



St Vincent de Paul's School Strathmore

2021
Annual Report to the School Community



Registered School Number: 1422

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Contact Details

ADDRESS	92 - 114 Woodland Street Strathmore VIC 3041
PRINCIPAL	Shane Byrne
GOVERNING AUTHORITY	Melbourne Archdiocese Catholic Schools Ltd
TELEPHONE	03 9379 5723
EMAIL	principal@svstrathmore.catholic.edu.au
WEBSITE	www.svstrathmore.catholic.edu.au
E NUMBER	E1145

Minimum Standards Attestation

I, Shane Byrne, attest that St Vincent de Paul's 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 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

18/03/2022

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

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

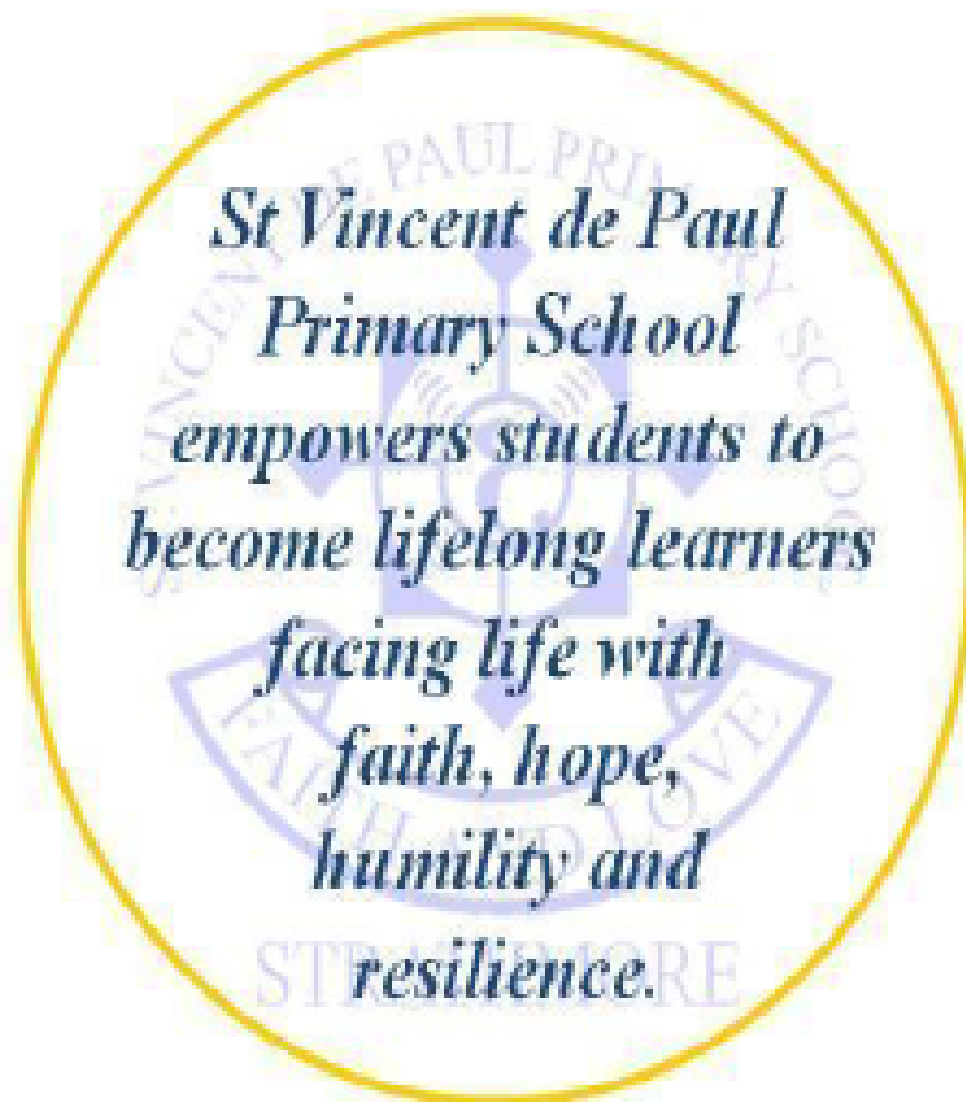
Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision



School Overview

Strathmore is located in the North-Western suburbs about 12 km from central Melbourne. It is an area well served by public transport and is adjacent to the Tullamarine Freeway. It is primarily a residential zone with little or no secondary industry.

