



St Martin de Porres School Avondale Heights

2022 Annual Report to the School Community

St. Martin de Porres School
Avondale Heights



Annual Report to the Community 2022

Registered School Number: 1674
ABN : 23-704-633-497
AGEID : 1132

Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report3

Vision and Mission4

School Overview5

Principal’s Report6

Parish Priest’s Report8

School Advisory Council Report9

Catholic Identity and Mission10

Learning and Teaching12

Student Wellbeing14

Child Safe Standards16

Leadership17

Community Engagement20

Future Directions22

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Minimum Standards Attestation

I, Rod Bryar, attest that St Martin de Porres School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

27/03/2023

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

Governing Authority Report

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

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

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

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

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

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

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

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

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

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

St. Martin de Porres parish school community comprises a welcoming partnership of students, their families & school staff seeking to faithfully live the teachings of Jesus Christ in the catholic tradition.

We encourage each member to strive for excellence, celebrate the diversity of background, develop attitudes of life long learning & become active citizens responsive to the emerging challenges of our community, our nation & our planet.

School Overview

St Martin de Porres Parish School is situated in the north–western suburb of Avondale Heights, approximately 11 kilometres from Melbourne.

The school opened in 1965, Father O’Keefe having approached the Resurrection Sisters to staff it. The first lay principal was appointed in 1978. In 1994 a member of the Augustinian Sisters who resided in the parish was appointed to the school.

The main block of classrooms was refurbished in 1997. Three portable classrooms were demolished and a new library/resource area was built in late 2003. All the projects were funded by the school with loans from the Catholic Development Fund. The school has a hall which is used of an afternoon & evening as an After School Care facility.

With the appointment of a new Principal at the beginning of 2008, a program of building refurbishment began. This added flexibility to the classrooms, improved the welcoming aspect of the school administration area, and improved the aesthetics of the student play areas. With Federal Government Education Revolution Stimulus funding, the first stages of this development occurred in 2009, with major building re-development completed by August 2010, new administration in 2014, refurbished Kitchen Classroom / Canteen and the re-structure of Library/Resource areas in 2016 and further works in connecting learning areas planned for 2021 - 2023.

The school undertook its School Performance Review in 2019, as the recommendations were reflected in its 2020 to 2023 Annual Action Plans and successfully implemented from 2020 to 2023. This included effectively implementing the L & T Cycle, using data effectively to improve student learning, strengthening team culture, having staff, students and parents actively engage in opportunities to encounter the sacred and celebrate the mystery of Christ, and having school leaders facilitate Religious Education professional learning in a strategic manner, in line with the identified needs of the school as evident in the school improvement plan.

As of March 2023, the school will have an enrolment of 286 students from 210 families. One hundred and two families, representing 48.5% of the student population, speak a language other than English in the home. The main languages spoken are Vietnamese (17.6%), Mandarin (4.2%), Spanish (4.2%), and Greek (3.3%).

With regard family structures, 95% of children come from two-parent families. Of the 210 families, approximately 30% live outside the parish boundaries.

Of the total enrolment in 2022, 80% are Catholic, 9% various Orthodox, other religions (Buddhist and Hindu) 2% and the remainder are listed as being either ‘no religion or other (9%).

In regard to students enrolled in additional educational classes outside the normal school day, 30% of students are enrolled in Chinese, Vietnamese, Thai or Greek language schools, which usually operate on weekends.

Principal's Report

Major building works to ensure contemporary learning and community spaces meet the needs of educating the young people in the Avondale Heights area into the twenty-first century has continued on an annual basis since 2009.

This has included the completion of a new administration block, welcoming community hub and special needs areas, revitalised Prep/Foundation Learning Area and continued refurbishment of classrooms in the main buildings. These refurbishments include the demolition of brick walls that were replaced with glass panels for flexible learning spaces.

Major re-development of Information and Communications Technologies (IT) infrastructure has also been a feature of capital works each year, which will continue in the long term.

Apart from this building/capital development, staff commitment to each sphere of school development remains as strong as ever. Literacy, Numeracy, IT, personalised learning, and team building remain as strong priorities, so that we all continue our journey - learning and adapting to the challenges of contemporary models of learning and teaching for our diverse school community.

