



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Mary MacKillop Primary School

152 Odessa Avenue, KEILOR DOWNS 3038

Principal: Anthony D'Amico

Web: www.mmkeilordowns.catholic.edu.au

Registration: 1877, E Number: E1333

Principal's Attestation

I, Anthony D'Amico, attest that St Mary MacKillop Primary 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 07 May 2024



About this report

St Mary MacKillop Primary 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](#).

Governing Authority Report

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

Vision and Mission

Vision Statement

Inspiring spirit-filled young minds to flourish.

Mission Statement

We are a nurturing learning community grounded in the teachings of Jesus Christ and the charism of Saint Mary MacKillop.

Our mission is to foster holistic growth, academic excellence, and a compassionate spirit within each student. We strive to inspire lifelong learning, cultivate moral integrity, and empower our students to be responsible stewards of God's creation.

United in faith, we are committed to providing a supportive environment where every child is valued, challenged, and equipped to realise their God-given potential.

School Overview

St Mary MacKillop Primary School (SMMPS) was established in 1983 on the site of Sacred Heart School in St. Albans. In 1984 the school moved to its present site in Keilor Downs, then a new and rapidly expanding suburb in the outer north-west of Melbourne.

2023 saw an enrolment of 534 students of whom 14.8% come from a language background other than English. The cultural and ethnic diversity of SMMPS is greatly valued and is drawn from over fifty different nationalities. 2023 class groupings comprised 21 grades with three streams at each year level.

There were 45 teaching members of staff and 15 support staff. Specialist programs include; Physical Education, Perceptual Motor Skills Program, Library/Media, Digital Technologies, Visual Arts and LOTE (Italian). The school provides targeted teaching in Maths and English. Learning programs are supported by a structure that involves a Religious Education Leader, Well-Being Leader, Literacy Leaders, Maths Leaders, Inquiry Leader, Learning and Teaching Leader, Learning Diversity Leader, Deputy Principal and Principal. SMMPS also engages the services of a Literacy Intervention teacher and a Numeracy Intervention teacher.

The school has excellent facilities that are continually being modernised and upgraded. A new building; library, digital technologies studio and visual arts studio has been constructed to support student learning.

The school's proximity to the parish church, with its rich collection of religious icons and art work, adds to the school's clear and strong Catholic identity.

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

Principal's Report

As the Principal of our wonderful school, I find myself in a space of deep reflection and immense gratitude. As I move forward, I look back with great pride at the collective achievements and progress of our staff, children and entire community. Our journey, inspired by the wisdom and charisma of our patron St. Mary MacKillop, has been one of faith, dedication, and continuous growth.

The outstanding learning environments and facilities we see today are a testament to our commitment to providing the best for our children. These investments in our school's future have not only enhanced the educational experience but have also fostered a sense of belonging and pride among our children and staff. I am deeply grateful for the hard work, creativity, and passion that have driven these projects to fruition.

Our school is blessed with wonderful children whose enthusiasm and curiosity make coming to work each day not just a job but a mission and a pleasure. Their bright faces and eager minds remind us of the importance of our work and the impact we have on shaping future generations. It is their spirit that fuels our commitment to excellence in education and personal development.

I must extend my heartfelt thanks to Monsignor Charles Portelli, whose religious leadership and wise counsel have been invaluable to me, personally. His support has been a guiding light, helping us navigate challenges and celebrate our achievements. Monsignor Portelli's dedication to our school and its values has enriched our community in countless ways.

The wisdom and charisma of Saint Mary MacKillop, our patron saint, continue to inspire us daily. Her life's work and devotion to the education and care of children are at the heart of our school's ethos. We live by St. Mary MacKillop's ethos.; "Never see a need without doing something about it." Saint Mary's legacy teaches us the power of perseverance, the importance of faith, and the value of compassionate service to others. Her guiding influence is a constant reminder that we, too, can make a difference in the world by following her example of kindness, courage, and unwavering faith.

As I take leave of my leadership of St. Mary MacKillop Primary School, I am confident the school will continue to thrive and grow into the future.

Catholic Identity and Mission

Goals & Intended Outcomes

Goals Intended Outcomes

- To be witness to the Catholic Mission

Intended Outcomes

- That our school community lives out the Catholic mission in our world today
- To make explicit connections between the charism of St Mary MacKillop and Jesus Christ.

Achievements

The Catholic culture and mission of the school is underpinned by a clear focus on the role of liturgy, Scripture, the sacraments and prayer. The school draws on the charism of St Mary MacKillop during prayer at assemblies, within the classroom context, at staff meetings and school masses, to foster the Catholic identity of the school. A highlight of the year is the whole school community celebration of the Feast of St Mary MacKillop.

