



Melbourne Archdiocese  
Catholic Schools

# 2023

## Annual Report to the School Community



### St Mary's School

69 Marine Parade, HASTINGS 3915

Principal: Gabrielle Espenschied

Web: [www.smhastings.catholic.edu.au](http://www.smhastings.catholic.edu.au)

Registration: 1097, E Number: E1095

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## Principal's Attestation

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I, Gabrielle Espenschied, attest that St Mary's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 10 May 2024

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## About this report

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St Mary's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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St Mary's aims to be a school of excellence forming lives through faith, hope and love.

### Faith

We belong to a Catholic community who respects the dignity of each individual. We celebrate our faith in a contemporary way living out the mission of Jesus through our encounters with others.

### Hope

At St Mary's we believe hope encompasses our community to empower our students to be capable and responsible learners.

### Love

St. Mary's is a community where everyone is welcomed, feels a sense of belonging, and the uniqueness of each individual is valued and celebrated through respectful relationships.

### School Mission

"Education through respect, compassion and inspiration"

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## School Overview

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St Mary's is a Catholic Primary School offering education to all people of faith but focusing on faith as experienced within the Catholic tradition. Our school is situated 60km South East of Melbourne in the beautiful harbour town of Hastings on the coast of Western Port Bay. Set on ample grounds, we offer a well-resourced learning environment to all our Prep to Year 6 students.

Most of our enrolments come from within our Parish, but some of our students come from a wider area. Many families appreciate that we are just around the corner from Padua College, Tyabb and they like the fact that all their children can attend schools close to each other. Others come from families who have had a close association with the school as past students themselves or they enrolled their children here and continue their enrolment even after moving out of the area because the school offers them what they seek in a primary education.

We have many families from a Catholic faith background we also have children from families with other faith traditions. We welcome, respect and acknowledge that these faiths have great value whilst we affirm the fact that we are proud to be part of the Catholic Education System of Victoria.

Our Catholic church is located next door to the school so we see ourselves very much a vital part of our Western Port Parish Community. Our school was originally built in 1919 by the Josephite Sisters. With 11 pupils and began as a school with one building, the current library, which served as two classrooms. With refurbishments of buildings and growth in the area, over time we have seen our sister schools, St Josephs, Crib Point, and St. Brendan's, Somerville grow from the original small school. For 105 years St Mary's has proudly served the community of Hastings and surrounding areas.

Each individual is at the centre of all that we do - developing a love of learning, a strong sense of self and the skills and attitudes to be successful in a changing world. Our Catholic school is a community where positive relationships and belief in people are at the core of what we do. We believe in the promotion of positive education where wellbeing and learning connect ensuring the flourishing and growth of each individual. We believe that building an understanding of self and wellbeing is as important as academic pursuits.

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## Principal's Report

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2023 was a wonderful year of learning at St. Mary's where we went from strength to strength in our learning and school improvement agenda.

Our educational purpose at St. Mary's is to meet the needs of the current generation by supporting all our students to become independent and self-motivated. We encourage learners to inquire into a deep understanding about themselves, others and the world around them. We strive to develop their capacity to build and maintain relationships and actively and positively contribute to the global community.

Each student and family's personal narrative and ways of knowing were at the forefront of our journey as we adapted and differentiated learning and support to ensure every student continued to grow both in their learning and as magnificent human beings.

The number one priority continued to be on our students. We remained focussed on keeping consistency in our school and on our big question of : Who are we as a learning and faith community? This question took on many varied meanings through 2023 as we inquired into all areas of our school scanning our current practice and developing a hunch about what was in fact happening and where our learning and action was required.

We continued on with a high priority on the priorities emerging from our review which were as follows:

Priority 1- School wide Positive Behaviour Approach

Priority 2- To build high quality pedagogy and consistency

Priority 3- Data analysis and differentiated practice

Priority 4 - Student voice and agency in learning

The focus on Positive Behaviour continued to be a high priority in 2023 especially the need for consistency across all members of our community. Together we continued to embed our new Positive Behaviour Approach asking students to be respectful, compassionate and inspiring.

We were delighted to be successful in gaining a Federal capital grant and look forward to commencing work on Stage 1 in 2024 ensuring we are providing the highest quality contemporary learning spaces for our students.

The development of the outside area on the Parish block next door has been inspirational to watch and is developing into such a beautiful natural environment for our students and is utilised on a daily basis.



Our priority on achieving academic excellence continued to be at the forefront of our work underpinned by our inherent belief that the home is the first school, school is the second home and the environment we create is the third teacher. We continued to build an environment and culture where wellbeing and support is imperative.

