- Planning meetings, Maths PLTs - including facilitated planning, English PLTs, NAPLAN Data Analysis
- Graduate Teacher Effective Mentoring Program
- CERES Sustainable Practices
- Dynamiq Emergency Management Training Online Modules.

Number of teachers who participated in PL in 2022	21
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Average expenditure per teacher for PL	\$400
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TEACHER SATISFACTION

Throughout 2022, all staff continued to work collegially in the best interests of our students. Given the ongoing challenges presented with COVID-19, our staff continued to work together and 'go above and beyond' in all aspects of their work.

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

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

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

- the trusting, inclusive and supportive relationships between all staff members
- meeting and planning in teams
- sharing resources and ideas
- regular conversations about challenges and successes
- professional dialogue about student growth and achievements - academically, socially, emotionally and spiritually
- targeted PLTs and facilitated planning, including through the Intensive Mathematics Partnership with MACS
- ongoing informal support by leadership team members
- access to ongoing professional learning
- celebrating together at the end of each term
- the ongoing emotional support given to each other, through continued challenging times.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	93.8%
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ALL STAFF RETENTION RATE

Staff Retention Rate	90.5%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	14.3%
Graduate	14.3%
Graduate Certificate	0.0%
Bachelor Degree	50.0%
Advanced Diploma	50.0%
No Qualifications Listed	14.3%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	15.0
Teaching Staff (FTE)	8.4
Non-Teaching Staff (Headcount)	9.0
Non-Teaching Staff (FTE)	8.1
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

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

- School Advisory Council and Parents' Association (PA) continued to be actively engaged and supported the school
- PA Welcome Picnic and Family Dance
- A Working Bee held each term
- Families were invited to participate in the MIPS Nature Photographic Challenge by taking and sharing their favourite photo of their local natural environment
- Our MIPS playgroup continued to grow significantly in numbers, with many school and local families joining and attending
- Four Open Days were held and each prospective family was given a show bag containing MIPS promotional items and enrolment information
- Parent/Teacher Exchange; Parent/Teacher Conference; regular PLP/PSG Meetings
- Celebration of Learning held each term for parents to visit their child's classroom
- Term Overviews for each year level sent out to parents each term and put on school website, detailing the outcomes in all learning areas for each year level
- Weekly school assemblies for families to attend
- Student and parent testimonials were included in enrolment packs and on the school website
- 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
- Our Prep Orientation Program of eight sessions, continued to ensure that our new Prep students experienced a positive transition from kindergarten to school, and our new parents had the opportunity to build positive relationships
- Our Prep teachers for 2023 liaised with the kindergartens of incoming Prep students
- School website continued to be reviewed and updated

- Further developed our relationship with the Darebin Parklands by meeting with the rangers and attending excursions (water testing) and an incursion (story of the Darebin Creek)
- Community sporting groups running programs through Sporting Schools Grants
- Link with Council and community grants: sporting grants, environment grants e.g. CERES
- Annual student-led Mission Fair, and in 2022, raised significant funds for SecondBite
- Social justice initiatives including: St Vinnies blanket drive and Christmas hampers; Jeans for Genes Day and Caritas Australia - Project Compassion.

PARENT SATISFACTION

All parents were invited to participate in the MACSSIS Parent Survey in 2022, with only six parents responding out of a possible 85 families. As such, this does not present a true reflection of parent views and satisfaction, as it was less than 10% of our families who responded.

However, through many emails, phone calls and conversations, and via Parent/Teacher Conferences, PSG meetings, School Advisory Council and Parents' Association meetings, our 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
- termly Celebrations of Learning, Term Overviews and weekly school assemblies
- the regular and timely correspondence which clearly outlined the school's policies and expectations regarding COVIDSafe procedures
- 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 in 2021
- that teachers remained accessible during the year if parents had any questions or concerns, or wanted to celebrate successes
- Principal 'open door' policy - for students and parents
- the timely teacher feedback which supported their child's learning
- the efforts made to conduct as many student and community events as possible in line with COVIDSafe guidelines, throughout the year.

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 2023:

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