

ST MARY'S CATHOLIC PRIMARY SCHOOL



Annual Report 2021

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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

At St Mary's Catholic Primary School, 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. 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' 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 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.

2021 marked the celebration of 200 years of Catholic Education across Australia. This milestone was most significant for St Mary's in our 113th year of operation, as we were acknowledged nationally as the oldest Catholic school in the Northern Territory. Proudly today, it is evident that St Mary's was founded on a strong tradition closely aligned with its vision and mission statements. Evidence from School Survey data has 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 stood us firmly throughout the 2021 school year as we entered a second year of the Covid-19 Pandemic. Despite several lockdown periods throughout the year, our St Mary's 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 kept well informed of National and Territory regulatory requirements during these unforeseen times.

During 2021, we witnessed the completion of many projects and developments across the school site. With work commencing on our 2021 BGA grants project to upgrade our entire school communications infrastructure and Server as well as the installation of a SALTO lock system. Learning spaces were prioritised for minor upgrade and improvement on the lower and upper levels of the school to ensure the provision of inclusion support strategies met student needs. A focus on improving and upgrading our key entrance points to be more visually welcoming for both the school and Early Learning Centre with the installation of fence banners displaying attributes and graphics of our school values and heritage.



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 particularly in the approach to the teaching of Mathematics. 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.

In a year marked by lockouts and lockdowns, a highlight of 2021 was our whole school performance held in the Darwin Entertainment Centre, where our parent and wider Catholic education community were entertained by every St Mary's student who took the stage to perform in song and dance. As we move into 2022 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

As the oldest Catholic school in the Northern Territory, 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, 113 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 BYODD (Bring Your Own Designated Device) program for students in Years 4 to 6. Specialist programs for students include Australian Sign Language (Auslan LOTE), Physical Education, Performing Arts and Digital Technologies. A range of extracurricular activities is offered to students including interschool and school based sporting events, academic competitions, choir, guitar and piano tuition and community activities.



Student Enrolment Profile

Enrolment August Census: 183 students

Year	T	1	2	3	4	5	6	Total
Boys	10	13	10	13	15	16	17	94
Girls	14	12	16	9	12	13	13	89
Total	24	25	26	22	27	29	30	183

10% of students identify as Indigenous.

14% 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 2021, 18% of families lived in the Palmerston area or beyond and 25% 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, 45% 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	45
Hindu	3
Islam	1
Sikh	2
Anglican	1
Lutheran	2
Eastern Orthodox	1
Oriental Orthodox	1
Christian	6
Presbyterian	1
Agnosticism	1
No religion	37

Student Attendance & Managing Non-Attendance

Average Attendance 2021: 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)
St. Mary's Catholic Primary school		
Principal	1	1
Teaching Staff (including Librarians) - full time	10	10
Teaching Staff Indigenous (including Librarians) - full time	0	0
Teaching Staff (including Librarians) – part time	5	2.5
Administrative and Clerical (including aides and assistants)	13	13
Administrative and Clerical (including aides and assistants) – part time	4	1.9
Building Operations Maintenance and Other Staff	2	2
Specialist Support-full time	0	0
Specialist Support-part time	2	.6
Total	37	31

Teacher Standards

All teachers are registered with the Northern Territory Teacher Registration Board (TRB) and all staff have current Ochre Cards.

Masters degree	2
Post graduate qualifications	2
Bachelor degree or equivalent	16
Other qualifications	

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

School Leadership Team

St Mary's leadership group in 2021 consisted of:

Rosie Harrison: Principal

Christine Ferreira: Deputy Principal, Curriculum Coordinator and Data Informed Practitioner

Clare Nolan: Religious Education Coordinator

Sinead Walsh: Inclusion Support Coordinator and Wellbeing Leader

Shannon Feldtman: Mathematics Coordinator and Instructional Coach

Rachita Jain: Mathematics Coordinator and Concert Coordinator (maternity leave cover)