We had a high priority on ensuring consistency in our practice focussing on all staff following the plan we had co-created to ensure our students know what is expected, how this looks and what they need to do to be effective learners.

The focus remained on the teaching of literacy and numeracy and an additional teacher in each learning community doing all of the extra tasks and bringing alive the inquiry across the learning community.

There was so much to celebrate in 2023 at St. Mary's as we continued to strive for excellence and continually redesign and contextualise the way we work ensuring every student can reach their full potential working in partnership with our parents, staff and community in inspiring ways.

I am so proud to be Principal of this wonderful school and all we have achieved in 2023.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

How do we strengthen, lead and celebrate our faith community forming lives of faith, hope and love in the light of Jesus Christ?

### Achievements

Throughout 2023, many examples of our faith in action were evident as the St. Mary's community went into action assisting and supporting all members of our school community in significant ways. Our Catholic Social Teachings were seen in so many ways as we recognised that we continue to have many vulnerable members in our school who required extensive support.

St. Mary's presented and connected faith in innovative and creative ways throughout 2023. We continued to strive to be a dialogue and recontextualised model of Catholic Education. This included the continuation of our overarching Faith and Wellbeing overview. Each week we had a whole school theme connecting faith and wellbeing. The faith leader and the wellbeing leader produced a slide show deepening our communities understanding of the theme and we drilled down to each component of our faith overview below to ensure a deep and contemporary faith experience for all of our community.

Further development in the space of Contemplative Prayer and Christian Meditations that would allow our students and staff to build a personal relationship between God and themselves. This would be authentic, meaningful, contextual and contemporary. This was particularly evident with the development of a labyrinth in our school.

Staff continued to have a strong connection to the Horizons of Hope and Pedagogy of Encounter documents and made links with teaching RE through inquiry. Staff connected scripture to their inquiry concept ensuring faith is an interwoven learning experience for all students promoting dialogue, reflection and promoting students making meaning for themselves.

### Value Added

Strong links with the Parish have continued and the special bond shared with our sister schools of St. Joseph's and St. Brendan's.

A prayer collective was formed between St Mary's and St Joseph's and was a wonderful collaboration supported by MACS Southern office commencing a deep inquiry into what

prayer looks like in our school and how we can deepen our students and staff understanding of prayer experiences.

- The sister school's of St Joseph's, St Brendans and St Mary's continued a "Mini Vinnies group", with each school contributing 3-4 members. This team works with the members of the Parish Stewardship team and focuses on social justice issues that the schools are able to influence.

A highlight of the year was the Mini Vinnie's Cook-Up at the Padua Tyabb Food Technology Facility and was facilitated by chef Matt Demarte. Together the Mini Vinnie's their families and teachers cooked over 200 meals to be distributed to people in need within our school communities.

The Mini Vinnie's along with the REL attending the Catholic Education Week Mass for schools at St Patrick's Cathedral along with the concert for schools in the Treasury Gardens.

- St. Mary's REL participated in Southern Region network meetings throughout the year.
- Students in Gr 3 had their First Eucharist celebration and the Family Night was a great success where all families gathered in the Parish Activity Centre learning about the Last Supper and sharing a meal together.
- All staff and parent meetings commenced with a reflection or prayer and every classroom has a prayer table and places for students to reflect and pray. The school foyer, courtyard and classrooms have icons and displays that focus our thoughts on the current liturgical season of the church year, the sacrament being celebrated at the time or other significant events.
- The school celebrated many wonderful Masses which were faith filled and contemporary in design allowing
- During Holy Week the whole school celebrated through prayer spaces and a whole school liturgy led by students. Each class was assigned a different day of Holy Week to present to the school community in a contemporary and engaging way.

Our end of year Mass was a special occasion and the Prep Nativity was filmed and was a highlight of the year with our littlest members of our school telling the story of Christmas in such an innovative and entertaining way.

Students in Year 6 had their Confirmation celebration and family night. The Year 6 community gathered together to share a meal, learn about the Sacrament of Confirmation, gifts and fruits of the Holy Spirit in a contemporary and engaging way whilst building relationships and creating a sense of belonging within the community.

Throughout the season of Lent the whole school participated in Caritas' Project Compassion. Students learnt about the faces of Project Compassion in their daily prayers and through their Religious Education lessons. Each class had a Project Compassion box displayed on their prayer table and raised money for Caritas. As a school we had a PJ day for Project Compassion, everyone was invited to wear their PJs and bring a gold coin for the work of Caritas.

