

St Catherine's Lalor West

2021

Annual Report to the School Community



Registered School Number: 1858

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Minimum Standards Attestation

I, Tracey Brincat, attest that St Catherine'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.

04/04/2022

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

As part of the St Clare's Parish, with the Lord as our Light, our community is inspired by St Catherine to live out the teachings of Jesus Christ.

We aspire to be confident, active learners who respond positively to challenge and have the courage to be of service to others.



School Overview

St Catherine's is a welcoming Catholic Primary School. The school was established in 1983 and is part of the St Clare's Parish, Thomastown West. St Catherine's Catholic Primary School aims to promote lifelong learning and active participation as citizens in Australian society. Learning and teaching practice is based on an integrated curriculum, driven by data and implemented through an inquiry approach. We believe that a focus on collaboration, learning and results are crucial in supporting students to achieve success in all facets of their school life. By offering a rich curriculum, we nurture an enthusiasm for learning in our students and a belief that optimal achievements are possible.

Central to our work is that St Catherine's School is a child safe environment that is compliant with all the Child Safe regulations. Together we support St Catherine's School students to reach their full potential, being guided and nurtured in faith, and valued and challenged in a secure, inclusive and safe working environment.

Our Annual Action Plan goals are:

1. To develop a rigorous and contemporary culture of learning, focused on enhanced learning outcomes and agency for all

Intended Outcomes:

- That a shared pedagogical approach is evidence and research based and aligned with the school vision and curriculum frameworks.
- That there is a whole school pedagogical approach that is monitored and consistently implemented
- That all community members have voice, choice and ownership of their learning

2. To enhance a rigorous cycle of inquiry and action informed by data and focused on high expectations for all learners

Intended Outcomes:

- That all staff are proficient in the use of data and effective practice focused on growth and the learning progressions
- That a rigorous cycle of inquiry is embedded through the use of evidence and data

3. To formalise a performance and development culture underpinned by reflection and collaboration

Intended Outcomes:

- That all staff are actively engaged in a performance and development cycle

In 2021, the school class structure was as follows:

- 2 X Prep Classes
- 2 X Year 1 Classes
- 2 X Year 2 Classes
- 2 X Year 3 Classes
- 2 X Year 4 Classes
- 2 X Year 5 Classes
- 2 X Year 6 Classes

Each of these classes were culturally rich and diverse, with a high number of our families speaking languages other than English at home. Records indicated that our families speak many languages including the following: Albanian, Arabic, Assyrian, Dinka, Croatian, German, Greek, Hindi, Macedonian, Malayalam, Punjabi, Swahili, Tagalog, Tamil, and Vietnamese.

St Catherine's offers specialist lessons in Physical Education, Performing Arts, Visual Arts and LOTE - Italian & Community Languages (Vietnamese, Greek, Arabic, Macedonian and Punjabi). It has contemporary learning facilities, extensive outdoor play areas and an out of school hours care program run by KellyClub.

Financial Statement

Direct Measure of Income (DMI) score (based on the median family income) capacity to contribute and socio-economic level for 2021 was 87

Enrolment

February student census enrolment - 300

December student census enrolment - 310

Full paying student - 1

Student Attendance

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
N/A	91%	90.1%	94%	93.2%	91.8%	94.2%	92.4%

February's family census enrolment - 221

December's family census enrolment - 227

Full paying family - 1

Staffing

February census - 39

December census - 44 (Inc. Student Psychologist, LSO, Speech Pathologist, Community Language Teachers)

Staff Retention - 94.6

Staffing Qualifications	
Masters	3
Graduate	6
Bachelor	14
Certificate	1
Diploma	3
No Qualifications	1

Principal's Report

I commenced my principalship at St Catherine's School, and was welcomed by a committed staff who continued to have the children at the centre of decisions; resources to enable positive learning experiences for all and families who are supportive and want the best for their children.

2021 was a year with severe lock-downs and remote learning. Whilst the impact was significant, our community managed it successfully with the utmost resilience. I thank our highly dedicated, creative and hard-working staff, who exceeded the highest of expectations, and delivered an exemplary remote/online learning program for our students.

