

**ST MARY'S CATHOLIC PRIMARY SCHOOL**



# Annual Report 2020

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**Principal: Ms Rosie Harrison**

# Introduction

## Vision

St Mary's Catholic Primary School is a Christ-centred community aspiring for excellence in learning and teaching. We work in partnership with families, supporting and encouraging each child to make a positive difference to the world in which they live.

## Mission

At St Mary's we are committed to:

### **Reflecting Jesus and his teaching.**

- Recognising that Jesus Christ is central to our lives.
- Imparting values, Catholic beliefs, traditions and practices.
- Rejoicing in our cultural diversity.

### **Providing a framework of positive relationships to support and encourage each child in their quest for excellence.**

- Fostering the integrity, self-esteem and dignity of each person.
- Inspiring a positive vision for the future.
- Promoting reconciliation.
- Promoting an active partnership between home, parish, school and community.
- Praise and encouragement of high, realistic expectations.

### **Quality teaching of the whole person in partnership with parents.**

- Promoting St Mary's School as a place of learning and excellence.
- Proving an atmosphere that is both stimulating and challenging and links faith and culture. • Fostering motivation, providing interesting leaning experiences, encouraging effort, recognising achievement and displaying enthusiasm for the curriculum.
- Engaging parents to be active participants in the culture and community of school life.

# Principal's Message

Appointed to the role as Principal of St Mary's School Darwin in September 2019 to commence in January 2020. I was delighted to be welcomed In November 2019, to the St Mary's community by the then acting Principal Mr Joe Caruana, who had been at St Mary's for the second semester of 2019. During my visit to St Mary's, I was warmly welcomed into in the school community. Children, parents, school staff and staff from the Catholic Education Office all went out of their way to welcome me to Darwin and to St Mary's Catholic Primary School.

Located within the Cathedral precinct in the heart of Darwin's CBD, St Mary's Catholic Primary School is a welcoming and inclusive learning community that caters for three to five year olds in the 'Community of Learners' Early Learning Centre alongside the primary school with classes from Transition to Year 6. There is a strong sense of family and community within the school with a focus on the holistic development of each child, including their academic, spiritual, social,

emotional and physical development. Each individual child is nurtured, challenged and inspired by teachers to take responsibility for their learning and actions and strive to realise their full potential. St Mary's is a place where children learn in faith and love and where the unique talents, gifts and achievements of students are promoted and celebrated often. Our goal for each child is that they achieve optimal learning and wellbeing in their time at St Mary's so that they may become contributing, engaged members of society.

In St Mary's 112th year of operation, it was clearly evident that St Mary's was founded on a strong tradition closely aligned with its vision and mission statements. Evidence from School Survey data and the 2019 External Validation had affirmed St Mary's teaching and learning structures and practices as sound and that "each child is cared for individually by a most caring and dedicated staff". The strength of this foundation was certainly tested early in 2020 with the implications of the ensuing Covid-19 pandemic and the required response from our St Mary's staff team. From the outset the entire school community adapted to the changes necessary to ensure that we could maintain a high level of teaching and learning delivered from a strong platform of social and emotional wellbeing for all. Support from our parent body and Catholic Education NT, ensured we were well informed and kept abreast of National and Territory regulatory requirements during these unforeseen times.

Despite the unprecedented Covid-19 climate, we witnessed the completion of many projects and developments across the school site. With shade installations and repairs to the central courtyard decking; the completion of the memorial garden project to become a meditative and reflective prayer space as well a complete replacement of the main building roof during the October holiday break prior to wet season.

Professional learning and meetings for staff continued to occur throughout the year in the 'new normal' online platforms. Teaching staff of St Mary's remained committed to providing high quality, challenging and engaging learning opportunities for students. An Instructional Coach and Data Informed Practitioner were successfully employed to lead teachers in the effective use of student assessment data and feedback to inform learning and teaching practices.

We are committed to continue working with families, our Parish and Catholic Education NT in a spirit of partnership and cooperation as we continue to build a vibrant and welcoming school community learning in faith and love.

Rosie Harrison  
Principal



## School Profile

### History and Context

Today St. Mary's Catholic Primary school is proudly the only school located in the Central Business District of Darwin, adjacent to St Mary's Star of the Sea Cathedral. The school first opened its doors in 1908, more than 110 years ago. What is remarkable about St Mary's is that since its foundation, it never was nor has been an exclusive school for Catholic children. It has always been open to students from any nationality and any religion.

The Daughters of Our Lady of the Sacred Heart were commissioned to run the school with Sr. Eustille Sayers, Dominica O'Sullivan, Bertrand McSweeney, Kieran Doyle and Hyacinth Lenehan arriving from Tasmania in July 1908 to establish St Joseph's-the first Catholic school in Darwin. The OLSH nuns brought with them the values of their founder – Father Jules Chevalier - which continue to be the foundation of St Mary's Catholic school community. Original buildings included a two-storey classroom, dormitory and refectory. In 1941, during the Second World War, St. Mary's school was closed and then seconded by the military to accommodate soldiers. In 1946 the school was reopened and rebuilt to accommodate the growing student population. The school was originally called St Joseph's School until it was renamed St Mary's school in 1958 when Bishop O'Loughlin changed its name to reflect the parish name of St Mary's.

St Mary's has a long and proud history of being a community-minded school, providing particularly for the needs of students from marginalised backgrounds. St Mary's is a school that prides itself on the spirit of social justice that permeates through all aspects of the school community. Diversity is welcomed and celebrated. Aligned with the OLSH mission, we seek to create an environment that enhances learning, nurtures young people and empowers them to live the Catholic faith in the spirit of Jesus Christ.