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

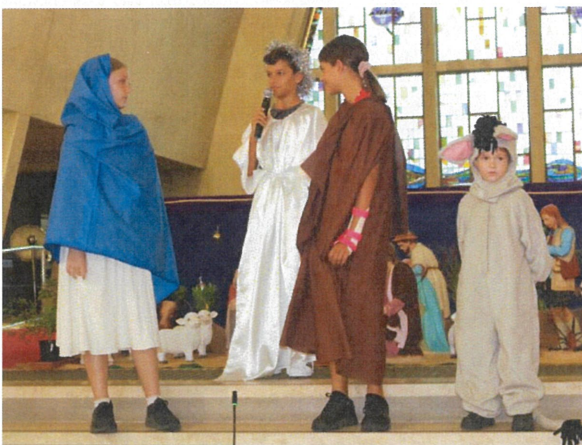


Highlights of the School Year

2021 Highlights

2021 saw many exciting events and highlights in our school community.

- Opening School Mass and Commissioning of 2021 staff and student leaders
- 200 Years of Catholic Education Mass and celebrations
- Bombing of Darwin Commemoration Excursion (Year 5/6 and Defence Students)
- Remembrance Day ceremony and Liturgy involving Defence personnel and families
- Mother's and Father's Day Liturgies and stalls
- Eucharist, Confirmation and Reconciliation School-based preparations
- OLSH Feast day celebrations and Mass
- Combined Mass with the St John's College students and staff
- Colour Run Fundraiser
- Spirit Cup Fun Celebrations and rewards
- Athletics and Swimming Carnivals
- Life Education Incursion - Healthy Harold and Hector the Cat Safety Visit
- NED's Mindset Mission Zoom Assembly and Joffa Incursion
- Combined Catholic Schools Public Speaking competition
- Book week dress up, Book Fair and taking part in the National Simultaneous Storytime
- Science Week Expo
- 21st Century Dance Concert at the Entertainment Centre
- Catholic Education Year 6 Public Speaking Event
- Socktober Crazy Sock and Hair Day
- Year 5/6 Fun Day
- Carols Evening



School Improvement and Renewal Framework Award Recipients 2021

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

- Clare Nolan – Excellence in Leadership
- Pascale Zufferey – Pastoral Care and Wellbeing
- Stephen Lyons – Community and Culture

Student Awards and Recognition

Lachlan Cowdery was the recipient of the 2021 **Australia Day Student Citizen Award** and **Kaiden Castle** was awarded the **Fred Hollows Award**. Both of these students demonstrated admirable qualities in line with the criteria of these awards.

The Year 6 **Academic Excellence Award** was awarded to **Nicola Fallon** for outstanding achievement and performance across all academic areas and displaying exemplary learning dispositions. The **Spirit of St Mary's Award** was awarded to **Matilda Forgie-Liddle** for being a model for other students in the way they live out our school Making Jesus Real Philosophy and Positive School-wide Behaviour Approaches. The **Marian Perpetual Award** (Sponsored by the Northern Territory Catholic Principals Association) was awarded to **Harjaap Singh** this year for being a model for other students. This award was accompanied by a cheque to put towards Middle School.

Throughout the year, Paul Kirby acknowledged several students at our school assemblies with Citizen Awards for their contributions to our school community.



SIRF Achievements

Catholic Identity

During the year, the school and faith community were able to come together to celebrate many Masses and Liturgies. This provided many opportunities for students, staff, families and the wider community to strengthen their faith and develop their relationship with God. A highlight for the school was the celebration of 200 Years of Catholic Education. In partnership with St John's Catholic College, we were able to celebrate together in a joint Mass.

Masses and liturgies celebrated throughout the year included:

- Beginning of school year Mass
- Commissioning Mass
- Our Lady of the Sacred Heart Feast Day
- Holy Week liturgy
- Easter liturgy
- Anzac Day liturgy
- Ash Wednesday liturgy
- Mother's Day liturgy
- Father's Day liturgy
- Mission Day liturgy
- National Mass 200 Years Catholic Education
- Remembrance Day liturgy
- Year 6 Graduation Mass
- Advent liturgy
- End of School Year Mass



Throughout the year, our school continued to maintain strong links with the St. Mary's Star of the Sea parish community. We were fortunate enough to have Bishop Charles and Parish priest be part of our school liturgies and Masses on numerous occasions. In 2021, the Parish priest was a frequent and welcome guest at the school, visiting each year level group once a term to help unpack questions from children around beliefs and traditions of the Catholic Faith. Additionally, our school worked in collaboration with the parish to develop a school-based Sacramental program. From St Mary's Catholic Primary School, we had a total of 14 students participate in First Holy Communion and Reconciliation and 8 students participate in Confirmation.