We celebrated Mission Month in October, raising money for Catholic Mission and held a Socktober Soccer ShootOut. In solidarity with people around the world, students created their own soccer 'sock balls' using recycled materials. We invited parents to our Socktober Soccer Shoot Out afternoon. All students (as well as staff and parents) were invited to have a go at kicking a penalty shoot out, each goal scored went towards their House Team.

Pop-up prayer spaces were presented around the school in order to recognise and celebrate various events on the liturgical calendar as well as the Sacraments. Classrooms were invited to visit these pop-up prayer spaces with an aim to present our faith in an engaging and contemporary way.

The whole school participated in the St Vincent de Paul Christmas Appeal. Members of our community were invited to donate Christmas items, our Mini Vinnie's team then worked with our local St Vincent de Paul Western Port Conference to pack hampers to distribute to people in need in our community.

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## Learning and Teaching

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### Goals & Intended Outcomes

To develop and embed a deep understanding and implementation of evidence based pedagogical practice resulting in greater student engagement.

To strengthen the ability and impact of collaborative teaching teams and embed effective data literate practice.

### Achievements

Throughout 2023 St. Mary's continued to work on embedding a highly professional learning design. This included ensuring a consistent understanding of our learning philosophy at our school and the execution of this learning design with many strategies and processes automatised across the school. We continued to focus on teaching students how to learn and positioning students as active partners in their learning.

We focussed on our teaching staff following the co- created learning design and plan we have been working on over many years. We highlighted our wonderful strengths in our learning design and the need to allow adequate time for core teaching of Literacy and Numeracy. We are proud of the advancements we have made in this area of our school and have clear aims and procedures in place which will keep moving our learning and teaching ensuring positive growth for every student in our school.

St Mary' School has a philosophy of learning that is evident throughout the school. The school offers a wide range of learning opportunities for students, using the students' backgrounds and the school's local context to engage them in meaningful learning opportunities. With direct links to Indigenous culture, each year level has an overarching theme that relates to the context of the local environment where the focus for student learning is living and connecting to local community.

Teachers focussed on exploring vehicles to expand the ways they capture and analyse evidence to move student learning forward. They focussed on being better able to monitor and track growth in student learning progress throughout a unit or term as a priority for their own professional learning. Teachers embedded effective student tracking documents to ensure growth for every student.

A focus on data hour continued to be a high priority with individual teachers meeting with a leader of learning to discuss student data and keep a focus on ensuring growth for every

student. Updated assessment and tracking tools with a focus on student growth continued to be best practice in our school.

Discussions with leaders and teachers indicated that having leaders of learning assisting planning and working closely with teams has been effective in supporting staff to continually improve their teaching as well as increasing the consistency of teaching practices across the school.

Achievements in the area of Learning and Teaching included the following:

A high priority in 2023 on ensuring every child made positive growth with a focus on Mathematics. This was highlighted by leading teachers through ongoing professional learning into best practice in Mathematics.

An updated Fluency in Mathematics policy based on research and data along with expectation of implementation of this policy and consistency in practice including the implementation of our fluency bricks allowing students to track their learning and set goals.

Whole school engaged in a Mathematics Collective with MACs and St Joseph's to build teacher knowledge and student outcomes in Mathematics.

Languages approach redesigned for teachers to be viewed as Co Learners - Employed language assistant and engaged in professional learning for all teachers.

Learning Leaders engaged in Renew All languages program to build pedagogy in language learning.

Our Mini Mary's Club transition continued fortnightly from Term 3 ensuring our newest community members were ready to commence their journey. This included many parent sessions where we shared our learning philosophy and design.

Many Literacy intervention programs were implemented throughout 2023 including, LLI and the MacqLit Reading Intervention Program

Continuation of the Intiallit literacy program from F-2. The program is an evidence based program that builds foundational skills in all 5 pillars of literacy. Literacy learning leaders engaged in an inquiry into the minilit intervention program and trained staff for the introduction of the program.

We held a highly successful concert which was a highlight of the year.

We engaged students in STEM learning through our learning community themes. Created a whole school Fluency in Mathematics policy, based on research and data along with expectation of implementation of this policy and consistency in practice.

Family Fun Fridays continued building opportunities for parents to come into the junior learning communities and learn about our design from their children .

Learning communities planned and collaborated in teaching and planning for all teachers to build their practice.