A feature of development has been the re-articulation of the school's Learning & Teaching Policy and Learning & Teaching Cycle, and the development of protocols for improving learning through the provision of feedback. Policy and procedures for use by school staff, students, parents and parish pastoral staff continues to be implemented, with very positive outcomes.

It should be noted that our Quadrennial School Review carried out independently by Catholic Education Melbourne and the Australian Council for Educational Research (ACER) in July 2019 assessed St. Martin de Porres as a high performing school. This assessment is supported in the knowledge that the school's NAPLAN results from 2017 to 2022 show that our students in Years 3 and 5 have achieved results in all tested areas (Reading, Writing, Spelling, Grammar & Punctuation and Numeracy) nearly 10% above the State mean in each curriculum area. This is a credit to all the school's teaching, non-teaching and leadership staff.

St. Martin de Porres School Parents Association and School Advisory Board both continue to be significant contributors to the life of the school, with regular, highly successful fund-raising and social activities and major policy initiatives completed by the School Advisory Board. Some highlights have been the self funding of a kitchen classroom, extensions to the synthetic, athletics running track around the oval area, building of reflective garden spaces incorporating a 9 square metre octagonal deck and a 12-metre Labyrinth for both individual and group meditation, prayer and reflection. These groups have also contributed to a new senior adventure playground, an outdoor learning space, Indigenous artwork and painted murals throughout the school.

This 2022 year also has seen a renewed focus on community health and well-being, with the school community taking positive action to increase biodiversity and sustainability by increasing beautification of the school environment with hundreds of indigenous trees, plants and shrubs. Dramatically reduced food waste and landfill has also been a priority, with greater education and attention given to recycled materials, placing all food waste into digestive cones and harvesting of rain water into multiple water tanks for use in student toilets and the now more expansive playground gardens.

Our parent groups are highly supportive and committed to the school's building Master-plan, Playground Master-plan and the School's Cyclic Development Plan.

Parish Priest's Report

At St Martin's School we use the Family Focused, School Supported and Parish Based Sacramental programmes. As Pope John Paul II wrote in his Exhortation on the Christian Family in the Modern World: The Christian family is the first community called to announce the gospel to the human person during growth and that parents are the foremost educators of their child's faith.

Family Focused – Parents are encouraged to be the main educators in their children's faith development especially by the example of their lives. Faith is caught rather than taught, practice of faith is an excellent example for children - especially the active participation of parents in their child's sacramental preparation.

School Support – the parish school plays a significant role through formal instruction relating to these specific sacraments. More importantly, the school works in co-operation and collaboration with the Parish Sacramental and Pastoral Team.

Parish Based – the Parish community plays an important part as a living faith community. It is through the community that children learn prayers and find the value of celebrating the Lord's day by actively taking part in the service. The community will assist and facilitate the parents and children's journey during Sunday liturgy.

Pope Francis in his apostolic letter *Desiderio Desideravi* on 29th June 2022 encourages us to "rekindle our wonder for the beauty of the truth of the Christian celebration," which discloses to us something about ourselves and something about God's invitation to us to become what we celebrate.

School Advisory Council Report

The School Advisory Board met on five occasions in 2022 to review aspects of school direction and policy and make recommendations to the Parish Priest and School Principal.

The Board worked collaboratively to provide support and endorsement for a number of initiatives:

1. Redevelopment of the school's web-page including a virtual tour
2. Introduction of Auslan as the school's LOTE subject
3. Endorsement of MACS new policies
4. Introduction of a fourth specialist subject in line with the new E.B.A. pertaining to lowered face to face teaching time for classroom teachers
5. Continued support of the Playground Development Master-plan
6. Endorsement of a new outdoor learning space for students
7. Introduction to the 12 new Child Safe Standards
8. Inclusion of Acknowledgement of Country for all meetings
9. Continued support of the Reflective Garden's Project
10. Endorsement of a new Parent Communication Policy
11. Agreement to have additional solar panels installed
12. Endorsement of new Parent Helpers Cours

I would like to thank all Board members for their commitment and support throughout 2022.