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 Appeal

Some of the fundraising events held at St Mary's included Pancake Breakfast, Water Challenge, Crazy Hair and Sock Day and the Vinnies Christmas Appeal.



In 2021, the Make Jesus Real (MJR) values continued to be a focus in 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. MJR has been explicitly planned and taught across the whole school with classes presenting at assemblies a weekly theme for all the school.

Staff development has continued with the focus of successfully implementing the Journey in Faith curriculum. In September, all staff participated in the Catholic Schools Catholic Identity day facilitated by the Catholic Education Office. The focus on this day was understanding the principles outlined in Pope Francis' encyclical *Laudato Si'* and unpacking how we can respond to this within our schools. From *Laudato Si'* we learn that people and planet are part of one family where the Earth is our common home. As a school community, we are called to protect God's creation for future generations, to embrace a lifestyle change for our own good, and to take care of people who are poor and more vulnerable.

Teaching and Learning

Curriculum and Pedagogy

Teaching and Learning at St Mary's Catholic Primary School is based on the Australian Curriculum. Teaching in Religious Education was based upon the Diocesan's curriculum *Journey In Faith* curriculum. A whole school Scope and Sequence is utilised as the Framework for the development of learning and teaching programs at St Mary's to accommodate our multi-age classrooms. Teachers work collaboratively in teams to plan learning and teaching experiences for students and to ensure instruction is differentiated and targeted to student needs. Planning was supported by members of the leadership team on a rotating basis to ensure consistency across the school and foster a collaborative planning philosophy. Programs were 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. To ensure consistent pedagogical practises across the school, staff contributed to the development of pedagogical frameworks for English, Mathematics and Religious Education.

In 2021 we implemented a whole school approach to Mathematics and engaged with Back-to-Front Maths. Back to Front Maths is a conceptual change program and teaching approach rather than a set of resources. Teaching staff took part in six professional development days with Leah O'Neill from Back-to-Front Maths where staff were led through the process of having students think hard and explore new concepts *before* the teacher gives the formal explanations. This process aids in concreting mathematical concepts, building new connections and significantly improves student results and well as making Mathematics much more engaging. To support this pedagogical shift the school introduced the role of the Mathematics Curriculum Leader who worked closely with teams to support their planning and implementation of Back-to-Front Maths.

Another focus area for Teaching and Learning for 2021 was the adoption of our Bring Your Own Designated Device (BYODD) Program for Years 5/6. The school engaged Edunet as the preferred supplier of BYODD devices and the 2021 to ensure that families were purchasing devices that were compatible with the NT Schools network. BYODD assists students to develop ICT skills, which greatly enhance a student's success and engagement at school. This initiative is not just about typing up essays on a device. It is about providing students and teachers with the opportunity to explore new and powerful learning possibilities across the curriculum using the amazing applications available through technology. We were very pleased with the number of families opting into the BYODD program and so in Semester Two extended it to our Year 4 students.

Assessment and Reporting Practices

Student progress and achievement at St Mary's is assessed, monitored and reported against the Australian Curriculum achievement standards. Teachers include a variety of assessment strategies in their teaching programs to gather multiple sources of information about student progress and achievement.

In 2021, Student progress was communicated to parents on a regular basis and formally through Parent - Teacher - Student Goal Setting interviews (Term 1 and 3), Evidence of Learning folders and Academic Reports (Terms 2 and 4). The Academic Reporting template used in 2021, was simplified in consultation with staff and the School Board to provide families with information regarding their child's achievements and future learning goals. Learning progress is reported to families using a five point scale for each learning areas, with accompanying comments for Pastoral, Religious Education, English and Mathematics in line with Government and Diocesan requirements. Evidence of Learning Folders included a collection of student assessments across all learning areas. These folders supplement the Academic Report to assist parents in understanding their child's learning progress and academic achievements.