The majority of families attending the school are employed in clerical, sales and service workers, professionals and associate professionals with an associated high level of socio-economic status, the current SES for our school is 110. This is reflected in the high collection rate of school fees and the low number of families receiving CSEF. Catholic families make up the overwhelming majority of the school population with the average percentage of Prep students over the past 5 years being 93%. The families are very involved in activities within the school and new parents often comment on how social the school environment is with well-organised activities. Consequently, many of the fund raising activities organized by the Parent Association are well supported. The money raised by the Parents Association, together with school levies, make up the bulk of the private income per student figure for the school.

Over recent years Strathmore has continued to see a number of young families move into the area and as a result many are seeking a Catholic Education. The school has been involved in a number of building programs which have provided modern learning facilities which better reflect the school's approach to Learning and Teaching.

St. Vincent de Paul School, like all schools, was impacted by COVID in 2021. Despite the challenges this presented the school continued its commitment to Visible Learning which is based on the work of John Hattie. His work is based on research with a database of 350 million students. He has identified what has the biggest impact on student learning. As a result our school has focused on the approaches and strategies which have the higher effect size. The school and the community regularly review approaches to learning and teaching to ensure the most effective strategies are used in supporting the children in their learning.

Principal's Report

2021 was supposed to be the year when we thought that we would see the end of interruptions to 'normal' schooling due to COVID. Unfortunately that was not the case with extended lockdowns impacting on children's learning. The Theme for 2021 was 'Keeping Connected' as the experience from 2020 had highlighted the need for the children to continue to make connections with their classmates using the available resources, not just at an academic level, but also at a social and emotional level. Therefore, wellbeing was a significant focus for both staff and students throughout the year with this being regularly timetabled as part of the Home Learning program and in line with our Annual Action Plan.

Despite the challenges that the COVID delta strain presented there were a number of events which did take place.

Prep parents were welcomed to the community with a picnic in the second week of the year. This is usually attended by both Prep and Year 6 families but due to COVID restrictions only the Prep families attended. The feedback from the evening was that it was a great opportunity for parents to meet each other in an informal setting.

The school children and staff also celebrated the beginning of the school year mass. For the first time this mass was celebrated outside to comply with COVID protocols. Many of the traditions and rituals formed over many years were maintained in the celebration with school leaders identifying their aspirations for the year ahead.

Throughout 2021 the school experienced lock-downs beginning in February, May, July, and August. The school was in a fortunate situation in that children in Years 3-6 had access to Chromebooks which were able to be taken home for the children to use as part of Home Learning. These Chromebooks which were leased by families as part of an initiative introduced by the Parish Education Board in 2017, allowed for the continuation of learning. It also allowed children in the younger levels the opportunity to access devices at home that would otherwise need to be shared between siblings.

The speed at which staff and students could respond when the possibility of lock-downs were imminent, to organise materials and devices to be taken home, was outstanding.

Staff were again able to transition to Home Learning and based on feedback, modifications were made to the Home Learning program which allowed children greater access to their classroom teachers support.

The level of motivation of the children was one of the significant challenges when the children were involved in Home Learning. Staff worked tirelessly to create innovative ways to engage the children and it was through this hard work and that of the families that children were able to experience the success they had.

Another significant event during the year was the retirement of Fr. Peter after 14 years leading the parish community and the appointment of Fr. Tony Doran whose arrival unfortunately corresponded with another knock-down. It is great to see Fr. Tony being able to lead the

community and the First Holy Communion were an opportunity for a number of families to experience his leadership.

Our School Advisory Council has been integral in supporting the school during such a difficult time and their advice and guidance has been significant in its role.