Today St Mary's school offers quality Catholic education for students from Transition to Year 6 including an Early Learning Centre and preschool program for children aged 3-5 years. The school also provides Outside School Hours Care and Vacation Care programs. Over the years, refurbishments and additions have been made to provide contemporary learning and teaching spaces for students. Educational facilities at St Mary's include an IT Learning Hub, Art room, multipurpose Library, indoor Hall, Music room, undercover Gym and an Entertainment Deck for school performances. Information and Communication Technology is integral to learning and teaching at St Mary's and includes a BYOD (Bring Your Own Device) program for students in Years 5 and 6. Specialist programs for students include Australian Sign Language (Auslan LOTE), Physical Education, Music and Technologies. A range of extracurricular activities is offered to students including interschool and school based sporting events, academic competitions, school choir, private piano tuition and community activities.

After consultation with the St Mary's Community, in 2020 the school implemented a new start and finish time. The school day now runs from 8:20am - 2:50pm providing the required 5 hours and 20 minutes of instruction time.

## Student Enrolment Profile

**Enrolment August Census:** 165 students

| Year         | T         | 1         | 2         | 3         | 4         | 5         | 6         | Total      |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| Boys         | 16        | 11        | 10        | 12        | 13        | 17        | 6         | 85         |
| Girls        | 13        | 12        | 11        | 9         | 13        | 10        | 12        | 80         |
| <b>Total</b> | <b>29</b> | <b>23</b> | <b>21</b> | <b>21</b> | <b>26</b> | <b>27</b> | <b>18</b> | <b>165</b> |

8% of students identify as Indigenous.

13% of students are SWD (students with a disability).

Nearly 57% of St Mary's student population live in Darwin city and inner city suburbs of Darwin including Bayview, Larrakeyah, Parap, Stuart Park and Fannie Bay. In 2020 17% of families lived in the Palmerston area or beyond and 26% lived in the Northern Suburbs, with many of these parents working in the CBD. The school community reflects the diversity of Australian society with students coming from a range of ethnic, socio- economic and cultural backgrounds including Indian, Greek, British, Filipino, South African and Vietnamese. In 2020, 48% of parents enrolling their children identified as Catholic.

The remainder were from other religions as listed in the table below:

| Religion of parents 2020 | Percentage |
|--------------------------|------------|
| Catholic                 | 48         |
| Church of Christ         | 4          |
| Uniting                  | 2          |
| Hindu                    | 2          |
| Islam                    | 2          |
| Sikh                     | 2          |
| Anglican                 | 1          |
| Buddist                  | 1          |
| Lutheran                 | 1          |
| Eastern Orthodox         | 1          |
| Oriental Orthodox        | 1          |
| No religion              | 35         |

## Student Attendance & Managing Non-Attendance

**Average Attendance 2020:** 93%

St. Mary's Catholic Primary School staff recognise the strong link between regular attendance and school success and are committed to maximising the school attendance of all pupils. Our high attendance rate (usually above 90%) is attributed to our partnership with families, the supportive school environment and pastoral care for students. Attendance-related notifications from parents and class teachers are recorded by school administration staff, who notify class teachers. Attendance registers are monitored in the front office daily and parents are contacted by the Principal, Aboriginal Indigenous Education Worker (AIEW), Defence School Mentor (DSM) or Pastoral Care and Wellbeing Coordinator in the event of unexplained or regular student absences. In the event of frequent, unexplained or lengthy student absences, the Truancy Officer from the Department of Education is contacted who monitors attendance and liaises with families and the school.

## Staff Information

### Staffing Profile

|  | Head Count | Full Time Equivalent (FTE) |
|--|------------|----------------------------|
| <b>St. Mary's Catholic Primary school</b>                                |            |                            |
| Principal  | 1          | 1                          |
| Teaching Staff (including Librarians) - full time                        | 8          | 8                          |
| Teaching Staff Indigenous (including Librarians) - full time             | 0          | 0                          |
| Teaching Staff (including Librarians) - part time                        | 6          | 3.3                        |
| Administrative and Clerical (including aides and assistants)             | 3          | 3                          |
| Administrative and Clerical (including aides and assistants) - part time | 10         | 5.8                        |
| Building Operations Maintenance and Other Staff                          | 2          | 2                          |
| Specialist Support-full time   | 0          | 0                          |
| Specialist Support-part time   | 2          | .5                         |
| <b>Total</b>   | <b>32</b>  | <b>23.6</b>                |

## Teacher Standards

All except one teacher has completed a minimum of four years training at tertiary level. All teachers are registered with the Northern Territory Teacher Registration Board (TRB) and all staff have current Ochre Cards. In 2020, one teacher was granted Authority to Teach under the TRB.

|                               |    |
|-------------------------------|----|
| Post graduate qualifications  | 2  |
| Bachelor degree or equivalent | 14 |
| Other qualifications          | 1  |

One staff member is working towards a Masters in Religious Education.

## School Leadership Team

**St Mary's leadership group in 2020 consisted of:**

**Rosie Harrison:** Principal.

**Christine Ferreira:** Acting Deputy Principal and Religious Education Coordinator.

**Shannon Feldtman:** Curriculum Coordinator, Data Informed Practitioner and Instructional Coach.

**Francesca Duncan:** Inclusion Support Coordinator, Inclusion Support Practitioner and Instructional Coach.

The leadership team met weekly to discuss administration matters, teaching and learning, staffing, strategic planning, school improvement and to formulate and implement action plans.