The social justice action group comprises Year 6 students and is led by the Religious Education Leader and Leader of Mystery and Mission. This group identifies community groups and organisations that “love one another” and “see a need and do something about it.” The group organises a whole school social justice action for each term. The school community is kept up to date with termly newsletters.

Teachers engage in ongoing professional learning on Scripture and Catholic Tradition, and are encouraged and supported to complete accreditation courses and maintain accreditation. Through facilitated planning, teachers are supported to bring the Scriptures and the person of Jesus to life. Teachers have stated that the professional development opportunities around understanding the history and importance of the sacraments, and how to unpack Scripture within the classroom context, have had a positive impact on their confidence and ability to plan and teach effectively. Teachers collaborate with their teams and the Religious Education Leader to plan rigorous Religious Education lessons, providing the scaffolding of the learning, its progression and identification of assessment tools. Big ideas, key understandings and assessment tasks are integrated into the planner. Teachers implement

varied strategies to engage students in RE, namely storytelling, art, drama, investigation and open dialogue.

Value Added

VALUE ADDED

- Daily prayer in classrooms (teacher and student-led)
- Whole School Masses to celebrate significant feast days
- Student responsibility in whole-school and sacramental Masses
- Year level attendance at parish Mass
- Whole-school prayer at Assemblies
- Principal engagement with classes
- REL engagement with all classes across the school
- REL engagement in sacrament preparation
- Excursions to the National Gallery of Victoria, St Francis' and St Patrick's Cathedral, Mary MacKillop Heritage Centre and Mary MacKillop Place to foster learning and connection to Catholic identity and faith
- Family Faith Formation evenings to engage families in sacramental preparation
Liturgical and Feast day and special celebrations: Lent, Easter, Pentecost, Advent, St Mary MacKillop Feast Day, Feast of the Assumption, Month of Mary etc.
- Online liturgies to celebrate significant feast days and seasons are made available to classes
- Community partnerships with Rosary Home, local government and parish sister school
- Active Social Justice Group
- Regular Religious Education articles in the school newsletter

Learning and Teaching

Goals & Intended Outcomes

Goal

- To empower students in their learning

Intended Outcomes

- That students are active participants and engaged in their learning
- That students are successful in their learning

Achievements

Achievements

- Literacy and Mathematics resources are purchased and distributed across the school.
- Teachers planned and implemented differentiated learning opportunities for all students.
- Continued developing, extending and documenting Discovery Learning, Passion Projects and 80/20 Time.
- Introduced Performing Arts
- Students participated in our biennial Carnivale Day.
- Competed in the 2023 Wakakirri (story through dance competition). Relocated our STEM, Library Media and school library to our newly built Tenison Woods learning centre, and Performing Arts has relocated to a newly renovated space.
- Rich curriculum experiences in PE, Library Media, Digital Technology, The Arts (Performing) and LOTE.
- Curriculum support in classrooms and targeted support for Graduate Teachers.
- Inquiry-based activities have been developed based on student interests and students are highly engaged in these differentiated learning activities.
- Launched our revised Inquiry Learning Scope and Sequence.
- Continued to encourage at-home reading via the Read-o-rama challenge.
- Updated our school homework policy.
- Subscribed to the Mathletics program to support classroom and home-based learning.

- Teachers and Learning Support Officers engaged in a range of professional learning opportunities, such as student well-being, curriculum and student agency.
- The school collects and analyses a wide range of data including Pat R, Pat M, Fountas & Pinnell, SAST, student welfare, attendance and behaviour information.
- Teachers discuss data from classroom tests and observations and use this data to identify students who would benefit from targeted support.
- Continued employment of a part-time Speech Pathologist.
- Students who have been identified with learning difficulties receive additional support from teachers and learning support officers.
- The specific learning needs of students are identified by analysing data from a range of tests (e.g. PAT Tests, NAPLAN and teacher tests), and from the advice of teachers and discussions with students and their parents.
- Students with additional learning needs have Personalised Learning Plans that have been developed in partnership with teachers and families following NCCD guidelines.
- Digital technologies are embedded in the curriculum and teaching practices. Students in years Prep to 2 have access to iPads and students in years 3 to 6 use laptops.
- Teachers and students are skilled in the use of technology and it is used to enhance the quality of learning experiences and to provide high-quality differentiation.
- Curriculum documents establish a broad coherent sequenced plan for curriculum delivery. The documents are aligned with the Victorian curriculum and make explicit what teachers should teach and students should learn.
- Teachers meet in year level teams to plan units of work, develop assessments and moderate student standards.
- Teachers strive to develop strong personal relationships with students and 'know' their students as individual personalities and learners.

