



St Vincent de Paul's School Strathmore

2022 Annual Report to the School Community



Registered School Number: 1422

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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 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.

19/03/2023

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

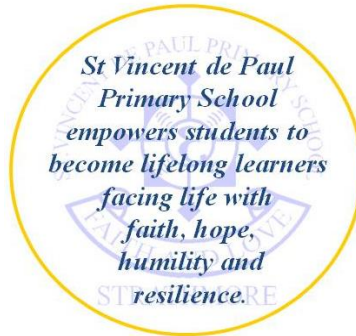
Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision

St Vincent de Paul Primary School empowers students to become lifelong learners facing life with faith, hope, humility and resilience.



Belief Statements

We value personalised learning by creating opportunities to develop challenging and meaningful learning that encourages student voice, collaboration and responsibility.

We believe that students learn best when Gospel values and Catholic faith development underpin our learning and teaching.

We believe that students learn best in an environment which is respectful, supportive, safe and engaging and that provides opportunities for each person to grow and develop to their full potential.

We believe students learn best when the learning is personalised and differentiated and our learning and teaching is informed by best practice.

We believe students learn best when they develop skills and deepen knowledge which they can apply in the present and the future.

We believe that students learn best when teaching and learning is child-centered and develops the whole child socially, emotionally, physically, academically and spiritually.

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 114. 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 97%. 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.

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. In 2022 the redevelopment of the Junior Yard was completed and the replacement of the boundary wall along Woodland Street was begun.

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. Data is regularly collected and analysed to ensure the monitoring of children's progress

Principal's Report

It was 2022 which saw some sense of normality return to learning at school as the community continued to deal with the impact of COVID. The fact that children experienced a year of onsite learning was a significant achievement in itself compared to the previous 2 years. Although the school was impacted by staff and children having to isolate due to COVID infections, having children attend school on a regular basis and having the benefit of face-to-face teaching had a significant positive impact on the children's learning.

Staff worked hard to ensure the transition to regular onsite learning was sustainable for the children. Including well-being as a focus for all students was identified as a priority. The school engaged with the Resilience Project to support this initiative which provided resources that were well utilised by staff. This included a student diary which students regularly took the time to record what they were appreciative of. The project implementation helped support children who found it challenging coming back to an environment which required the use of social skills which they hadn't had the opportunity to develop as well as they normally would have in previous years due to regular lock downs.

As part of the school's Annual Action Plan, the focus for 2022 was to further extend those children whose results and data indicated they were working well above the expected level in literacy and numeracy. The children's progress was regularly monitored and the learning activities which were planned ensured the children were continually challenged in their learning.

2022 also gave the school community opportunities to gather in person which was something the community embraced and enjoyed. The Parents Association identified that providing opportunities for families to socialise was an area they wanted to prioritise. This included events such as the Prep Parent morning tea, Prep and Year 6 picnic, the student disco, Trivia Night, Year level dinners and our major fundraising event, the fete. These events gave opportunities for the community to gather socially as well as work for a common purpose which the children would benefit from. These events were not the only events that were organised, with hot food days, Zooper Dooper Fridays and the second hand uniform sale just a couple of other activities that the families experienced.

Parents also took the opportunity to participate in classrooms as part of the school's classroom helper program. The school had a significant number of parents attend the Parent Helper Workshops which outlined the approaches to learning and teaching parents could help support whilst they were helping in the classrooms. It was great to see parents return to the classrooms and the learning partnership be strengthened as a result.

One of the many highlights of the year was the School Concert. This was an opportunity for all the children to participate in showcasing the skills they had developed as part of the Performing Arts curriculum. The excitement and enthusiasm this created amongst the children and their families was palpable. Presented over 2 nights the story was a unique and humorous recount of the different experiences families faced during the pandemic.

2022 also allowed for families and friends to gather to celebrate the sacraments the children were involved in throughout the year. As part of their preparation the children were immersed in the significance of the sacraments in their faith journey. Families commented how appreciative they were that extended family and friends could also bare witness to the ceremonies to mark these significant moments in the children's faith development.

Overall 2022 was a challenging but very successful year which allowed for the community to gather and redevelop those links with families which had been restricted in the previous 2 years.

School Advisory Council Report

What activities were undertaken by the School Advisory Council in 2022?