A 'shared leadership' approach is embedded across the school where teaching staff and support staff elect to become members of School improvement teams as follows:

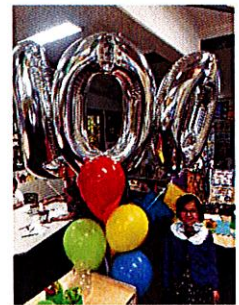
- Catholic Identity
- Leadership
- Facilities, Finances and Resources
- Community and Culture
- Teaching and learning
- Pastoral Care and Wellbeing



# Highlights of the School Year

## 2020 highlights:

- Opening School Mass and Commissioning of 2020 staff and student leaders ● Welcome Disco
- Bombing of Darwin Commemoration Excursion (Students Year 5/6)
- Remembrance Day ceremony and Liturgy involving Defence personnel and families
- Mother's and Father's Day Liturgy and stall
- Eucharist, Confirmation and Reconciliation School-based preparations
- OLSH Feast day celebrations and Mass
- 100 days of School - Transition
- Colour Run Fundraiser
- Spirit Cup Fun Celebrations and rewards
- Life Education Incursion - Healthy Harold
- Combined Catholic Schools Public Speaking competition
- Book week dress ups and celebrations
- Yr 5 & 6 Batchelor Education Camp
- Remembrance Day ceremony prepared by Defence children involving whole school



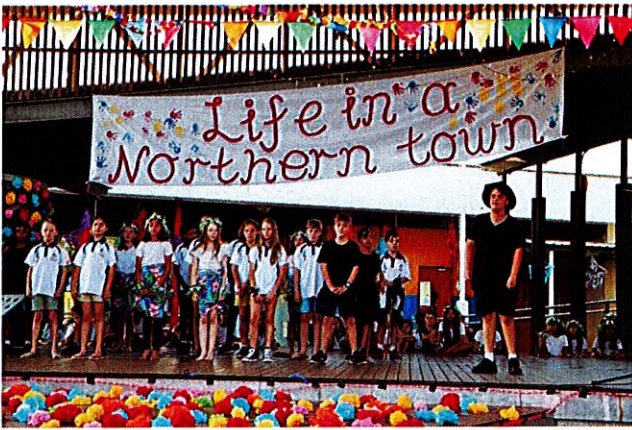
## Parents and Friends Movie Night

We were very lucky to hold our movie night this year with Covid-19 restrictions, it was the first chance for our school community to come back together and enjoy a lovely relaxed evening together. Families were able to bring their own picnic, with some snacks and drinks available to purchase. We raised over \$2,400 on the night, through ticket sales and food and drink purchases and the always popular Lob-a-choc. Thank you to our amazing sponsors, Kumon Fannie Bay for their continued support, without them we would not be able to fund the event.

## Visual Arts Exhibition/Evening

On Friday, 18th September, our school was transformed into a wonder of visual art works and displays created by our very talented St Mary's students. Even our littlest members of the school, from the Community of Learners, worked so hard to create their works of art to display! This was an extraordinary event, which saw the school courtyard, classrooms, Hall and Library all transformed and filled with magnificent artwork. This year our theme was 'Life in a Northern Town' which showcases the beauty of life in Darwin. The event was a true spectacular with live entertainment showcasing once again the talents of the St. Mary's school choir and dance troupe. On the night families were able to purchase their child's artwork with a cash donation to support the Visual Arts program at St Mary's.





### Carols in the Cathedral

On 3<sup>rd</sup> of December, the community of St. Mary's Catholic Primary School gathered for our annual Christmas Carols evening. Even with Covid-19 restrictions we were able to host this event in the St. Mary's Star of the Sea Cathedral. After weeks of preparation and rehearsals it was a very special occasion that saw the Cathedral filled with families from the St. Mary's school and parish. We were fortunate to have Bishop Charles Gauci open the evening for us in prayer. The commentators then commenced the evening with by retelling the Nativity story, which told the story of the birth of Jesus and all those who travelled to see the new born King. The carols that followed from each year group included Away in a Manger, Little Drummer Boy and Come All Ye Faithful. The atmosphere in the Cathedral was astounding and there was a real sense of reverence as these carols reminded us of the true meaning of Christmas. The students really sang their hearts out and highlighted some of their amazing vocal talents! It was a lovely way for our school community to end a very busy school year and farewell Bernadette Wilmore our Music teacher.



## School Improvement and Renewal Framework Award Recipients 2020

We congratulate the following staff on being recognised for their contribution to SIRF at St Mary's

- Emmylou Invinson - Teaching and Learning
- Justine Mitchell – Pastoral Care and Wellbeing
- Ava Wilmore – Teaching and Learning

Justine, Emmylou and Ava were all worthy recipients of this prestigious award.

## Student Awards and Recognition

**Catrina Meldrum** was awarded the **Fred Hollows Award** and **Marian Perpetual Award** for always brightening the day of others with a smile and her kind-hearted nature. She is a dedicated member of our school's Social Justice Squad. Through this role she offers her own time to help raise awareness of global social justice issues and to fundraise and support those in need.

**Academic Excellence Award** was awarded to **Sophie Johnson** for outstanding achievement and performance across all academic areas and displaying exemplary learning.

**Spirit of St Mary's Award** was awarded to **Sophie Christopherson** for being a model for other students in the way they live out our school Making Jesus Real Philosophy, You Can Do It values and Positive School-wide Behaviour Approaches.

The Northern Territory Catholic Principals Association (Scholarship) was awarded to **Alifah Mahmood** this year for her excellent career in Primary School education. Alifah also received the **Area 9 Award** for a student who excels in the use of ICT for their learning.