Our Parents Association has also had to endure a somewhat frustrating year in that a number of events which were organised and prepared for needed to be cancelled or postponed. Despite this frustration they have continued to overcome the challenges and take the opportunity to schedule events when possible.

In a year which saw a historic change where governance of Catholic Primary School changed from Parish Priests to Melbourne Archdiocese Catholic Schools, with the Archbishop as the leader of this entity, much has been achieved in our school context.

Education in Faith

Goals & Intended Outcomes

- To continue to strengthen the Catholic culture at St Vincent de Paul.
- That greater value on the school's Catholic identity is evident across all staff, parents and students
- To continue to promote best teaching and learning practices in Religious Education, through the Renewed RE Curriculum.
- To encourage students to live out the Gospel messages, by using Jesus as a model.

Achievements

St. Vincent de Paul school continues to focus on exploring the importance of the Gospel values, to guide and inform the decisions that we make as members of the Catholic faith. We have continued to focus on ways to use the Inquiry model to explore the concepts and learning, by using the achievement standards and learning descriptors as a basis. We strive to live out the mission of Jesus in our day-to-day lives, especially being kind to our neighbour and giving of ourselves to support others in need. Building upon our relationship with God, particularly through prayer, was a main focus throughout the year, with the online platforms used to encourage children to spend time thinking about others during the pandemic.

VALUE ADDED

- Opening of the School Year Mass - held in the Senior Yard
- Ash Wednesday class liturgies, held in the classroom.
- Stations of the Cross freeze-frame - whole school event
- Online Sacramental evenings for parents and students.
- The celebration of the Sacrament of Reconciliation, First Eucharist and Confirmation.
- Continuation of the Religious Education collective with schools in the Northern Region to work together to build capacity and confidence of teachers who teach Religious Education.
- Online RE planning sessions with staff using the Renewed RE Curriculum as a base and building upon this with resources suited to the home learning environment.
- Remote learning sequences created, including activities that suited the home learning environment, for example reading and responding to gospel stories and family prayers.
- Continued to use a variety of resources to engage students in their learning in Religious Education, mainly through the use of picture story books.

Learning & Teaching

Goals & Intended Outcomes

- All staff will have a clear understanding of the expectations of Integrated Inquiry from Prep to Year 6.
- Teachers are able to differentiate in Mathematics and Reading
- There is a clear understanding of the expectations of Integrated Inquiry from Prep -Yr. 6

Achievements

Our Strategic Goal as outlined in our 2021 Annual Action Plan was that 'All learners are being catered for in all areas of the curriculum.' In order to achieve this the school set an intended outcome for 'Teachers are able to differentiate in Mathematics and Literacy'. The focus this year in Mathematics has been for teachers to continue to plan instruction that caters for all learners. By using pre and post testing data to ensure 80% of each class teachers were able to set goals and ascertain results using data from a range of sources as Essential Assessment, PatMATHS and Mathematics Online (MOI) Interview. Grade 2 teachers participated in a series of professional development sessions on Administering and Assessing using the MOI and were released to collect this data on their students. The data provided by this test enabled teachers to unpack misconceptions and set learning goals for their students.

In order to continue to work towards the Key Improvement Strategy 'To use best practice of Mathematical discourse to enhance student learning and teaching' a mathematics team involving the classroom teachers, mathematics intervention specialist and numeracy leader was developed in order to work together to drive whole school mathematics improvement. By participating in the Get in2 Maths Transforming numeracy project the team was able to participate in professional development which focussed on Differentiation, Mathematical Dialogue and Fostering Engagement. The team began using these professional development days to drive improving mathematics talk throughout planning teams.

Peter Sullivan also worked with staff at St Vincent de Paul to provide professional development in the area of differentiation. He worked remotely with different teams and engaged with them on problem solving tasks that could be adapted to the varying needs of students within the classroom.