Student Learning Outcomes

STUDENT LEARNING OUTCOMES

Our 2023 NAPLAN results show that the majority of our Year 3 students are at a Strong or Exceeding proficiency level in Numeracy, Reading and Writing. The majority of our Year 5 students are also at the Strong or Exceeding proficiency levels in Grammar and Punctuation, Spelling, Numeracy, Reading and Writing. However, our results in other areas are below our usual expected level of achievement and require further analysis and a targeted response.

Our school is dedicated to improving student learning outcomes. We have implemented a range of strategies and programs to achieve this goal. Our curriculum is designed to meet the diverse needs of all students, including those who are at risk. Our teachers use data- driven instructional practices to identify areas for improvement and tailor their teaching to meet the needs of individual students. Our school has established processes for setting goals and targets for student outcomes, including regular reviews of student progress and achievement data. For students who are at risk, we have intervention programs that provide additional support and resources to help them achieve their full potential. By continuously monitoring and adjusting our approach, we strive to ensure that every student at our school can achieve academic success and reach their full potential.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	377	36%
	Year 5	472	53%
Numeracy	Year 3	382	60%
	Year 5	465	58%
Reading	Year 3	372	59%
	Year 5	486	71%
Spelling	Year 3	377	49%
	Year 5	470	62%
Writing	Year 3	411	82%
	Year 5	478	74%

*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.

Student Wellbeing

Goals & Intended Outcomes

Goals

- To create a learning environment that enables consistent, whole school practices.

Intended Outcomes

- That students are safe, happy and learning.
- To create a common shared language, purpose and pedagogy.

Achievements

Achievements:

Leaders and staff continue to place a focus on the development of a welcoming, safe and positive learning environment for all students. Employing the key elements of Positive Behaviour for Learning, students have a clear understanding of the four school expectations and the corresponding behaviours according to student development. Students have reported that they feel safe in the classroom and on the playground with clear processes to address inappropriate behaviour. Students feel comfortable to seek support from any staff member or to raise a concern.

Social emotional learning in the area of self-regulation skills assists the students' availability to access learning. Providing alternative supervised play experiences and equipment enable students with additional needs opportunities to engage in positive play with peers.

Student empowerment and agency are promoted through seeking input in a variety of ways such as participating in the SRC, offering ideas for learning, social justice initiative and student initiated learning projects.

Value Added

Value Added

- Staff engaged in professional development in the first semester to review staff understanding of the key fundamental elements of Positive Behaviour for Learning at the Tier One level.
- Students engaged in forming class based charters of student expectations.
- The school engaged in the initial year of implementing the Mental Health in Schools program.
- The School Counselling Program provided by Catholic Care was extended to 2 days per week.
- Student Voice continues to be prioritised through actions of the SRC.
- Extending staff skills and competency in provision of support for students with specific needs through the National Consistent Collection of data (NCCD).

Student Satisfaction

Student Satisfaction

Results from our 2023 MACSSIS student satisfaction survey indicate ratings that are higher than the MACS schools average across Melbourne.

Our students feel that they are valued members of our community who are listened to, having a voice and agency in their learning. Students believe that teachers encourage them to meet high expectations in areas such as persistence, effort, understanding and performance. They consider themselves to be valued members of our community and appreciate our school's strong Catholic identity.

Overall, our students report feeling a strong sense of belonging and safety in a positive learning environment.

The overall school positive endorsement from students as reported by MACSSIS is at 76 %, well above the MACS average of 64%.

Student Attendance

Student Attendance

- Children are to be signed in and out of the school between 9.10 am and 3.15 pm.
- Parents are required to provide reasons for non-attendance at school and for late arrivals and early departures.
- Parents are notified via a text message if a child is absent without a notification.
- If the school does not receive a response from the parent, contact is made with the parent or listed emergency contact by 11.00 am.
- Extended absences are reported to leadership by teachers.
- Where attendance becomes an issue, parents and school leadership engage in a meeting to explore the issue.

Average Student Attendance Rate by Year Level	
Y01	90.4%
Y02	91.1%
Y03	91.2%
Y04	90.9%
Y05	90.9%
Y06	91.5%
Overall average attendance	91.0%

Leadership

Goals & Intended Outcomes

Goal

To build teacher capabilities and confidence to cause learning

Intended Outcomes

- That there is strong teacher efficacy, individual and collective
- That teachers are able to meet the varied needs of their students

Achievements

Every year, the school's vision and strategic direction are reviewed to give staff members continuous training and to clarify the school's plans for the upcoming year. The staff found that this process was comprehensive and inclusive allowing for open conversations about the schools goal and intended outcomes.