Data Informed Practise

St Mary's continued to utilise the role of the Data Informed Practitioner to help support staff in their use of and understanding of data informed practises. Teachers reviewed and analysed student data to identify strengths and areas for improvement. Data was also used to help identify students at risk and to plan appropriate intervention programs. GradeXpert continued to be used for data collection, analysis and reporting.

A key development for our school this year was the developed a *Whole School Data Plan*. This document is designed to define how data is used in evidence-based practice, to make informed decisions that enhance the learning outcomes of our students. This plan outlines that to ensure our data and evidence is valid and reliable it is essential that all assessments and data collection are consistently administered and collected and with fidelity. It is also essential that data and evidence about the whole child is being collected and analysed in conjunction with normed

testing data. To ensure that this happens the school also developed *Assessment Guidelines and Data Processes* document that sit alongside the *Whole School Data Plan*.

In 2021 the whole-school assessment schedule was reviewed to ensure it aligned with best practice pedagogy and provided triangulated data in key learning areas. This schedule met the requirements of the Catholic Education NT Assessment Schedule and included the following key assessments: PAT (Early Years English and Mathematics, Reading, Grammar & Punctuation, Mathematics and Science) eWrite, Marie Clay's Observation Survey, Soundwaves Diagnostic, Back-to-Front Maths diagnostic and Fountas & Pinnell Running Records. The Data Informed Practitioner prepared a Data Summary Report, which outlined the key implications of our student data. Recommendations from this report have been incorporated into the 2022 *Annual School Improvement* documents.

NAPLAN

In 2021, students in Years 3 and 5 participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). All NAPLAN tests at St Mary's were completed online, except for the Year 3 writing test (as directed by NT Board of Studies). As a school, we are very proud of all students who participated and completed the NAPLAN assessments and in particular, how they engaged with the online platform. The NAPLAN results for 2021 for Years 3 and 5 in 2021 were above the Northern Territory mean in all components. The following tables show our school's results in comparison to the NT and Australian mean.

Year 3 2021 Results

Subject	NT Mean	School Mean	Australian Mean
Reading	367	435	437
Writing	340	423	425
Spelling	332	419	421
Grammar	353	421	433
Numeracy	340	387	403

Year 5 2021 Results

Subject	NT Mean	School Mean	Australian Mean
Reading	439	510	512
Writing	393	464	480
Spelling	435	503	505
Grammar	425	510	503
Numeracy	426	485	495

In addition to NAPLAN, in 2021 St Mary's was selected to participate in the *Progress in International Reading Literacy Study (PIRLS)*. PIRLS is one of the international assessments of the National Assessment Program (NAP). In Australia, the Education Council uses the results from

PIRLS to monitor student progress internationally and to make comparisons across the states and territories. Year 4 students were selected to participate in the study, which involved a paper based assessment booklet and background questionnaire. Classroom teachers and the school Principal also completed an online questionnaire to provide further information for the study. The international outcomes of the study as well as an Australian report, will be published in December 2022.

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 CEO 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. The school participated in a mock audit conducted by the administration team at the Catholic Education Office. This audit provided data to inform school priorities and intervention to meet students at their point of need.

The Inclusion Support Practitioner (ISP) is 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 roll-out the literacy intervention programme MacqLit in upper primary using a response to intervention model to measure success. The ISP implemented structured play at lunch times providing the students, opportunities to further develop their play and social engagement skills. This involved carefully chosen play activities which encourage peer interaction and build social and communication skills.

In Term Three, the school invested in a teacher to lead literacy intervention in junior primary as this was identified as a point of need through whole school data. The literacy teacher implemented the MiniLit programme, targeting students in Year One and Two. This was monitored and reviewed using the Response to Intervention model.

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.