St. Mary's used a response to intervention framework throughout 2023 with a high priority in ensuring best practice at the Tier 1 classroom level. The school has extensive enabling and extending intervention at Tier 2 and 3 level. This included Literacy, Mathematics, STEM, and SEL intervention.

## **Student Learning Outcomes**

In reading, our 2023 NAPLAN data showed our Year 3 had a 58% proficiency and Yr 5 cohorts had a 47% proficiency, however with the embedding of our initial literacy program, in 2023 year 3 improved and we continue to improve our literacy strategies.

Year 3 and 5 spelling data showed some improvement, however Year 3 was 33% proficiency and Year 5 42% proficiency and we have been working to ensure there is a consistent senior spelling program and ways to embed learning.

In Numeracy Year 5 had 44% proficiency and Yr 3 67%. We have continued our focus on embedding number fluency with a consistent approach to Mathematics from Foundation to Year 6.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	408	58%
	Year 5	470	53%
Numeracy	Year 3	393	67%
	Year 5	447	44%
Reading	Year 3	402	58%
	Year 5	444	47%
Spelling	Year 3	378	33%
	Year 5	434	42%
Writing	Year 3	*	*
	Year 5	*	*

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.



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## Student Wellbeing

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### Goals & Intended Outcomes

To ensure the school wide positive behaviour approach is evident through the use of consistent language and strategies.

### Achievements

Wellbeing was at the forefront of everything we set out to do at St. Mary's in 2023. Firstly to create the culture and conditions for every member of our school community to thrive and flourish. We continued to have a high priority on embedding our Positive Behaviour policy including further deepening of our Positive Psychology framework complete with a social emotional tool kit and subsequent strategies.

The whole school faith and wellbeing theme really was a highlight of the year. This guided our approach ensuring all of our community benefited from our highly professional frameworks. We produced our third edition of the whole school wellbeing journal which has been a wonderful resource for every student in our school.

Weekly wellbeing meetings with both our wellbeing and adjustment teams ensured all students were being monitored and support and Tier 2 interventions were implemented when required. At a Tier 1 level in the classrooms we had a significant focus on using the St. Mary's social emotional tools, strategies and procedures to ensure a consistent approach across the school.

This included further implementing many take a break zones across the school teaching students the following action plan from our positive behaviour approach. Our wellbeing room is a place where students can go and be supported to regulate, reset and re-enter the learning environment.

We continued to embed the Making Moments Matter approach, which commenced prior to children starting school. Families were invited to attend sessions both on zoom and onsite during the Mini Mary's program to learn about ways they could engage with their children and make different moments matter.

The design and diversity of play spaces began to be designed to ensure we are fostering further opportunities to strengthen curiosity through play and engagement with nature. Our natural indoor courtyard and outside playground continue to be well used and have built wellbeing across our school engaging our students and building a stronger sense of belonging and connectedness.

We further developed student leadership opportunities by working in partnership with the House Spirit Initiative with our student action teams going from strength to strength and the students feeling a deeper connection and sense of belonging to their house teams. This continued throughout the remote learning period ensuring our school leaders were provided with many opportunities to shine and flourish in their leadership.

Explicit teaching of social emotional capabilities was a high priority using the domains articulated in the Australian Curriculum; Self Awareness, Self Management, Social Awareness and Social Management. We introduced a variety of Social Emotional Strategies on our school tool kit to support students.

Staff have completed Professional Learning specifically related to our Wellbeing Approach either as a whole school or as part of our induction program. St Mary's Wellbeing Strategies were displayed in each classroom - Problem Solved, Know, Do, Be of St. Mary's and most importantly our vision of 'Growing together in Faith, Hope and Love'. This has ensured a whole school approach to Social Emotional Learning as well as consistent expectations across the school.

Lunchtime activities were held every day when onsite to ensure there is extensive support in the playground. All playground incidents are recorded, analysed and acted upon to ensure intervention is in place for children showing vulnerabilities.

Our Defence Force Transition aide also assisted with the implementation of wellbeing initiatives and supported all students with their transition to and from St Mary's along with breakfast club and many other initiatives led by our school chaplain.

### **Value Added**

- Positive Behaviour policy based on Positive Psychology Positive Behaviour Toolkit, strategies, processes and procedures consistent across the whole school and resources are sent home to every family.
- Culture of unconditional positive regard for all.
- Daily meet and greet to ensure everyone is welcomed in our school with equality for all.
- Continued whole school Faith and Wellbeing framework that guides our approach.
- Whole school approach to consistent "take a break" zones in every learning space for students to reset and prepare for learning.
- Wellbeing Room is available when a student needs further support and emotional toolkit strategies, supported by staff. Students can regulate, reset and reenter their learning.
- Wellbeing journal for every student. This has been further developed with input from staff, students and parents to ensure it meets the needs of all.