- Planning was undertaken for the school's 10 year Masterplan.
- Major works to the school front fence were undertaken.
- A new playground area was completed and opened in the junior yard of the school. The Council was not involved in the fence related works or the new playground works but received updates regarding progress of those works from the Principal.
- The School Advisory Council Manual was reviewed and discussed.
- The School Advisory Council was informed about the school's Annual Action Plan regarding the teachers' learning teaching approach. The council lobbied the Moonee Valley Council to waive the road occupancy permit

Catholic Identity and Mission

Goals & Intended Outcomes

- To continue to strengthen the Catholic culture at St Vincent de Paul school.
- 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.
- To encourage staff and students to continue to build upon their relationship with God through prayer and liturgy.

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 Pedagogy of Encounter to gain a deeper understanding of the Catholic tradition, liturgy, prayer and scripture. Teachers and students have been encouraged to dialogue with one another to break open any 'wonderings' that they may have in relation to their learning in Religious Education.

The teachers have continued to explore the concepts and learning, by using the achievement standards and learning descriptors as a basis.

At St. Vincent de Paul, 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 teachers and students creating a prayer book and prayer cloth to use for daily prayer sessions.

VALUE ADDED

- Opening of the School Year prayer session and badge presentation.
- Ash Wednesday class liturgies.
- Stations of the Cross freeze-frame - whole school event
- Sacramental evenings for parents and students.
- The celebration of the Sacrament of Reconciliation, First Eucharist and Confirmation.
- Sacrament of Confirmation retreat day - with Bishop Terry Curtin in attendance.

- 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.
- Religious Education planning sessions with staff using the Renewed RE Curriculum.
- Engaging learning sequences created for students, for example a mixture between small group work, individual reflection and whole class activities.
- Continued to use a variety of resources to engage students in their learning in Religious Education, mainly through the use of picture story books and songs.
- Mini Vinnies (Year 6 student leaders) coordinating the Winter Appeal and Christmas Appeal to support the Mission of the Church, by giving to those in need.
- Supporting Caritas Australia through the Lenten Appeal

Learning and 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 2022 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.'

In Mathematics this year teachers have continued to use data from a range of sources such as Essential Assessment, Pat Maths and Mathematics Online (MOI) Interview to ascertain results, set goals and plan instruction to cater for all learners. The school leader worked with a Mathematics team to continue to work towards the Key Improvement Strategy 'To use best practice of Mathematical discourse to enhance student learning and teaching.' A number of professional learning meetings were run with staff to recap mathematical talk, plan for the incorporation of mathematics talk and introduce tier vocabulary development. Mathematics team members provided support and modelling to all teachers to help facilitate mathematical talk in their sessions.

The school's reading goal is to achieve growth in high achieving students in reading by having specific goals that are communicated and monitored. Leadership team worked together to create an impact canvas for reading during the first semester. Staff were expected to track high achieving students and set goals in order for them to meet the expected growth for that year level. Staff participated in a number of professional learning meetings, focusing on accuracy when administering reading assessments and using a range of resources to support student learning goals. Staff were able to make adjustments by implementing conferencing strategies to set, monitor and reflect upon student goals.

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. The consolidation of whole school concepts was a starting point to the planning and teaching of integrated inquiry units. 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.

Our whole school implementation of visible learning teaching pedagogy continued with the focus on “planning and using learning dispositions alongside our learning intentions and success criteria.” This, through the use of split screens was facilitated by our Visible Learning Impact Coaches who provided professional learning and support for teachers in the classroom.

In order for teachers to provide feedback which primarily directs students forward in their learning (i.e. focuses on next steps), a consultant from Corwin facilitated a professional learning day, which linked our visible learning strategies with feedback.

STUDENT LEARNING OUTCOMES

The trend data for Year Three NAPLAN shows the reading average has been consistent over the last five years. Our results from Year three indicate our lowest achievers are still higher than the state average. Our numeracy average has remained higher than the national average. Spelling and Grammar has been identified as an area for further student improvement.

Year five NAPLAN trends indicate that the median across all areas of the curriculum, except for spelling, are above the national average. Writing averages have been on an upward trend since 2018. An area of improvement aligns with our Annual Action Plan to improve high achiever growth.

A number of programs and strategies are in place to improve student learning outcomes. These include:

- Standardised testing ie. MOI, PAT testing, Essential Assessment, Fountas and Pinnell.
- Levelled Literacy Intervention
- Letters and Sounds
- Mathematics Intervention
- AGAT testing and STEM programs.