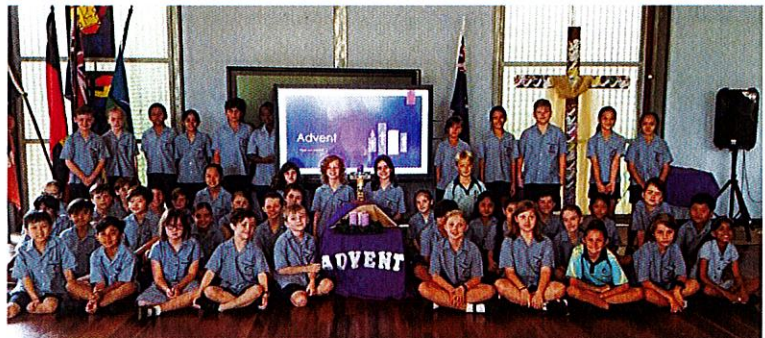
# SIRF Achievements

## Catholic Identity

Despite Covid-19 restrictions, as a school and faith community we were still able to come together to celebrate many Masses and Liturgies, which allowed the students the opportunity to develop their relationship with God and opportunity for their personal faith formation.

Masses and liturgies celebrated throughout the year included:

- Beginning of school year
- Our Lady of the Sacred Heart Feast Day
- Assumption of the Blessed Virgin Mary
- Anzac Day prayer service
- Ash Wednesday
- Father's Day liturgy
- Mission Day liturgy
- Remembrance Day liturgy
- Year 6 Graduation Mass
- Advent liturgy
- End of School Year Mass



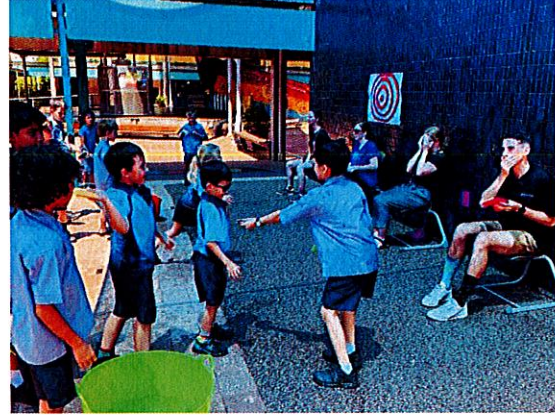
During the year, our school actively promoted and maintained strong links with the St. Mary's Star of the Sea parish community. In addition to being a part of all school liturgies and Masses, the Parish priest was a frequent and welcome guest at the school, visiting each year level group once a term. In 2020 our school worked in collaboration with the parish to develop a schoolbased Sacramental program, which increased the number of student participation from St Mary's students.

St. Mary's Catholic Primary School has promoted the Catholic mission of the school through raising awareness, fundraising and financially contributing to the following appeals:

- Caritas Lent appeal
- Catholic Missions 'Mission Month'
- Vinnies Christmas Gift Tag Appeal



A highlight for the school's Social Justice Squad was their involvement and support in our Mission Month fundraising for Catholic Mission and their "Socktober" Mission stalls that were run by each year level. We were also fortunate enough to have the NET youth ministry team involved in this day with us.



During 2020 the Make Jesus Real (MJR) values continued to permeate the everyday culture of St. Mary's with the integration of the 'Spirit of St Mary's' philosophy with our Social Emotional Learning framework and Positive Behaviour Support procedures.

Staff development in the area of Religious Education focused on successful implementation of the new Journey in Faith curriculum. This was the first year implementing the units in their entirety at St Mary's. In October, all staff participated in our school's Catholic Identity day which was facilitated by Br Damien Price. The focus of this day was for the staff community to explore our core Marian values and how they are lived out in the day to day life of the school.

## Teaching and Learning

The Australian Curriculum and the school Scope and Sequence is implemented by teachers as the Framework for the development of learning and teaching programs at St Mary's. In 2020, a major focus was on developing whole school expectations around a dedicated literacy block and renewing our commitment to Visible Learning.

St Mary's completed their final phase of the Instructional Coaching Program, which in its three years coached 8 coachees directly impacting approximately 230 students through over 70 coaching sessions. Francesca Duncan and Shannon Feldtman presented St Mary's Instructional Coaching Journey at the Principals Network meeting in Term 4.

Specialist teachers at St Mary's in 2020 included a dedicated Physical Education Teacher, Technologies Teacher, Performing Arts Teacher and Auslan teacher. Students from Years T-6 participated in 2 PE Sessions/week, 1 Science session/week, 1 Performing Arts session/week and 1 LOTE session each week. Music education opportunities at St Mary's included private instrumental sessions, and a school choir (Years 3-6). A highlight of the year was our biannual school Visual and Performing Arts Show.

Auslan was introduced across the school as a sustainable LOTE option in 2020 with weekly 40 minute lessons. These lessons allowed staff to learn alongside with their students, resulting in high student engagement and the embedding of Auslan into school wide practices.



St Mary's also introduced a Technologies specialist Teacher in 2020. Heidi Cupit undertook the CSER Digital Technologies MOOC and worked in partnership with the University of Adelaide's National Lending Library program to provide resources and support.

The Curriculum Leader conducted a school wide review into the current Mathematics pedagogy and practices. The school leadership team reviewed this in conjunction with past NAPLAN and PAT-M data. The presented her findings and recommendations to the board and at the 2020 SIRF visit. This research has resulted in engaging Back-to-Front Maths to provide Professional Development and Mathematics programming in 2021.

### **Curriculum and Pedagogy**

The Australian Curriculum overarches our pedagogical framework and is underpinned by current research and data to guide learning and teaching. Student assessment data is used to inform learning and teaching programs. Teachers work collaboratively in teams to plan learning and teaching experiences for students and to ensure instruction is differentiated and targeted to student needs. Student progress and achievement is assessed, monitored and reported against the Australian Curriculum achievement standards.