Catholic Identity and Mission

Goals & Intended Outcomes

- To actively engage in opportunities to encounter the sacred and celebrate the mystery of Christ, and consider this to be an important part of the life of a Catholic school community - staff, students and parents.
- To facilitate Religious Education professional learning in a strategic manner, in line with the identified needs of the school as evident in the School Improvement Plan.

Achievements

- Implementation of a 'family focused, school supported, parish based' Sacramental programme
- Annual planning meetings with the Parish Priest and parish pastoral associates to set sacramental dates and whole school liturgies
- Weekly meetings with the Parish Priest and School Principal (and neighbouring Parish Priest and School Principal)
- Term planning days which provide opportunities for classroom teachers to work with the Faith and Liturgy Leader to map out curriculum for the following term
- Weekly planning for the class teachers and Faith and Liturgy Leader to touch base and discuss the content and presentation of RE during the week
- Annual RE Professional/ Personal Day
- Roster for class groups to lead prayer at fortnightly assemblies
- Roster for class teachers to lead prayer at weekly staff meetings
- Implementation of bi-monthly units of work in Religious Education which integrate (when possible) into Inquiry units or school events
- Staff, family and parish involvement in the development of the Sacramental Preparation Masses
- Information workshops for parents and students for the Sacraments of Reconciliation, Eucharist and Confirmation
- Beginning of term and end of term whole school Masses
- Two allocated Parish Masses for year levels to attend, per term
- Student-led liturgies to commemorate Palm Sunday, Holy Thursday and Good Friday and the weeks of Advent
- Eucharist and Confirmation Reflection Days with Parish Priest and Bishop in attendance
- Mothers' Day and Fathers' Day Masses led by junior classes at Parish Masses

VALUE ADDED

- Opportunities for students and their older siblings to prepare for sacraments after hours
- Opportunities for students to be Baptised.
- Conferring of the Sacrament of Baptism at Parish Masses enabling the students to have their peers as witnesses and celebrate with them
- 'Welcome Home' celebration for students who received the Sacrament of Reconciliation for the First time
- Formal invitation to families to celebrate their child's First Reconciliation resulting in an unprecedented number of parents gathering in the church
- Presentation of School Leadership badges to the students, the year before to ensure students can begin work from the start of the school year
- Return of the Multi-cultural Evening (which encapsulates our motto of Faith, Diversity, Learning)
- Participation of staff at the Commissioning Parish Mass

Learning and Teaching

Goals & Intended Outcomes

To effectively implement the Learning & Teaching cycle.

Achievements

1. Professional Learning Team Meetings held on a weekly basis, alternating between Literacy, Numeracy, Learning & Teaching, Student Well-being, Religious Education and Inquiry
2. Introduction of a Literacy database to track students progress and strategies
3. Implementation of Student Voice initiatives
4. Implementation of a visual representation of the Learning and Teaching beliefs
5. Identification & articulation of evidence based teaching practices
6. Exploration of community partnerships for authentic learning
7. Commitment to the school's learning and teaching statement which reflects sound evidence based teaching practices

STUDENT LEARNING OUTCOMES

St Martin de Porres continues to achieve higher than State and National averages for all areas of NAPLAN. The school individualises student programs and has a minimum of one Educational Support Officer in every classroom to assist the teacher. Staff undertake a weekly Professional Learning Team meeting to analyse data in order to inform their teaching. Pre-testing is done with students from which learning intentions are formed along with success criteria. Units are then evaluated and post-testing occurs in order to inform parents.

Please see table below for data.

[NAPLAN data for 2021 - 2022](#)

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	100.0	-	97.3	-2.7
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	100.0	-	100.0	0.0
YR 05 Writing	-	100.0	-	100.0	0.0

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

To build a culture that develops critical, resilient and confident learners in a reciprocal partnership with parents and caregivers.