Daily Literacy, Mathematics, Inquiry and Religion tasks were developed so they could be completed remotely through the use of google meet, google slides and see saw. All Lessons were provided on slides, seesaw or Google classroom and all lessons were broken down to explicit instructions so that students could complete their learning as independently as possible. Many lessons were explicitly taught during the morning google meet and students had the opportunity to work in groups with their teacher throughout the week.

Staff continued to implement a whole school approach to Integrated Inquiry Learning through collaboration with educational consultant Kath Murdoch. In order to work towards the goal 'there is a clear understanding of the expectations of Integrated Inquiry from Prep -Yr. 6, teachers had the opportunity to meet and work with Kath on the pedagogical approaches to teaching and planning for Inquiry Learning. Students' learning was enhanced through an integrated approach, where they made connections between various learning areas such as Science, Geography, Literacy or Numeracy. A focus on personalised learning through the use of student voice to guide learning and teaching also continued to be an approach adopted by teachers, both online and

onsite. When working online, students were given some opportunities to explore personal interests via iTime or Passion Project tasks in order to maintain engagement levels.

STUDENT LEARNING OUTCOMES

At the beginning of 2021 student assessment data was analysed and used to differentiate learning for students in Literacy and Mathematics. During Home Learning, students continued to receive intervention support. Learning Support Officers and teachers were working with the students to support individual learning needs. Classroom teachers worked closely with Learning Support Officers and communicated with parents regularly to support their child's learning via Seesaw and email.

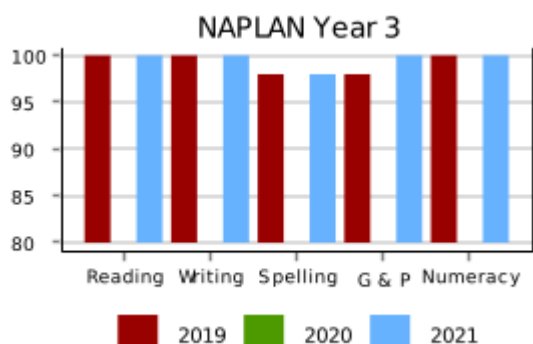
Our Assessment Schedule was adapted in light of home learning. Teachers engaged in strategies needed to ensure ongoing assessment of their students such as using small groups online. A flexible approach to the Assessment Schedule was necessary due the circumstances of Home Learning during this time. Upon returning to face to face teaching in term four, standardised assessments were conducted to measure student growth and to plan for learning and teaching.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	98.0	-	-	100.0	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	98.0	-	-	98.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	98.6	-	-	98.1	-
YR 05 Numeracy	100.0	-	-	98.1	-
YR 05 Reading	97.2	-	-	98.1	-
YR 05 Spelling	98.6	-	-	98.1	-
YR 05 Writing	100.0	-	-	100.0	-

* 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

- That student engagement generates a sense of wellbeing and connectedness to the school community.
- That students become independent, resilient members of the school community.
- A shared and agreed upon understanding of supporting student behaviour is developed by staff.

Achievements

During 2021 staff have continued to deepen their knowledge and use the language associated with Social Emotional Learning and the 5 core competencies: self awareness; self management; social awareness; relationship skills and responsible decision making. Staff utilised both the the Resilience, Rights and Respectful Relationships program and the Zones of Regulation which aims to assist students managing their emotions and behaviours. Regular circle time sessions with a clear link to the above practices were used to build children's emotional literacy.

A focus on further enhancing emotional literacy continued through the consolidation of the school learning dispositions. These encourage the students to develop a deeper awareness and understanding of a range of learning dispositions that they can incorporate into their daily learning and lives. These focus on resilience, communication, risk-taking, self-discipline, problem-solving and respect. The continued of the use of split screens in the classroom allowed the students to make clear connections between the learning focus of a lesson and the learning disposition that could be applied through the task.

At various times across the year, the students were learning from home during the global pandemic. Teachers used daily Google Meet sessions with their students to enable wellbeing check ins as well as using this time for direct instruction. Additional sessions were offered to students who benefited from the regular connections with peers and staff, through online lunchtime games and opportunities to interact. A daily mindfulness session was offered on an afternoon as an additional opportunity to connect and relieve the pressures of isolating at home.