Teachers were released in teaching teams for two hours each week to plan collaboratively. This provided teachers with an opportunity to engage in professional dialogue with each other within a safe and open environment and to learn from each other. This planning was facilitated by members of the leadership team on a rotating basis to ensure consistency across the school and foster a collaborative planning philosophy.

Teachers integrate ICT across all areas of learning. Classes have access to collaborative workstations in the library, individual computers in the library as well as an increased classroom bank of devices. Each classroom has an interactive Prowise or CommbOX with access to internet. Classes are able to pool devices for times when larger sets are needed. Classes explore ways to use interactive, collaborative ICT tools to find information and share their learning. Year 5/6 classes continue to participate in a BYOD (bring your own device) program which further integrates ICT across the curriculum. ICT skills were further developed when staff were preparing for the possibility of home-based learning due to Covid-19. Although these plans were never implemented, staff reported that their ability to integrate ICT across all learning areas was improved and there was an increase in the use of ICT across the school. At the end of the year, the school engaged Edunet as a supplier of BYO- Designated Devices and implemented this initiative for the 2021 Year 5 students.

Teachers reviewed and analysed PAT, Soundwaves and other data to identify strengths and areas for improvement. Recommendations have been incorporated into the 2021 annual school improvement plan and action plans. This data is also used to help identify students at risk and to plan appropriate intervention programs.

Religious Education lessons were planned using the Journey in Faith curriculum, which is a sequential curriculum firmly, based on Catholic teachings. Teachers continued to plan contemporary and engaging Religious Education units in collaboration with the Catholic Identity Team at the Catholic Education Office.

Staff meetings each week were dedicated to professional development led by teacher leaders from within the school and external presenters. Teachers are encouraged to share their knowledge with others at these staff meetings by leading professional learning sessions. Staff feedback was sought in Term 2 regarding the direction of internal professional development for the remainder of the year, which resulted in a focus on Visible Learning and the moderation of writing. Teaching programs are created and shared on Google Drive to ensure transparency and full compliance to all planning requirements. Teachers are given clear guidelines and expectations for programming requirements and feedback is provided directly to teachers.

### **Assessment and Reporting Practices**

Teachers include a variety of assessment strategies in their teaching programs to gather multiple sources of information about student progress and achievement. The whole-school assessment schedule was reviewed to ensure it aligned with best practice pedagogy and provided triangulated data in key learning areas. Due to the impact of the Covid-19 pandemic, NAPLAN was not conducted in 2020. Student progress was communicated to parents on a regular basis through parent/teacher/student goal setting meetings, Evidence of Learning folders and Academic Reports. Evidence of Learning Folders included a collection of student assessments across all learning areas. These folders are designed to supplement the Academic Report to assist parents in understanding their child's learning progress and academic achievements.

GradeXpert was embedded for data collection, analysis and reporting. The report templates was developed in consultation with staff and GradeXpert, reporting against the achievement standards for all curriculum areas. Staff were provided with training and the Curriculum Coordinator and Data Informed Practitioner assisted staff with data entry, data maps and reporting. St Mary's expanded the range of assessments recorded in GradeXpert as well expanding its use to encompass the collection of behaviour and NCCD data.

Assessment of Student Competencies data was collated by our Early Learning Centre staff and team and recorded onto GradeXpert. This data was analysed to develop an Early Year's intervention program, delivered by the Inclusion Support team.

In 2020 St Mary's expanded its use of the ACER PAT suite to include PAT Early Years for Maths and Reading providing additional data to early-childhood teachers. The ACER Social-Emotional Wellbeing Survey and the use of e-Write in years 4-6 was also introduced. In the absence of NAPLAN writing data St Mary's participated in the Catholic Education NT Common Writing Task, with four staff undertaking the two-day NAPLAN writing marking panel professional development. This learning was fed back to staff with the creation of a T-6 writing rubric being developed for use in writing moderation in 2021, mirroring the NAPLAN marking guide.

## **Student Support**

An Inclusion Support Coordinator (ISC) coordinates the Inclusion Support Program at St. Mary's. The role involves supporting teachers with the identification and assessment of students with additional needs, working with Inclusion Support Assistants to support Students with Inclusion Needs (SWIN) or who have been identified as Gifted and Talented. The Inclusion Support Coordinator liaised with the Catholic Education Inclusion Support Team in relation to funding, student needs and professional learning. The Inclusion Support Coordinator liaises with parents, support staff and classroom teachers to implement specific programs to support students with specific learning, emotional and behavioural needs. Further investigation of concerns occurs through the Referral and Assessment Process and the engagement of appropriate Catholic Education Office Specialists.

St. Mary's school provided data as required for the National Consistent Collection of Data (NCCD) for Students with Disabilities. Extensive information was provided to the government about adjustments made across the school to support student learning and the costs that the school incurs to provide this support.

In 2020, there was the introduction of the Inclusion Support Practitioner (ISP). This role was an initiative developed at Catholic Education Office and could be developed and shaped by the school's individual context. This year saw the ISP support students develop their Assessment of Student Competency (ASC) skills in Transition and phonemic awareness in junior- middle primary. Leading up to the potential of home-schooling, due to Covid-19, the Inclusion Team developed multi-sensory packs for identified students and ISAs, to provide access to intervention while engaging in home learning.

Inclusion Support Assistants (ISAs) provided classroom and group learning support to identified students with additional needs. Classroom teachers have the overall responsibility for students identified as Students with Inclusion Needs (SWIN) and work with ISAs to develop Adjustment plans and support students. The ISA supports the teacher and works with the students in the class, working with small groups or withdrawing students individually for targeted intervention.