Achievements

- Unpacked the Be You program
- Implemented the SEL vision and program
- Made explicit links between SEL and well-being
- Developed data sets in students' well-being
- SEL program is no longer taught in isolation to other subjects
- Programs are targeted to students' needs and not just the curriculum
- Implemented well-being journals
- Regular Program Support Group meetings with parents, staff and specialists
- The school now has a regular counsellor who attends onsite weekly

VALUE ADDED

- Prep transition visits to kindergartens
- Student led school tours
- Years 1-6 orientation
- Prep/Year 6 Buddy program
- Increased student voice via student leaders and school magazine editorial team

STUDENT SATISFACTION

2022 MACSSIS data (Years 4-6 students) - positive overall for perception of students physical, psychological safety at school.

STUDENT ATTENDANCE

- Attendance taken twice a day
- Absence notification sent to parents mobile devices

- School to be notified of extended absence
- Family made aware of mandatory reporting procedures with DHHS for non-compliance
- Support for students with reduced hours
- Semester reports list students' attendance history

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	88.7%
Y02	87.7%
Y03	89.9%
Y04	91.0%
Y05	91.7%
Y06	92.2%
Overall average attendance	90.2%

Child Safe Standards

Goals & Intended Outcomes

To create and maintain a child safe school environment.

To ensure that strategies, policies, procedures and practices are inclusive of the needs of all children, particularly students who are vulnerable due to age, family circumstances, abilities, or Indigenous, cultural or linguistic background.

To implement policies and procedures from the child safe standards, communicate information about them to the school community; including staff, parents and students, and conduct appropriate professional development activities.

To ensure detailed implementation strategies are enacted related to organisation and leadership, policy, codes of conduct, screening of personnel, reporting processes, risk management and the promotion and empowerment of students which will thoroughly meet the identified standards contained within Ministerial Order 1359.

Achievements

- Staff annual completion of the Mandatory Reporting eModule
- Review of the Child Safety Policy and Code of Conduct
- Implementation of Ministerial Order 1359 and the new 11 Child Safe Standards
- Ensuring volunteers, contractors and visitors to read and sign the Child Safety Code of Conduct, hold a Working With Children Check Card, sign in through the office, and wear appropriate lanyards
- Established online management procedures to maintain records for appropriate documents including Working With Children Check and signed Code of Conduct
- Child safety is included as part of induction of any new staff
- Improved screening, supervision, training and other human resources practices
- Awareness of additional information and commitment to continue professional learning and training for the staff for all aspects of Child Safety, including PROTECT
- Maintain strong student voice and have ongoing well-being lessons for students about their rights
- Maintain child safety risk management practices

Leadership

Goals & Intended Outcomes

To develop and sustain a professional learning culture and a focus on continuous improvement.

Achievements

- Consolidation of a detailed Staff Handbook which includes role descriptions and duty statements for all staff
- New staff Respectful Behaviour policy that protects staff from bullying, harassment, discrimination, and gendered and work-related violence
- Integration of New 11 Child Standards, Policy and practices with existing Pastoral Care policy and practices
- Consolidation of agreed Staff Protocols so that staff work most effectively together
- Consolidation of agreed Annual Calendar of Events, developed in consultation with parents, staff, and parish
- Continuation of Term 4 Day 1 annual planning day for the following year to agree on class group structures, specialist areas, evaluate Annual Action Plan and develop stationery orders
- Continuation of agreed weekly general and specific purpose staff meeting and Professional Learning Team schedule
- Establishment of regular, formalised meetings of the Literacy and Numeracy Leaders to set priorities for PLT's and to analyse data
- Continuation of annual program budgeting for all curriculum areas
- Improved appraisal and feedback structures implemented for staff
- Improved goal setting for teaching and non-teaching staff
- Whole school collaborative decision-making
- Project management for the ongoing maintenance of a Reflective Gardens and Deck area and Labyrinth to afford staff, students, parents, and parishioners of a sacred space to pray, meditate, and participate in religious education studies and bio-diversity

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Staff Professional Learning

Number of teachers who participated in PL in 2022

42

Average expenditure per teacher for PL

\$4100

TEACHER SATISFACTION

Melbourne Archdiocese Catholic Schools - School Improvement Surveys (MACSSIS)

MACSSIS is a set of surveys that have been built specifically for Catholic schools in Melbourne by the Learning Services team at MACS, in partnership with researchers at Learning First and in wide consultation with principals in our schools.