Our theme for the year was **'Open our hearts, minds and hands and anything is possible'** based on Isaiah 41:13 - Hand in hand with God - Fear not, I am the one who helps you. Students and staff were encouraged to be open to all kinds of learning and Remote Learning truly proved we could be open to anything!

Despite these challenges, we continued to focus on building teacher capacity to improve classroom practice, and thereby, learning for all students. With students being at the heart of all that we do, using ongoing data to inform our planning and teaching and staff development with whole school approach to spelling was a main priority.

As a school, we also sharpened our intervention framework to better target student needs and differentiate learning. The school implemented the Tutoring program to support students who did not make growth in 2020 and offered extension program for students who made tremendous growth to further extend learning outcomes.

In spite of the disrupted school year, our students still enjoyed numerous successes and were provided with many opportunities to show initiative, creativity and leadership.

The wellbeing of our school community was a key focus, with parents, children and teachers feeling supported during these times. St Catherine's staff made a purposeful effort to reach out and connect with all families by using imaginative and inclusive ways to support families during the pandemic. Our positive partnership with families was evident once more when we were warmly invited into the homes of our students and school families via Google Classrooms and Google Meets. This model was well received and contributed to the great results of our students. The school was able to employ after many months of searching a school student psychologist. A referral process to access the school psychologist has been implemented. PBL continued to be on our radar whether online or at school. Pre-loved uniforms were made available for families to take advantage of and money donated was handed to St Vincent de Paul organisation.

Compliance, upgrades, improvements and maintenance continued throughout the year. Covid had an immense impact on how the office was accessed. The school made renovations to the footprint of reception and installed automated doors to avoid cross contamination. Reception also had a revamp to make it more welcoming to all. Safety was an issue raised by staff and parents so the installation of a Security System (CCTV) and safety bollards at pick-up/drop off were completed.

Our vibrant and active parent community (P&F) worked tirelessly to ensure our community remained 'connected' and supported, despite the restrictions with opportunities to gather for typical events and functions. Parents continued to show great patience and dedication to make learning remotely successful. The support you gave your children and our teachers demonstrated family school partnerships in its purest form. Your ability to manage the uncertainty of the year was outstanding and greatly appreciated by the all. As soon as we were able to be on site, despite the restrictions, families gathered to reconnect with each other.

I would like to thank the students. We are blessed to have such a group of resilient students, who despite unusual and difficult circumstances, gave it their best.

Father John Magri was a pillar of strength and support. I personally thank Father John for his unwavering support and spiritual leadership throughout the year.

Many Blessings

Tracey Brincat



Parish Priest's Report

Dear St Catherine of Siena's Primary School Community,

Change is one of those constants in our lives that can be viewed as being either great or tragic. Because of this, change in our lives needs to be seen as a challenge and not give in to it.

These last two years, as a global event, we have all had to think, and rethink, on how to tackle change. Religious Education is one of those areas that was challenged because of what is now, hopefully, becoming past history.

Through the leadership of Mrs Tracey Brincat (St Catherine of Siena's Primary School principal) and Mr Daniel Barr (St Clare's Primary School principal) and Mrs Anna Barber (Religious Education Leader for both schools, whose leadership role concluded in 2021), and of course, the teachers and parents who have had to implement a new and innovative approach, have worked with me in ensuring that the faith education (including the sacramental program and their administration) for the pupils of these two parish schools would not be neglected. The principals, R.E.L. and I have listened to parents and families, between us met, discussed and tried to work for the good of children. It was "unchartered waters" that we had to go through.

I am convinced that we not only did the best we could, but we also achieved for what we aimed. I am proud of what had been accomplished. I am proud of the school staff for their initiatives. I am proud of the parents' support at such a difficult time.

I just hope and pray that what the parish and schools are wanting to impart to the children you have entrusted to us is what we, as parish, families and schools are wanting to achieve in common. Thank you for your trust in us and may we further our work together.

Fr John Magri

School Advisory Council Report

During my time as being a Parent/Parishioner on the School Advisory Board I was able to give my opinions, and suggestions on many matters of importance and interest to the school.

At every School Advisory Meeting we would begin by having dinner together that Tracey Brincat had organised for the team. This was a wonderful gesture from Tracey Brincat where it brought us much closer to each other and also made us feel appreciated.