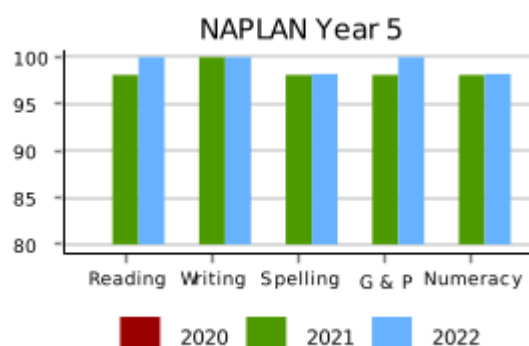
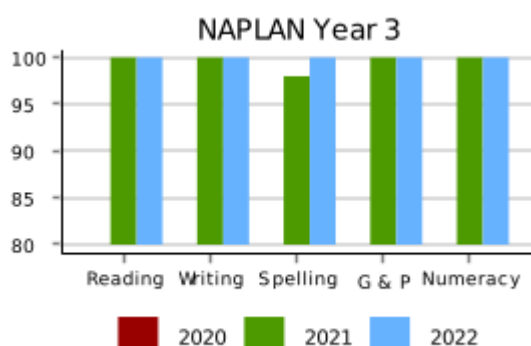
Curriculum Leaders meet with intervention teachers to analyse the data and determine students who are at risk. Teachers, students and leaders work together to set goals and targets for students at risk.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021	2022	2021 – 2022
	%		Changes	%	Changes
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	98.0	-	100.0	2.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	98.1	-	100.0	1.9
YR 05 Numeracy	-	98.1	-	98.2	0.1
YR 05 Reading	-	98.1	-	100.0	1.9
YR 05 Spelling	-	98.1	-	98.2	0.1
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

- 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 2022 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.

The leadership team worked to evaluate the wellbeing programs in the school at the end of 2021 and decided to explore The Resilience Project as a whole school program. Following consultation with staff, parents and students, the program was implemented at the start of 2022. The Resilience Project uses presentations, student curriculum, teacher resources and digital content to support mental health in the classroom, staff room and family home. The evidence based GEM (Gratitude, Empathy and Mindfulness) was embedded through a range of engaging lesson plans, student, staff and parent presentations. As part of the project, the Resilience Youth Survey was implemented to allow teachers to target areas in their weekly wellbeing sessions. The survey assessed areas including overall life satisfaction, hope, anxiety, disengaged coping strategies and depression. Students in years 3-6 completed the survey and a consultant from The Resilience Project worked with the leadership team to analyse the data.

Staff also utilised both 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 and review 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. They continued to use split screens in the classroom allowing the students to make clear connections between the learning focus of a lesson and the learning disposition that could be applied through the task.

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.

Two students from each class were also chosen to be part of a new initiative - The Little GEMS. This group of students met regularly with the student wellbeing leader to assist in the promotion of The Resilience Project. The group would present at Assembly, run competitions and highlight GEM around the school.

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 were implemented with a staff wellbeing program run by The Resilience Project. Staff were provided with a journal to reflect GEM in their daily lives. Online sessions were run for all staff to reflect on their own personal wellbeing and to provide them with strategies to deal with the daily challenges of life.

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 Core 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;
- Little GEMS to meet regularly as a student wellbeing group;
- Continuation of the Resilience, Rights and Respectful Relationships program;
- Implementation of The Resilience Project;
- Updated resources in the Passive Play area in the senior and junior yards;
- Learning Support Officers support of students when on yard duty;
- Calm spaces offered 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

MACSSIS data for 2022 was overall very positive from the students. The satisfaction score for rigorous expectations was at 81% and this is comparable to the MACS average of 78%. Teacher student relationships score at 77% and this was above the MACS average of 73%. Learning dispositions, which asks students to consider their own mindset about themselves as learners scored at 79% which was a 6% above the MACS average.

STUDENT ATTENDANCE

The school has a strong attendance record with very few issues in this area. 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. 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	90.7%
Y02	89.1%
Y03	92.5%
Y04	92.1%
Y05	93.5%
Y06	92.9%
Overall average attendance	91.8%

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.