In 2022, students, families and staff are invited to participate in MACSSIS via our secure and purpose built online platform. The online platform is where our school leaders will access the summary reports that visualise the results of the student, family and staff surveys.

[2022 MACSSIS Data](#)

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	62.4%
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ALL STAFF RETENTION RATE

Staff Retention Rate	76.7%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	35.3%
Graduate	17.6%
Graduate Certificate	11.8%
Bachelor Degree	64.7%
Advanced Diploma	29.4%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	32.0
Teaching Staff (FTE)	24.4
Non-Teaching Staff (Headcount)	20.0
Non-Teaching Staff (FTE)	23.5
Indigenous Teaching Staff (Headcount)	1.0

Community Engagement

Goals & Intended Outcomes

To strengthen links between the school, parish, and wider community to enhance the sense of belonging to our catholic community.

Achievements

- Consolidation of a detailed and agreed Parent Handbook distributed to all families each year
- Consolidation of a regular process of parent correspondence being made available in English and Vietnamese
- Calendar of school events distributed to all families and the parish each December for the following year
- Consolidation of a formalised events schedule for fund-raising and social functions linked into the annual online calendar
- Consolidation of an agreed annual Multicultural Festival
- Annual display of student Art Work at each Catholic Education Week Art Exhibition
- Regular attendance of our School Choir at local Aged Care facilities, parish sacrament masses, shopping centres, and The Moonee Valley festival
- Consolidation of ongoing Parent Open Days from February until May each year
- Termly meetings established between Faith & Liturgy Leader, Religious Education Curriculum Leader, and Parish Priest
- Regular meetings set between Parish Pastoral Associates & Faith & Liturgy Leader
- Contact and visiting of local kindergartens by school leadership and Prep teachers
- Consolidation of New Parent Orientation evening, Prep Students Orientation, and Year 1 - 6 Orientation mornings
- Provision of an Out of School Hours facility, including for local schools, on-site at St. Martin's
- Enhanced relationships with The Moonee Valley Council Wipe out Waste, Walk to School, and Sustainability strategies
- Membership of the local schools Environmental Network
- Utilisation of the school's Reflective Gardens and Deck area and Labyrinth to afford staff, students, parents, and parishioners of a sacred space to pray, meditate and participate in religious education studies and bio-diversity

PARENT SATISFACTION

Melbourne Archdiocese Catholic Schools - School Improvement Surveys (MACSSIS).

MACSSIS is a set of surveys that have been built specifically for Catholic schools in Melbourne by the Learning Services team at MACS, in partnership with researchers at Learning First and in wide consultation with principals in our schools.

In 2022, students, families, and staff are invited to participate in MACSSIS via our secure and purpose built online platform. The online platform is where our school leaders will access the summary reports that visualise the results of the student, family, and staff surveys.

[2022 MACSSIS Data](#)

Future Directions

Strategic Intent: To enact a shared vision for learning and teaching at St. Martin de Porres.

GOAL 1: To effectively implement the Learning and Teaching Cycle.

Milestones to achieve:

- An established, shared Vision for Learning and Teaching.
- A learning and teaching statement that reflects sound evidence based teaching practices and that all staff understand and commit to embedding.
- Exploration of community partnerships for authentic learning.

GOAL 2: To use data effectively to improve student learning.

Milestones to achieve:

- All teaching staff adept at analysing and interpreting agreed data sets and using them to inform teaching.

GOAL 3: To strengthen team culture.

Milestones to achieve:

- Team work visible all the time.
- Improvement of both individual teacher practice and student outcomes.

GOAL 4: Staff, students and parents actively engage in opportunities to encounter the sacred and celebrate the mystery of Christ, and consider this to be an important part of the life of a Catholic school community.

Milestones to achieve:

- Regular and diverse forms of religious celebration facilitated to engage staff, students, and parents.
- All stakeholders valuing the above as an integral part of our Catholic community.

GOAL 5: Leaders facilitate Religious Education professional learning in a strategic manner, in line with the identified needs of the school as evident in the school improvement plan.

Milestones to achieve:

- Religious education professional learning regularly facilitated by leaders, based on the articulated needs of staff and informed by the School Development Plan goals and actions.