Staff reported that school policies take into account their professional and well-being demands, and that leaders are personable. Leaders locate pertinent resources and offer personnel assistance when required. Employees can talk to leaders about issues or recommendations knowing that the conversation will be handled professionally and constructively.

Leaders are proactive in planning and implementing continuous professional learning to build staff capacity in school directions and processes. Staff are encouraged to attend network meetings and other external learning opportunities related to the school goals. Staff state that the professional learning opportunities provided at staff meetings are high quality. Teachers engage in informal feedback on their practice through team meetings, collegial discussions and observations and annual review meetings.

Leadership are committed to providing the best facilities for gathering and learning.

In 2023, the school;

- Completed the rebuilding of the dedicated Prep Play Space and Outdoor Learning Space.
- Completed the construction of new Library, Visual Arts Studio, Digital Technologies' Studio and Meeting rooms under Supplementary Capital Grants
- Increased the time allocation of our school councillor to 2 days

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<p>Description of Professional Learning undertaken in 2023</p> <ul style="list-style-type: none"> • Classroom teachers and leaders worked with an external consultant each term to improve their capacity to plan, implement and assess student and teacher-initiated Discovery and Inquiry approaches to learning and teaching • Domain leaders engaged in external professional development within their specialist areas, including Mathematics, English, Learning Diversity, Religion and Well-being • Learning Support Officers meet weekly to engage in in-house professional development facilitated by the Learning Diversity leader • Teachers engaged in professional development of speech-related issues and phonics with our externally engaged Speech Pathologist • Staff received coaching and professional development from an external consultant on well-being, time management and giving/receiving feedback. • Professional Learning Teams in English and Maths and other subject area as identified as priority at any given time. • Cluster meetings • Weekly Collaborative Planning • Individual support from school leaders and colleagues. 	
Number of teachers who participated in PL in 2023	64
Average expenditure per teacher for PL	\$861.00

Teacher Satisfaction

Our 2023 MACSSIS staff survey results demonstrated a strong culture of learning, collaboration and self-efficacy. Our teacher survey data showed an overall positive endorsement of 78%, compared to the MACS average of 67%. Teacher perceptions of our

school climate, student and staff safety, relationships, feedback, Catholic identity, and all other areas of our 2023 MACSSIS survey data are above MACS averages.

Teacher Qualifications	
Doctorate	0.0%
Masters	17.0%
Graduate	9.4%
Graduate Certificate	0.0%
Bachelor Degree	58.5%
Advanced Diploma	11.3%
No Qualifications Listed	3.8%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	46
Teaching Staff (FTE)	36.2
Non-Teaching Staff (Headcount)	25
Non-Teaching Staff (FTE)	20.8
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal

To create a learning environment that enables consistent, whole-school practices

Intended Outcomes

That there is a common/shared language, purpose and pedagogy.

Achievements

As a community, we take great pride in our high level of communication and connectivity. Our Staying Connected parent newsletter seeks to inform and connect families with key learning opportunities, the Catholicity of our school, and various and different community accomplishments. We also made excellent use of SMS alerts to complement our other forms of communication.

We met with parents and students online in three-way Learning Conversations, as well as in person Program Support Group (PSG) meetings with families. Teachers also communicated with parents online via SeeSaw, phone and other off-line means. The Principal regularly met with Year 6 cohorts of students, continuing in his role as their Life and Faith Coach.

Our School Advisory Council (SAC) and Student Representative Council (SRC) met regularly to discuss student and parent voice and to initiate new and innovative ideas for the school, fundraisers and create opportunities to raise money for charitable causes. This included events such as the Wakakirri National Story-Dance Festival and the highly successful Colour Run. Community events, such as Christmas carols on the school oval, the Mother's Day and Father's Day breakfast and the Book Week Parade were also well-attended. Other groups, such as our School Captains and other Leadership groups, also continued to meet and support our community through their tireless efforts and passion for our school.

Parent Satisfaction

Our overall 2023 MACSSIS parent endorsement survey data is 62%, which is below the MACS average of 68%. This represents an unusual anomaly in our annual statistics, which are generally equal to or above the MACS average. We will explore the possible reasons for

this and look to improve how we communicate school initiatives with parents. However, based on historical trends, we do not expect this to indicate a recurring trend.

Our families believe that we meet the developmental needs of their children and have a positive view of our social and learning climate. The frequency and quality of our communication is strong and so is parental engagement with the Catholic identity of the school.

Financial Performance

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.

For more detailed information regarding our school please visit our website at www.mmkeilordowns.catholic.edu.au