Inclusion Support Coordinator (ISC) worked in collaboration with teachers, ISAs and leadership to ensure a robust collection of data was captured for the school's NCCD review in August. The

ISC used the INSPIRE program to support teachers in the accurate documentation of students adjustments, thereby ensuring the NCCD Model is followed appropriately. The ISC organised regular meetings with teachers and ISAs to discuss, record and monitor student growth and challenges, engage teachers in INSPIRE training and moderate student adjustments. Classroom teachers alongside the ISC hosted regular Educational Adjustment Meetings (EAP) with families to report student progress and provide an opportunity for families to contribute. Finally the ISC collated and analysed the school data to determine trends for the following year.



## Leadership

### Student leadership

Student leadership is welcomed and promoted at St. Mary's and based on a servant leadership model. Ten Year 6 students were elected to the 2020 Student Leadership Team by students and staff. The student leadership team consisted of two school captains, Sophie Christopherson and Cruz Simoes and eight house colour captains. Their duties included leading school assemblies, leading the 4 house teams, welcoming dignitaries, organising school events and representing the school at official events and functions.

A very successful Year 5 leadership retreat day was held in Term 4 for our next group of school leaders. The NET team were involved in formation for the group during this day and sessions were also led by guest speakers Jacqui Langdon and Chris Wilmore.





## Professional Learning

Staff attended a variety of workshops, professional development and seminars throughout 2020 including:

- Age Appropriate Pedagogies: Attended by Early Years staff and Curriculum Leader.
- MacLit training: Attended by two staff members to increase capacity to train ISA staff across the school in early intervention strategies for Literacy.
- NT Leader's Summit: Attended by Principal and Deputy Principal.
- Certificate III: Introductory course in Writing Approach to Reading (WRAP) online course: Completed by Principal, Deputy Principal, Inclusion Support Practitioner and two ISAs.
- School Catholic Identity day focusing on Vision and Mission, facilitated by Br Damien Price with all staff.
- Instructional coaching, facilitated by Trish Gooch: Attended by Principal and instructional coaches.
- Godly Play, facilitated by Hannah Foody CEO: Attended by REC and junior primary teachers.
- 10 Mindframes for Leaders, presented by Professor John Hattie and Raymond Smith online: Attended by Principal.
- Kiddo training and Professional Development completed by PE teacher.

Staff meetings for teaching staff included:

- GradeXpert training
- Journey in Faith Religious Education Curriculum, facilitated by Hannah Foody CEO
- Inclusion Support and NCCD, facilitated by Helen Higgins CEO
- NCCD online training
- Online learning: 3 days staff professional development
- EALD Reporting
- Assessment and Reporting
- Social Emotional Learning
- Sensory Input, facilitated by Emma Greaves CEO
- Visible Learning & Teacher Clarity Playbook
- High Impact Teaching Strategies
- Naplan Writing Assessment
- Mandatory Reporting
- Play is the Way and Making Jesus Real



## Community and Culture

### Parents and Friends

Our Parents and Friends (P&F) Committee met monthly to plan social events for the school community and to coordinate fundraising initiatives. The 2020 P&F led by Justine Mitchell as President, consisted of a small, but dedicated group of parents. Fundraising and social events throughout the year included Welcome Disco, Easter Raffle, Family Movie Night, Colour Run, Family Portrait Fundraiser and Mother's and Father's Day Stalls.

The P&F contributed the following to the school:

- \$2,500 donated to the library for new books
- \$1,200 donated for spirit cup fun days
- \$500 donated to the Year 6 graduation
- \$500 donated to set up the new St Mary's playgroup for 2021

In addition to this \$11,000 was donated towards new technology equipment. The school were also able to apply for the dollar for dollar grant of \$9,000 as a result of the P&F fundraising. In total \$15,700(excluding the grant) was donated by the P&F towards activities and resources for our school. An outstanding and most wonderful effort by the P&F Committee despite the challenging circumstances of the year.



### School Board

St. Mary's School Board operates in an advisory role to the Principal, meeting monthly to discuss areas in relation to finance, work health and safety, building, policies and teaching and learning. In 2020 the School Board consisted of 8 members including 5 parents, the Principal and Deputy Principal, and Bishop Emeritus Hurley. Ms Clalia Mar and Ms Carissa Read were cochair of the School Board. Parents from the School Board are also involved as members of the School Improvement committees to assist with the review and development of School Improvement plans for each of the areas.

### Defence School Mentor

In 2020 St Mary's Catholic Primary School continued to receive funding for a Defence School Mentor (DSM) to support the many Defence families in the school. In her role Justine Mitchell (St Mary's DSM) assisted many Australian Defence Force (ADF) parents and children to become familiar with the school and to integrate into the school community. Justine worked closely with Teachers to monitor Defence students and provide support for any personal challenges they faced, such as friendship, peer groups and classroom difficulties. Defence Kids Club was run

each Monday at lunchtime and provided a place for Defence students to socialise and connect with other students. Defence students attended the Bombing of Darwin Commemorative Ceremony at the Cenotaph and led our Anzac Day Prayer service and Remembrance Day liturgy.

## AIEW

Our Aboriginal Indigenous Education Worker (AIEW) continue to support students in class and through Physical Education lessons. Homework centre operated weekly on Wednesday afternoon and was attended by up to 15 students per week. The school continued to embed cultural perspectives in the curriculum and in school operations. The school acknowledged Reconciliation Week by creating a whole school banner that was proudly displayed out the front of the school.



## Parent Communications

After consultation with families, during 2020 St Mary's successfully implemented a new School App – School Stream as its primary form of communication between the school and families. The App provides families with the convenience of accessing important information about what is happening at St Mary's directly from their mobile device. Parents can report their child's absences, complete excursion forms and place online orders for our school canteen. It also provides access to our school calendar and upcoming events. The App has a notification feature to ensure that critical notices or deadlines are never missed. It also has a translation features so families can view the content in their preferred language. Feedback regarding the App was very positive.