In 2021, the ISAs participated in professional development through courses in Autism, specific learning difficulties, trauma informed practices, AUSLAN, Mathematics pedagogy and completed training in the Keeping Safe: Child Protection Curriculum. The ISAs used Google drive and recording documents created by the Inclusion Support Coordinator to assist with monitoring and reviewing students need and adjustments. Four of the ISAs implemented KIDDO (gross motor program from the University of Western Australia) intervention groups alongside the physical education teacher. Two of the ISAs executed fine motor intervention groups led by the ISP and ISC.

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. In 2021, the ISC developed student summary sheets, and EAP goal tracking sheets to monitor adjustments accurately and review student supports. 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 2021 Student Leadership Team by students and staff. The student leadership team consisted of two school captains, Kaiden Castle and Aliza Mahmood 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 3 for our next group of school leaders. The school leadership team led the students in formation for the group on this day which focused on a servant leadership model.



Professional Learning

Staff attended a variety of workshops, professional development and seminars throughout 2021 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.
- Back-to-Front Maths: Six days in the school led by Leah O'Neill attended by all staff.
- National School Improvement Tool (NSIT): Attended by Principal and Deputy Principal.
- School Catholic Identity day: focusing on Laudato Si' facilitated by Catholic Education Office and attended by all staff.
- Instructional coaching facilitated by Trish Gooch: Attended by Principal and instructional coaches.
- Kiddo training and Professional Development completed by ISA staff to help implement the Kiddo program.
- Keeping Safe: Child Protection Curriculum Train the Trainer: Attended by school's Curriculum Coordinator.
- Keeping Safe: Child Protection Curriculum Training: Whole staff PD day led by school trainer.

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 meetings for teaching staff included:

- Asthma and Anaphylaxis in schools (external presenter)
- Work, Health & Safety
- Using CiAnywhere
- Positive Behaviour Support
- Reporting Overview - Inclusion
- Journey in Faith Religious Education Curriculum
- Inclusion Support and NCCD, facilitated by Helen Higgins CEO
- NCCD online training & Disability standards
- School-wide agreed Pedagogy for English, Mathematics & Religious Education
- School Culture Plan & Reconciliation Action Plan
- Writing Moderation
- Assessment and Reporting
- Social Emotional Learning
- Sensory Input, facilitated by Emma Greaves CEO
- Mandatory Reporting
- Data Plan and using data informed practises
- Keeping Safe: Child Protection Curriculum planning and implementation follow up
- School culture plan facilitated by AIEW

Community and Culture

Parents and Friends

Our Parents and Friends (P&F) Committee met regularly to plan social events for the school community and to coordinate fundraising initiatives. The 2021 P&F consisted of a small, but dedicated group of parents. Fundraising and social events throughout the year included Pizza and Disco night, Easter and Christmas Raffle as well as Mother's and Father's Day Stalls. Through fundraising efforts across the year, the P&F contributed \$5,034 towards the purchase of student resources. This included a new mud kitchen for our Community of Learners children, which has been very well enjoyed.