A weekly competition was hosted and all children were invited to take part. Each week had a different theme and winners had prizes delivered to their doors. This developed a strong community spirit as well as giving students something to look forward to each week.

During the pandemic, children of essential workers, permitted workers and students with additional needs were offered onsite learning, supervised by teachers and LSO's on a rostered timetable.

Staff have continued to use a Circle Time framework to address areas of Wellbeing and ensure explicit teaching of Social and Emotional Learning skills and Learning Dispositions. Evidence of this is identified in the weekly planner across all levels, through student learning, classroom displays and staff PLT meetings.

Two students from each class were nominated for the Student Representative Council (SRC). These students were involved in regular meetings where they had an opportunity to voice new ideas, suggestions and concerns and therefore be involved in the decision-making process at a class/whole school level.

Students worked with their buddies across different year levels, particularly the Prep and Year Six buddies to help with transition for Prep students which allowed them to become more comfortable in their new environment.

Increased opportunities for Professional Development for all staff, catering for students with additional needs, became a focus during Professional Learning Meetings. This included moderation sessions for the children listed on the NCCD. A student wellbeing staff committee was developed to discuss incorporating Social Emotional learning across all learning areas.

The Passive Play area in both the Senior and Junior yards was updated with a range of new resources to support students outside during recess and lunch. These spaces aim to provide students with an area they feel is a safe and quiet place to play in during breaks. Resources such as board games, cards, cushions, LEGO and picture story books were provided in these areas for students to access as a means of playing in a calm way.

Learning Support Officers (LSO's) were also timetabled onto both recess and lunch yard duties on a rotation basis in the Passive Play spaces. This has continued to support students with additional needs on the yard and allowed the Passive Play spaces to be monitored.

VALUE ADDED

- Staff training and development in Social and Emotional Learning and the 5 Competencies;
- Incorporating Circle Time in the weekly planners across all levels;
- Opportunities provided to share resources and activities;
- Continued focus placed on Learning Dispositions throughout the whole school;
- Student Buddy program;
- Staff training and development to help cater for students with additional needs;
- Student Counsellor available one day a week;
- Continuation of the Resilience, Rights and Respectful Relationships program;
- Updated resources in the Passive Play area in the senior and junior yards;
- Learning Support Officers support of students when on yard duty;
- Optional mindfulness sessions for students during home learning;
- Weekly School competition during home learning:
- Calm spaces developed in the classrooms;
- Lunchtime STEM Club:
- Participation in STEM MAD competition for high achieving students:
- Social Skills/Friendship groups:
- Harmony Day Celebration and Collaborative Art work

STUDENT SATISFACTION

During home learning and when students returned to school, feedback was sought from children regarding their challenges in their learning and their wellbeing. This feedback was used as a basis for making changes to practices in place. E.g. daily check ins, opportunities for social connection and incorporating more instructional videos and Google Meets for learning teaks. Additional check in times for home learning were included following this feedback.

A group of high achieving students from grades 4-6 took part in the STEM MAD competition hosted through MACS. Two of the grade 4 boys completed a detailed project entitled 'Smart Tap'. The students made it through to nationals which was a great achievement. Parent feedback indicated the success of this program. "Wow, thank you! What an achievement. I'm honestly just so happy that my son has been enjoying his work and doing cool stuff that one day I'm sure will Make A Difference (MAD). Thank you so much again for pushing the boys to keep going. It has been a great experience for him. Also, a big thanks to all his teachers at the school for challenging him and helping him achieve great things. Feeling very proud and grateful."