## Pastoral Care and Well-being

In 2020, there was the formation of the Wellbeing Committee, this team was made up of the Wellbeing SIRF Leader, Catholic Care Counsellor, Defence School Mentor (DSM) and the Chaplain. The introduction to the Federal Chaplaincy Program this year was with the focus on the pastoral care of our students and work cooperatively with the Wellbeing Team. Each party services student and families' social and emotional needs differently, as such, the Chaplain Role Description and policies were developed in conjunction with the Wellbeing Team and approved by the Principal.

The Chaplain (three days per week) supported approximately 25 students in middle to upperprimary and engaged in class visits in junior-primary. The Chaplain engaged with students in a range of ways including check-ins, Guitar Group or MindUp.

The MindUp program is a recently initiative from the Catholic Education Office, Pastoral Care and Wellbeing Officer. Based firmly in neuroscience, the MindUP program gives students the knowledge and tools they need to manage stress, regulate emotions and face the challenges of the 21st century with optimism, resilience and compassion. MindUp is a Social and Emotional Learning (SEL) program that consists of 12 lessons with a focus on mindfulness practices.

The school counsellor (one day a week) supported 15 children and their families in a range of ways including one on one individual counselling, joint or small group sessions and support sessions for parents. Catholic Care has also provide families with support through the Malak Community Centre or individual case worker.

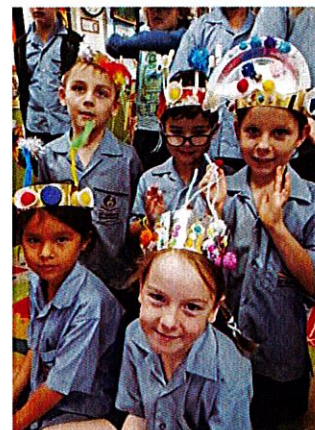
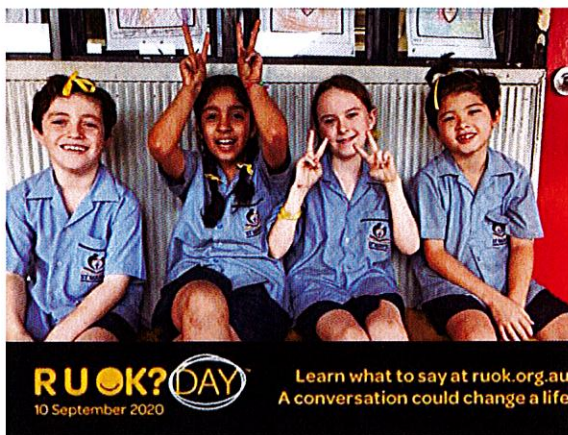
During 2019 the Wellbeing SIRF Leader and the REC collaborated to develop the Spirit of St Mary's. Since then, the "The Spirit of St Mary's" is a term to describe our unique culture which is based on the SEL and Catholic initiatives You Can Do It, Make Jesus Real and Positive Behaviour Support. These well-established initiatives have been linked to a SEL scope and sequence to support and promote students self-awareness and self-management. 2020, the Leadership team reviewed the current SEL initiatives as part of the school's annual SIRF review. Along with data collected from students in years Three- Six, who completed the Social and Emotional Wellbeing Survey by ACER PAT. The school will continue to develop a vision of SEL and the Spirit of St Mary's in 2021.

Students across all year levels learnt about their personal development through the Made in the Image of God Human Sexuality program. With the assistance of Life Education, students, parents and teachers are involved in Cyber Smart sessions to learn about safety in our digital age.

Despite the challenges Covid-19 presented this year and the restrictions on whole school gathers, the Spirit Cup Fun Day (SCFD) activities continued and were an opportunity to build a positive community spirit. The Spirit Cup Fun Day is a positive celebration of the behaviours demonstrated by students throughout the term. Survey Monkey was a tool used to determine student's satisfaction from years Three- Six of the events and provide feedback. 59 students were surveyed in Term Four, and indicated that 90% of students enjoyed the events. 75% of students surveyed preferred the method of earning the SCFD compared to previous years. 60% of students surveyed enjoyed the waterslide, funded by the Parents & Friends.

Staff health and wellbeing was also a focus and staff had opportunities to attend professional learning and webinars on personal wellbeing and building a positive and supportive culture to ensure staff wellbeing. Catholic Educational Office developed eLearning Modules focusing on Mental Health. All St Mary's staff also have access to counselling through our Employee Access Plan at Catholic Care. The Wellbeing Leader and Chaplain regularly attend the Pastoral Care and Wellbeing Network days facilitated by Catholic Education Office.

Covid-19 provided challenges for our parents and school community, with a minimal school wide events or family visits in late Term One and Two. As restrictions have eased, parents have had opportunities to meet with teachers through Parent information evenings, parent/teacher/student goal setting interviews, class newsletters, school newsletters, class excursions, school assemblies and liturgies.



## Facilities, Finances and Resources

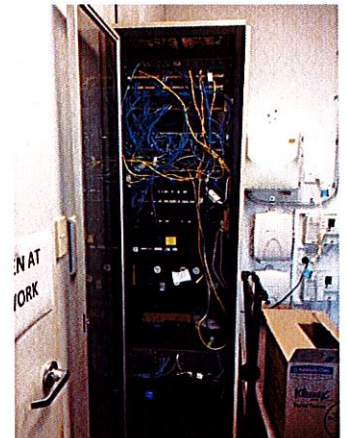
Throughout 2020, the maintenance of the school facilities remained a priority. To help support this the school implemented a weekly School Operations Meeting that was attended by the Principal, Deputy Principal, School Secretary, Finance Office, Assistant Directors of OSHC and CoL and Work Health and Safety Coordinator. These meetings allowed for the implementation of consistent systems and processes across the school including:

- School cleaning schedules
- Management of staff both for compliance eg OCHRE cards/ first aide

- Review of school maintenance schedule
- Incorporation of a more defined process for ensuring efficiency in debt collection across the three entities of the school.