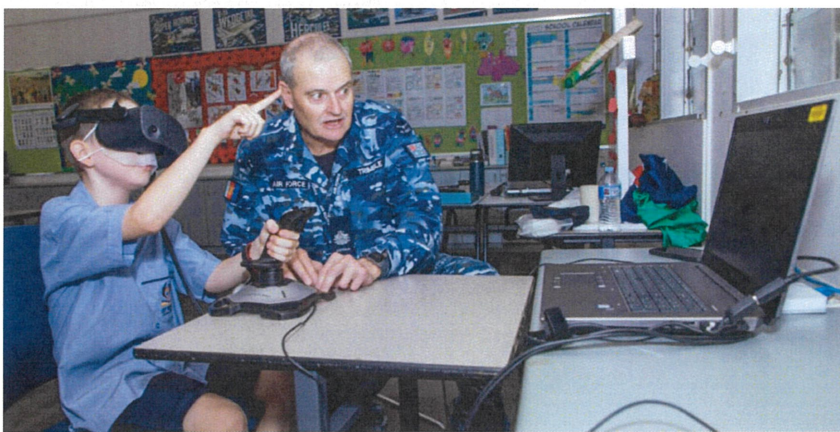


School Board

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 2021 the School Board consisted of 8 members including 5 parents, the Principal and Deputy Principal, and Bishop Emeritus Hurley. In 2021 Ms Carissa Read was elected chair 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 2021 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 Louise MacLellan (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. Louise worked closely with Teachers and support staff 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 and Wednesday 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) continued to support students in class and through Physical Education lessons. He worked with classes in their preparations for Reconciliation Week and Naidoc Week and supported other celebrations throughout the school year. Homework centre operated weekly on Wednesday afternoon and was attended by up to 18 students per week. In 2021, Stephen Lyons our AIEW developed a Cultural Plan for our school and presented and led professional development for our teaching and ISA staff. Another highlight for this year saw some of our Indigenous Students complete two art works for the Local Court and Youth Justice Court in Darwin. The paintings are titled "Making Tough Decisions Takes Courage and Strength" and "Working Together to Solve Problems in Community".



Pastoral Care and Well-being

St Mary's Catholic Primary School is a place where the presence of Jesus in each of us is recognised and celebrated. Our policies and ethos are based on the premise that everyone is treated with respect, every person needs to feel safe and secure, everyone needs an environment that supports their learning, personal growth and self-esteem and we uphold and promote the dignity of every individual. The core values that inform our Positive Behaviour Policy are: We are Respectful, We are Responsible, We are Resilient and We are Ready to Learn. These values are linked to the Making Jesus Real philosophy to form the Spirit of St Mary's. The aim of the PBP is to articulate school expectations in relation to student behaviour, and to outline school behaviour management procedures to the school and wider community.

The Chaplain (three days per week) was overseen by the Principal as part of the Federal Chaplaincy Program. The Chaplain supported students in middle to upper-primary and engaged in class visits in junior-primary. The Chaplain engaged with students in a range of ways including check-ins, Guitar Group, in class support 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

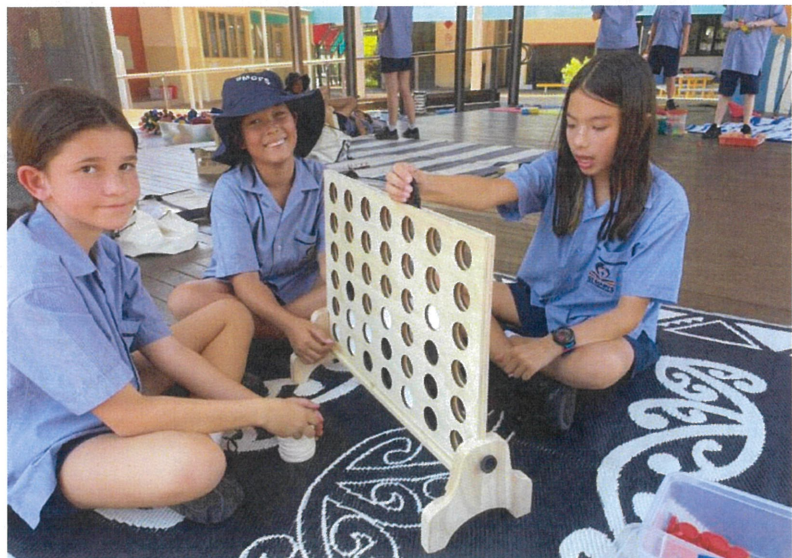
Emotional Learning (SEL) program that consists of 12 lessons with a focus on mindfulness practices.

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

In 2021, the Pastoral Care and Wellbeing (PCWB) SIRF team collaborated with the REC, Leadership Team and Pastoral Care and Wellbeing Officers at the Catholic Education Office to review behaviour policy and pastoral care when wellbeing initiatives and programs at St Mary's. As part of this review the school participated in an external audit using the Tiered Fidelity Inventory. This audit provided data to inform school priorities for Positive Behaviour for Learning policy framework and policy development.