STUDENT ATTENDANCE

The school has a strong attendance record with very few issues in this area, particularly during home learning where daily attendance was incredibly high. When onsite parents are contacted initially by SMS if there is any unexplained absences. If parents do not respond to the SMS then the parent is contacted by phone. During home learning, any student absences were followed up by the classroom teacher via email. Any non-attendance problems are managed by the class teacher in consultation with a member of the leadership team who will work directly with the family of the student to assist in any way that may be required. A proactive approach is used with all staff instructed to contact families when any regular or extended nonattendance is identified. Parents of children away for extended periods of time (more than 10 consecutive school days) for holidays outside of normal school holidays are required to fill a form explaining the reasons for this.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.4%
Y02	96.0%
Y03	95.7%
Y04	96.3%
Y05	95.5%
Y06	96.6%
Overall average attendance	95.9%

Child Safe Standards

Goals & Intended Outcomes

St. Vincent de Paul Primary School continues to hold the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the Gospel. St. Vincent de Paul Primary School acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

Throughout 2021, our school has sought to continue to embed its child safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse.

Achievements

The embedding of policies and commitments into everyday practice

- Child Safety Standards remains a regular agenda item at School Board meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed.
- Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and students management, duty of care, and reporting requirements.

Training of teachers, non-teaching staff and volunteers

- All teaching & non-teaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and acknowledge the school's Child Safety Code of Conduct annually.
- Volunteers are provided with briefings on acceptable behaviours and are required to read and acknowledge the school's Child Safety Code of Conduct every time they enter the school site.
- Staff members have completed the Victorian Department of Education and Training on-line Mandatory Reporting module.

The participation & empowerment of students

- The school's Child Safety Action Plan focused primarily on the promotion and participation of student empowerment. Providing students with a voice is critical in ensuring their well-being and safety. Education about healthy and respectful relationships and the development of resilience through participation in Respectful Relationships Program plays a fundamental role in achieving this outcome. This culminated in the development and launch of a 'Child Friendly Code of Conduct' with the overall theme of RESPECT. This was communicated to students via relevant learning opportunities and made available to the broader school community via the school website.

Consultation with the community

- St. Vincent de Paul Primary School continues to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.
- The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via parent information nights, the school newsletter and website.

Human Resource Practices

- St. Vincent de Paul Primary School continues to implement robust Human Resource practices ensuring the suitability of any staff member or volunteer permitted to participate in 'Child Connected Works'.
- To achieve this the school implements rigorous screening processes which have a child safety focus and include:
 - Position advertisements
 - Position descriptions
 - Referee Checks
 - Victorian Institute of Teaching Registration (VIT)
 - Working With Children Checks & National Criminal Record Checks
 - Screening of Casual Relief Teachers, Contractors and Volunteers.

St. Vincent de Paul Primary School remains committed to ensuring the well-being and safety of all students under its care by actively implementing, reviewing and improving its child safety strategy.