From 2022, our school implemented the 11 new child safe standards as directed by the commission for children and young people. Following professional learning sessions for the leadership team, staff, students and parents were introduced to the new standards. The 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

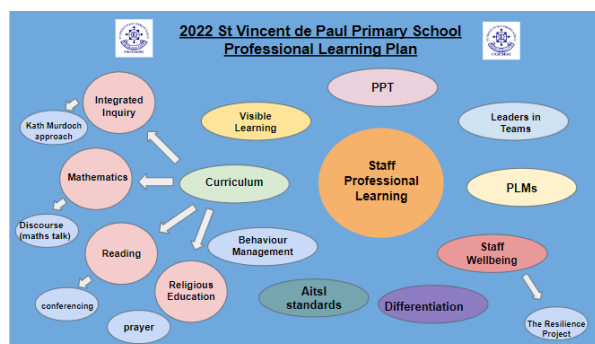
Goals & Intended Outcomes

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 2022.



During 2022 the School Improvement Team played a significant role in supporting staff, students and families in returning to on-site learning. To help support the children's resilience development the Resilience Project was implemented and resources were used to help children deal with some of the challenges they faced in returning to the classroom. This was identified as a priority and staff were provided professional learning as part of the project. Because of the success of the program and the way the children engaged with the program it was decided to continue with the project in 2023.

The School Improvement Team also participated in the Agile Leadership Program facilitated by Simon Breakspear. The leadership team were able to use tools such as Impact Canvass and Rapid Action Plan to help focus scheduling and effective strategies to implement the core learning priorities identified in the Annual Action Plan.

The School Improvement Team also worked with staff to support them in creating and planning for their professional goals. This involved regularly meeting with teams of staff to monitor their progress and provide guidance and affirmation of their achievements.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

The staff were involved in a variety of Professional Learning activities in 2022 including:

- First aid and CPR refresher course
- Resilience Project
- OHS and Safemart modules
- Visible Learning with a focus on feedback provided by Corwin
- Maths Online Interview data analysis
- Critical Response training provided by Dynamiq
- Diabetics training
- RE Professional Learning (Laudato Si)

Number of teachers who participated in PL in 2022

33

Average expenditure per teacher for PL

\$831

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 the collective efficacy of the staff (92%). They also believe that they work collaboratively together to improve learning and teaching (74%) 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

78.3%

ALL STAFF RETENTION RATE

Staff Retention Rate

87.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	0.0%
Graduate	25.0%
Graduate Certificate	0.0%
Bachelor Degree	62.5%
Advanced Diploma	18.8%
No Qualifications Listed	18.8%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	42.0
Teaching Staff (FTE)	31.6
Non-Teaching Staff (Headcount)	18.0
Non-Teaching Staff (FTE)	10.4
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

A shared and agreed upon understanding of supporting student behaviour

Teachers situate teaching in contexts that are authentic to the life and world of their students.

Achievements

The school worked with the School Advisory Council and the Student Representative Council (SRC) to obtain their input of the revised Student Behaviour Policy. Following this consultation 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 2022. 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. The policy was shared with the school community and appendices were used to make the policy visible in the learning areas.

The school also involved itself in the Resilience Project to support the children's well-being and connectedness to school. This initiative was well received by students and staff with students regularly being involved in work about exploring strategies to improve their individual well-being. The project involved parents participating in an online session to support parents understanding of the goals of the program and ways to support their child. The parents responded well to this opportunity with high numbers of parents logging into the session.

PARENT SATISFACTION

Overall the Parent Satisfaction levels with the school remained high and well above the MACs average. The parents' perception of the social and learning climate of the school was high with a 92% approval rating. The timeliness, frequency and quality of communication between school and families (83%) and the physical and psychological safety while at school approval ratings also remained high (81%).

The student data also indicated that the school staff have high expectations of the students' efforts, understanding, persistence and performance (83%). The strength of the social connection between the teachers and students was also strong (77%) and well above the average for MACS schools. This is reflective of the work staff play in ensuring students are clear on expectations and work with students to ensure these expectations are met.

Future Directions

In 2023 and beyond the school will focus on the following areas to continue its cycle of continuous improvement:

- Teachers design the Integrated Inquiry curriculum for all students, moving across levels and domains as required.
- Teachers access current research on Kath Murdoch approach in teams, and critique and adapt this research to meet the needs of students.
- Develop consistent processes and practices of Reading assessment
- Developing consistent practices of monitoring and achieving of reading goals, through feedback
- Provide opportunities for staff to participate and reflect on the religious frameworks of prayer, liturgy and formation
- Incorporating student feedback and voice in PLP documentation through discussion with students.
- Refine planners to allow access to documentation and for consistent information to be included, for example group names to be listed/linked
- Explore ways that teachers can engage in different forms of feedback