Upon analysing data collated from staff, students and families from 2020 and 2021, it was identified that there was a need for explicitly taught social and emotional learning that is evidence based and trauma informed. This led to a whole school training day for the Keeping Safe: Child Protection Curriculum at the beginning of Term Four. All staff including administrative staff participated in the training. The 'Spirit of St Mary's' is a term to describe our unique culture which is based on the SEL and Catholic initiatives Make Jesus Real, Growth Mindset and Positive Behaviour for Learning. These well-established initiatives have been linked to the development of a scope and sequence incorporate a Keeping Safe curriculum scope and sequence to support and promote students self-awareness and self-management.

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. The NED team and Joffa ran workshops for the students on growth mindset and resilience.



Despite the challenges COVID 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. As restrictions have eased, parents have had opportunities to meet with teachers through parent/teacher information evenings, open classrooms, parent/teacher/student goal setting interviews, class newsletters, school newsletters, class excursions, school assemblies and liturgies.

The Deputy Principal and PCWB leader together with the P&F coordinated family events including a school disco and Colour Run to promote wellbeing and a sense of community. The money raised through the Colour Run fundraiser will be used to create a sensory garden for the school as part of a community project. The Term Four welcome back coffee morning created an opportunity to welcome families into the school in an informal manner. This proved successful in building positive engagement across the whole school community. This will continue next year, running each term.

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. Staff wellbeing was promoted through whole staff functions and initiatives ran throughout the year. All St Mary's staff also have access to counselling through our Employee Access Plan at Catholic Care. The PCWB Leader regularly attended the Pastoral Care and Wellbeing Network days hosted by Catholic Education Office. The PCWB leader represented St Mary's as part of the Catholic Education Northern Territory (CENT) PCWB standing committee and working group for the development of the CENT Pastoral Care and Wellbeing Framework which will be used for planning and reviewing PCWB in schools in 2022.



Facilities, Finances and Resources

Throughout 2021, the maintenance of the school facilities remained a priority. 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 2021 the following works were completed:

- Replacement of air conditioning units in Room 3
- Master Planning document finalised
- Painting of upstairs verandah ceilings
- Transformation and refurbishment of storage rooms into learning spaces for Inclusion support
- Repair of the aged and rusted downpipes in main building
- Works commenced on Communications upgrade (Server and telephone system)
Installation of SALTO lock system
- Upgrade to sign in procedures using iPad

Works to be completed in the near future:

- Door into the Server room from verandah
- Uniform Storage and Dental Room upgrade
- Administration and Sick Bay upgrade

Successful Grants

In 2021 St Mary's was successful in our Block Grant Authority (BGA) Application. This application was for an upgrade of our Cavanagh Street staff carparking. This upgrade will improve security and safety, preventing unauthorized entry without compromising accessibility especially in afterhours situations. This upgrade will be scheduled for completion in 2022.

Work Health and Safety

In 2021, St Mary's maintained its vigilance and adherence regarding our response to Covid-19 ensuring compliance with CHO directives and CENT protocols.

Key Actions for 2021 included:

- Fire Warden Training Completed by several staff

- First Aid Training completed by many staff members
- Emergency Evacuation and Lock Down procedures reviewed
- WHS Induction process updated
- Hazard management procedures maintained
- Covid-19 protocols maintained
- Adoption of Complispace to streamline risk assessment processes
- Covid-19 Safety Officer appointed and commenced NT Covid-19 Safety Supervisor online training

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:

- 86% *agreed* or *strongly agreed* that there was a strong expectation for their child to take responsibility for their behaviour and learning as fostered by the school.
- 89% *agreed* or *strongly agreed* that they were aware of St Mary's vision and school values.
- 84% *agreed* or *strongly agreed* that the school provides opportunities for the spiritual and faith development of their child.
- Overall 89% affirmed that their child looks forward to learning at St Mary's
- Overall 84% attested to the high expectations for student learning set by our school.

The results from both the informal and formal feedback are used to inform school improvement plans for 2022 and beyond.