- Newsletters and Home Learning Portal has the fortnightly Wellbeing Slideshow used through the Wellbeing journal and in SEL lessons, aligned to our LOVE (Wellbeing) Framework.
- Weekly scheduled well-being meetings with leadership and Wellbeing staff.
- Provision of Tier 1, 2, and 3 interventions to meet the needs of all of our students.
- Outdoor wellbeing focused learning space created for easy access for students.
- School design on entry is welcoming and inviting as a place where everyone is welcome and celebrated.
- Making Moments Matter transition program for our new students continues during their foundation year of learning.
- Family Welcome nights in Term 1 ensure our families are connected and know we work together as we recognise the home as the first school, school as the second home and the environment as the third teacher.
- Student Voice and leadership continues with students being empowered to have input into programs, activities and events in our school.
- House Spirit Days are all about being connected to house communities providing a further sense of belonging. Every child is seen and heard in our school.
- Explicit teaching of SEL competencies and tracking of student achievement across the areas of Self Management, Self Awareness, Social Management and Social Awareness.
- Individual tracking for each student on their SEL continuum ensures every teacher knows every student.
- Staff Professional development continues in regard to the Positive Behaviour model and psychology. Consistent practices and strategies are in place across the whole school ensuring students receive a consistent and stable message.
- Lunchtime activities are provided to allow all students to access a variety of programs to meet their needs on the yard.
- Wellbeing Data collection is completed regularly to give important data to ensure the needs of every student are met and actions can be taken to support as necessary.
- Student led assembly where students write the weekly script and announcements from their point of view allowing for student voice.
- Child safe school where the culture and dignity of all is respected. Every child knows our school is a place where they have the right to feel safe and be safe all of the time.
- Every grade has Weekly Meetings where every one is heard and students lead the meetings and set the goal for the week for the grade to achieve. The agenda for the meetings comes from the “What I wish my teacher knew” box. Every student can use the three stars and a wish feedback form to give relevant feedback to teachers.

## Student Satisfaction

We continued to gather feedback from students and check in on how they were travelling in such unprecedented times. There were regular check ins with students on our home learning

site and close communication between home and school to ensure every student was continuing to grow and flourish. In particular we showed growth in the area of student voice as we strive to ensure our students are active participants in the learning process. MACSSIS student surveys for 2023 demonstrated a 70% sense of belonging and 71% in improved learning dispositions.

**Student Attendance**

Once our students returned to full time onsite schooling we were diligent in analysing our well-being data weekly and addressing any students with low well-being presentations with many support processes in place.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	91.2%
Y02	90.6%
Y03	92.5%
Y04	89.3%
Y05	90.2%
Y06	89.0%
Overall average attendance	90.5%

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## Leadership

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### Goals & Intended Outcomes

How do we best co- create the conditions for every member of our community to learn, thrive and grow as learners?

What do we need to do to strengthen the quality of our learning and assessment designs and how do we translate these into strong pedagogical enactments that ensure the progress and flourishing of every child?

### Achievements

Our main aim in 2023 was to build an effective performance and development culture that ensured continual growth for both all members of our wonderful school and most importantly our students. Much work was done on building positive relationships ensuring a high level of psychological safety for everyone in our community.

There was a significant focus on what values we aimed to see on our staff and the importance of the way we interacted with each other on a daily basis. With changes in staff we had to continue to ensure we all contributed to the positive culture that grew throughout the year

In 2023, we continued to strive for an agreed and consistent whole school approach to pedagogy that enabled and expected all teachers to display high levels of competency and ensure growth for all of our students.

We achieved very positive results in our review in the area of leadership and management and we are very proud of all we are achieving in this area to ensure our school has the highest standards of management, leadership and conditions for our staff, students and community.

In 2023, we continued work on an agreed and consistent whole school approach to pedagogy that enabled and expected all teachers to display high levels of competency and ensure growth for all of our students.

We focussed on our professional learning team meetings with all staff meetings being PLT'S with minimal operational tasks permitted. Throughout 2023, there were two after school PLT's whether onsite or on zoom with a high priority on learning and teaching.

Weekly team planning was facilitated by our Deputy Leader of Learning, Pedagogy and Data assisted by other leaders of learning. We worked on consistent planning documents to ensure our curriculum design was of a high standard. There was a high priority on ensuring we work together in learning communities and recognition of our students in our learning community as opposed to my students in my class.