### **In 2020 the following works were completed:**

- Replacement of entire school roof to the main building
- Transformation of the school's Memorial Garden into a meditative prayer space
- Repair of the timber floor in the MacKillop Hall
- Repairs to E-deck and closing in underneath
- Basketball court louvres and floor surface repaired
- Removal of concrete surrounds from fire reels
- Removal of overhead power line in Community of Learners



### **Works to be completed in the near future:**

- Downpipes replaced
- Door into the Server room from verandah
- Whole site Salto Locking system

### **Successful Grants**

In 2020 St Mary's was successful in our Block Grant Authority (BGA) Application. This application was for an upgrade of our communication system to meet current best practice standard requirements throughout the school. Installation of a Salto integrated, smart electronic locking system will improve access and security considerably throughout the school. Staff will be able to secure, monitor and control school access allowing for simplified access and management by enabling visibility of multiple buildings, sites and people from a centralised PC -based system. It will improve security and safety, preventing unauthorized entry without compromising accessibility especially in the event of an emergency or Lock Down. This upgrade will be scheduled for completion in 2021.

## **Work Health and Safety**

In 2020 the School developed an Allergy Awareness policy. In line with this policy Emergency Medical Bags were been created and teachers are required to carry one at all times while on recess and lunch yard duty.

The bags contains the following items:

- Child general epipen
- General spacer and asthma puffer
- Band-Aids, tissues and sterile wipes for minor grazes and cuts
- Spirit cup tokens for reinforcing positive behaviours
- Restorative practice questions
- Red medical or behaviour emergency cards (to be sent to the office for urgent support)
- Yellow first aid cards (to be sent with children when they are sent to the office)
- Pen and note pad (for recording detailed information in an emergency) • Photos of major medical alert students

The school maintained our 6 month schedule for Arborist reporting and maintenance of tree health in the school grounds. All staff completed required CENT E-learning modules and training.

Workplace Safety Inspections were carried out at St Mary's each term enabling us to comply with the requirements of the WHS Act and Regulations, and to proactively and regularly identify, assess and control workplace hazards.

## **School Review and Improvement**

### **Community Feedback**

Parent feedback is received both informally and formally at St. Mary's Catholic Primary School. Feedback is gathered through discussions, Parent and Friends and School Board meetings and parent teacher meetings. Formal feedback was received through monthly School Board meetings and Parent/Carer surveys. Of those families who completed the survey 81% *agreed* or *strongly agreed* that there was effective communication between the school and parents and carers. 91% *agreed* or *strongly agreed* that St Mary's supports their child with his/her social and emotional learning and development. Overall 78% *agreed* or *strongly agreed* that they are satisfied with St Mary's School. The results from both the informal and formal feedback are used to inform school improvement plans for 2021 and beyond.



## Future Priorities

From our Strategic plan and in line with our school improvement goals, the following areas have been identified as priority areas for 2021:

- Continue to embed Instructional Coaching practices among staff
- Implementation of Back-To-Front Maths pedagogy throughout Years T-6
- Implementation of age appropriate pedagogy in Early Years Education
- Digital Technologies curriculum and integration into the classroom
- Based on feedback from survey develop a feasible and equitable plan for a BYODD (Bring your own Designated Device Program) in 2021
- Data Informed Practitioner to continue analysis of data and use of quality literacy and numeracy practices to enhance teaching and learning outcomes
- Promoting strong links between Parish and wider community by implementing a St Mary's Play group
- Supporting students, staff and families with their faith development
- Differentiation of instruction and implementation of intervention strategies to cater for individual student needs across the school and to challenge students with potential
  - Professional learning team meetings where teachers use peer-coaching initiatives reflect on practice, work collaboratively, and share insights with colleagues.
- Science, Technology, Engineering and Maths initiatives (STEM), including robotics and coding sessions for students in Years 3-6.
- Whole school staff and student social/emotional wellbeing review
- Continued development of MJR of this program throughout the school
- Working with Catholic Education Northern Territory and our school community to market and promote the school

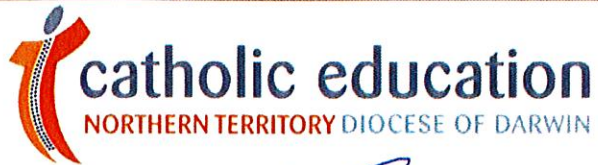


# Financial Summary

| <b>St Mary's Catholic Primary School</b> |       |                |  |
|--|-------|----------------|--|
|  |       |                |  |
| <b>Recurrent income 2020</b>             | Total | \$ per student |  |
| Australian Government                    |       |                |  |
| State/Territory Government               |       |                |  |
| Other sources                            |       |                |  |
| <b>Total gross income</b>                |       |                |  |

## Endorsement

The information in this report has been verified and the priorities endorsed by the Director of Catholic Education.



A handwritten signature in black ink, appearing to read "R Harrison", written over a horizontal line.

Ms Rosie Harrison  
Principal

A handwritten signature in blue ink, appearing to read "C Read", written over a horizontal line.

Ms Carissa Read  
School Board Chairperson

Date: 18/3/21

A handwritten signature in black ink, appearing to read "G O'Mullane", written over a horizontal line.

Mr Greg O'Mullane  
Director Catholic Education Office