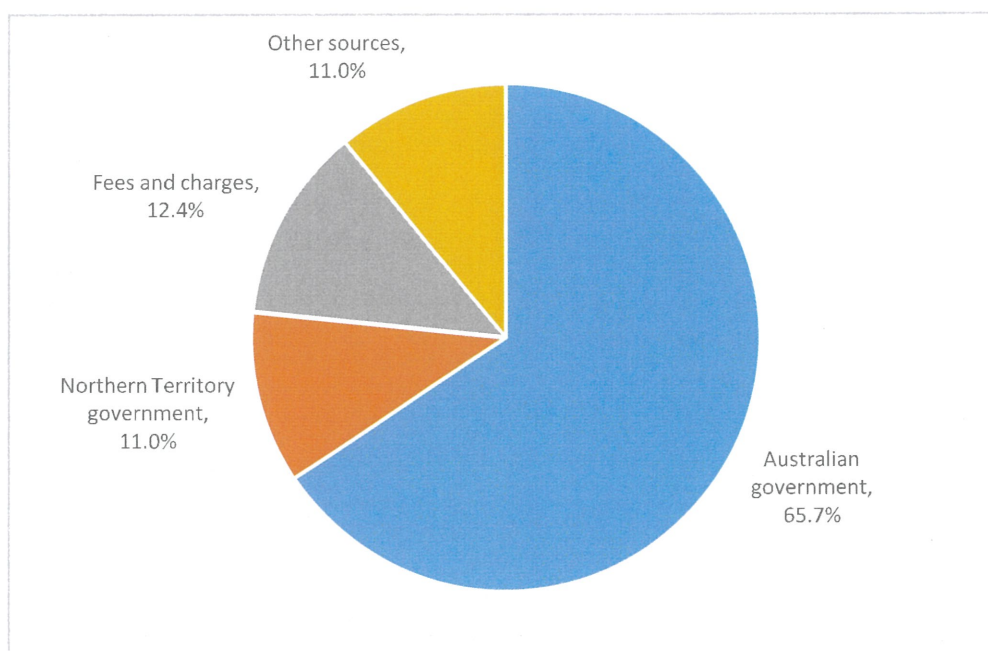
Future Priorities

From our Strategic plan and in line with our school improvement goals, the following areas have been identified as priority areas for 2022:

- Consolidation of Back-To-Front Maths pedagogy throughout Years T-6
- Incorporate and embed the Catholic Social Teaching practices of Laudato Si across the school community.
- Commit to the training of Instructional Coaches from within the teaching team.
- Implementation of age appropriate pedagogies in Early Years Education
- Digital Technologies curriculum and integration into classroom practices
- Implementation of feasible and equitable BYODD (Bring your own Designated Device Program) in 2022 and beyond
- Data Informed Practitioner to continue analysis of data and use of high impact literacy and numeracy practices to enhance teaching and learning outcomes
- Maintain and promote strong links between Parish and wider community
- Promote St Mary's weekly Play group widely through Parish and Defence networks
- Supporting students, staff and families with their faith development
- Differentiation of Instruction and Intervention Strategies across the school
- Implementation of intervention strategies to cater for individual student needs across the school and to challenge students with potential
- Engage with Gavin Grift in the development of Professional Learning Communities (PLCs) and Teams (PLTs) across the school.
- Professional Learning Team meetings where teachers use peer-coaching initiatives to 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 T-6.
- Continued development of MJR of this program throughout the school
- Working with Catholic Education Northern Territory and our school community to successfully market and promote St Mary's as a school of choice.

Financial Summary

St Mary's Catholic Primary School		
Recurrent income 2021	Total	Proportion
Australian Government	\$2,063,596	65.6%
State/Territory Government	\$344,051	11.0%
Fees and charges	\$388,051	12.4%
Other sources	\$1,680,944	11.0%
Total gross income	\$3,141,869	100%



* Note: All figures based on school income (excludes system allocations)

Endorsement

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



A handwritten signature in blue ink, appearing to read 'Rosie Harrison'.

Ms Rosie Harrison
Principal

A handwritten signature in blue ink, appearing to read 'Carissa Read'.

Ms Carissa Read
School Board Chairperson

Date: 29/4/2022

A handwritten signature in blue ink, appearing to read 'Greg O'Mullane'.

Mr Greg O'Mullane
Director Catholic Education Office