Staff participated in a Action Inquiry Research projects. This included an in-depth self-analysis based on evidence and data. This was used to form the individualized goal each staff member. All staff participated in a coaching session with the Principal and then an additional session with a member of the leadership team.

We continued to upgrade our facilities and resources including our successful capital grant application which will see a refurbishment of our current facilities in 2023.

We provided a range of opportunities for coaching, mentoring and team teaching to improve classroom practice.

We engaged in a wonderful Maths initiative with MACS and were so capably supported by Jo and Jan in ways that have seen a substantial shift in the Maths pedagogy and practise. We introduced many initiatives in Maths fluency and structure of our Maths lessons under the leadership of our Deputy learning and teaching.

We continued embedding our new Literacy approach after an indepth inquiry into the latest research and many staff were trained in the Initialit program and extensive resourcing was put in place to ensure a high quality literacy approach.

We had a wonderful staff conference at Presentation Sisters in Balnarring where staff went on an inquiry into Oh the Places we' will go coming out of review. Staff explored what this meant for care for self, care for others, care for students and care for community and the world.

Decision making processes were improved with regular meetings for the curriculum team, consultative team and staff wellbeing team ensuring voice from all staff.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2023	
<p>We participated in a range of different professional learning experiences throughout 2023. This included a comprehensive range of professional learning. Professional learning experiences involved all staff building capacity in many different areas as outlined below:</p> <p>Staff participating in Maths Professional Learning facilitated by MACs  Professional learning in Numeracy led by our Learning Leader Sue Jackson and Ed partnership consultant Kelli Simmons ensuring an effective planning process.  Multitit training and professional learning opportunities  Senior teachers built their Mathematical knowledge and pedagogy through the Developing Mathematical Understanding in Geometry online professional learning.  All staff completed the Intervention Modules designed by the CEM to engage staff in understanding of the universal design for learning and the intervention process.  Professional Development with Patrice Wiseman CEM on Positive Behaviour and setting of SMART goals.  Inquiry through Pedagogy of Encounter  10 characteristics of prayer and identifying the characteristics in a variety of prayer experiences  Collecting evidence for assessment in RE</p>	
Number of teachers who participated in PL in 2023	11
Average expenditure per teacher for PL	\$2768.00

### **Teacher Satisfaction**

Macssis data for 2023 demonstrated the strength of our performance and development culture in our school. We are extremely proud of the staff data in 2023 showing growth in many areas of the survey. We continued to gather feedback and reflected on how the school was performing and in particular how are staff were travelling. There were regular check ins with staff to check teacher satisfaction levels including remote learning google forms. Staff indicated their levels of wellbeing and pyschological safety and felt extremely supported throughout the year.

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	0.0%
Graduate	15.4%
Graduate Certificate	0.0%
Bachelor Degree	46.2%
Advanced Diploma	23.1%
No Qualifications Listed	15.4%

<b>Staff Composition</b>	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	20
Teaching Staff (FTE)	14.5
Non-Teaching Staff (Headcount)	14
Non-Teaching Staff (FTE)	10.7
Indigenous Teaching Staff (Headcount)	1



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## Community Engagement

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### Goals & Intended Outcomes

How do we best co- create the conditions for every member of our community to learn, thrive and grow as learners?

### Achievements

2023 was a year for furthering the support for every member of our school community. Mental health and wellbeing was at the forefront of all that we did at St. Mary's in Hastings.

There was a significant need in the school community to assist families. We were able to send home hamper packs to families in need through donations of food from Vinnies in Hastings.

Through engaging parents in their students learning and in other learning opportunities such as the home learning site, see-saw, newsletters, assemblies and social media parents become more aware in 2023 of the learning philosophies of the school.

Highlights mentioned regularly were the sense that the school promotes a feeling of belonging and is a caring and happy place. There was recognition that teachers at the school know their students well and all members of the school community are seen as learners and create a sense of welcome, which is evident in the daily meet and greet from staff.

Parents were engaged in our monthly masses, assemblies and presentations

We continue to enhance the relationships between home and school and held some engaging events with so many Dads in attendance and we look forward to building our community as we partner together.

### Parent Satisfaction

Feedback from parents were regular as parents communicated how amazing our team was throughout the remote learning period. Macssis 2023 data showed strengths in communication and family engagement.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.smhastings.catholic.edu.au](http://www.smhastings.catholic.edu.au)