Leadership & Management

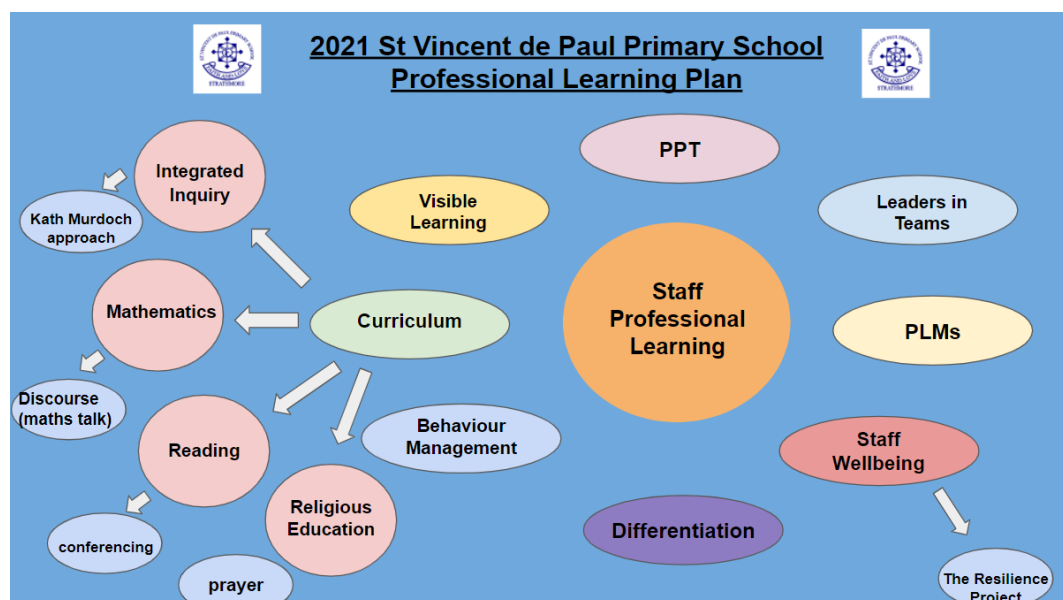
Goals & Intended Outcomes

Goal: The school improvement agenda has been effective in focussing the whole school's attention on core learning priorities

Intended Outcome: Create an Annual Professional Plan that includes the yearly PLMS, leaders in teams, professional development days and professional practice time

Achievements

The following graphic outlines the different access to professional learning staff had during 2021. This professional learning was impacted by COVID but despite the challenges this created all of the elements contained in the plan were addressed.



During 2021 the School Improvement Team were played a significant role in supporting staff, students and families in navigating a return to Home Learning. A review of the processes that operated in 2020 with regard to Home Learning and the return to on-site learning saw changes to the schools approach. Based on feedback students had greater access to teachers throughout the day when working remotely. More explicit teaching sessions were also included and strategies to further support the children's well-being were also introduced.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

- Leadership Strategic Planning
- Positive Psychology - The Science of Wellbeing

- Pedagogical Focus on Inquiry Learning with Kath Murdoch Planning
- Energising Our Educators Workshop
- Safesmart Child Safety & OHS

Number of teachers who participated in PL in 2021	33
Average expenditure per teacher for PL	\$802

TEACHER SATISFACTION

The staff satisfaction levels for number of elements of the school are at or above the MACS average. The areas of the greatest satisfaction include that the teachers have the perception that they have what it takes to improve instruction (86%). They also believe that they work collaboratively together to improve learning and teaching (87%) and that the school climate in terms of social and learning climate was also relatively high (83%).

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	67.1%
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ALL STAFF RETENTION RATE

Staff Retention Rate	88.6%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	0.0%
Graduate	22.7%
Graduate Certificate	0.0%
Bachelor Degree	68.2%
Advanced Diploma	22.7%
No Qualifications Listed	9.1%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	43.0
Teaching Staff (FTE)	32.6
Non-Teaching Staff (Headcount)	15.0
Non-Teaching Staff (FTE)	8.6
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

A shared and agreed upon understanding of supporting student behaviour

Achievements

The school continued to review its Student Behaviour Policy and the practices which supported its implementation. A team of staff members continued the work began in 2020. With the introduction of Melbourne Archdiocesan Catholic Schools (MACS) Policies in 2021 the policy was adopted by the school with appendices attached which reflected the significant body of work the team had done in working with staff and students throughout 2020-21. This included refining school expectations, expected and unexpected behaviours and the different levels (tiers) within behaviour. These tiers indicate a hierarchy of steps taken to support students. This also allows for a consistent approach across the school. The staff also investigated consequences for student misbehaviour in relation to our school expectations.

PARENT SATISFACTION

Overall the Parent Satisfaction levels with the school remained high. Despite the challenges that lock-downs and Home Learning presented parents perception of the social and learning climate of the school remained high with a 93% approval rating. The timeliness, frequency and quality of communication between school and families (87%) and the physical and psychological safety (83%) while at school approval ratings also remained high. This is reflective of the commitment by staff, that even when reverting to Home Learning or on-site learning, staff worked to ensure communication and the level of support provided was always at a high standard.

Future Directions

In the area of Learning and teaching the focus for 2022 will be to continue to align the school's curriculum areas and to work on the implementation of Kath Murdoch's model of Integrated Inquiry. In Mathematics the focus will be on developing student's mathematical vocabulary and the use of it in reflecting on their learning. The school will also review its processes for collecting data from students in the area of English and also using conferencing during reading to guide student's learning.