Matters that I had an influence in were:

- Security cameras that were put in place at the front electronic gate for the safety and security of all
- Staff uniform jackets and vests came about whilst we were discussing a winter jacket for the students
- School shelter for all weather protection. This is something that will be going ahead in the near future. This will give the community more shelter from the wet and dry seasons

I was nominated by Tracey Brincat to become a member of the executive committee at Catholic School Parents Victoria. It was an honor to receive the nomination, but unfortunately there were way too many nominees, and I had missed out on receiving the role.

When I was appointed to be Chairperson, I was given the opportunity to take on the responsibility of organising new shrubs to be planted around the school. I took the opportunity to suggest more outdoor seating for all the school community, where we all can sit and chat whilst enjoying the fresh air.

The new shrubs for inside the gate at the front of the school, have been planted by the school community lead by Joseph and myself on a working bee that was held on the 25th of March this year. The rest of the shrub project will continue to proceed in stages throughout the next few months.

On the 10th of March 2022 we had two new parents nominated to take on the Chairperson and Secretary roles for the School Advisory Council.

In my time being part of this Council I have learnt so much, and have taken so much more time and respect to all Staff past and present that work very hard to make our school the best it can be for all our students.

Karen Chetcuti

Education in Faith

Goals & Intended Outcomes

To discover God's presence in daily life in recontextualised way that engages all in a dialogue between life experiences and the Catholic Tradition.

Intended Outcome:

- That the Catholic Identity is maintained and strengthened as a dialogical school
- That the level of importance placed on scripture is improved

Achievements

- Our Catholic faith is at the heart of our school culture. We are a school where gospel values underpin all that we do. Opportunities to develop our understanding of enhancing St Catherine's Catholic identity include the following:
- We were able to take comfort in God's guiding presence in our lives daily through prayer. During Remote Learning teachers embedded prayer routines into their morning online class meeting
- Staff were invited to lead prayer at the start of every staff meeting. The RE Leader held prayers online for staff to commence the day during lock down
- Fellowship was held online via Google Meets for staff and students to lead families and members of the wider community in prayer
- Staff adapted the Religion Education program to ensure students continued to develop their understanding of our Catholic Faith. Online support materials were used during Remote Learning
- We were fortunate to have celebrated Holy Week Triduum, our Feast Day, ANZAC day, Remembrance Day and Advent prayers together as a community outside with Father John leading our liturgies



- Due to ongoing restrictions Class Masses and School Masses were unable to be celebrated. Students were fortunate to celebrate First Reconciliation prior to the lockdown. With the easing of restrictions, the school was able to offer the sacraments; First Eucharist and Confirmation with limited seating in the church
- Our Year 6 students were able to have a graduation liturgy. This was filmed and shared with the families to view at a later date

Staff Professional Learning

- Continued focus of the Religious Education Renewed Curriculum Framework Prep to Year 6
- Staff level planning continued to allow professional dialogue and collaboration in a remote learning environment
- Staff encouraged students to make links between our social justice actions and Catholic Social Teachings
- Staff worked with Dr Margaret Carswell on understanding and recontextualising Scripture. Dr Carswell provided staff with professional development around the theology the gospel writers.

VALUE ADDED

Prayer

- Prayer life of the school has been enhanced in a variety of ways through Fellowship, commencement of assemblies and liturgical music

The Sacraments

- All sacraments were celebrated in the church
- Family faith nights were held for Year 4 First Eucharist and for Year 6 Confirmation

Parent Engagement

- RE information was placed consistently in the newsletter. This comprised of websites, professional reading, prayer resources, sacramental information, all contributed by the RE Leader
- Parents worked with RE Leader to create prayers of the faithful and deliver these at Fellowship

Learning & Teaching

Goals & Intended Outcomes

To enhance a rigorous cycle of inquiry and action informed by data and focused on high expectations for all learners

Intended Outcomes:

- That all staff are proficient in the use of data and effective practice focused on growth and the learning progressions
- That a rigorous cycle of inquiry is embedded through the use of evidence and data

To develop a rigorous and contemporary culture of learning, focused on enhanced learning outcomes and agency for all

Intended Outcomes:

- That a shared pedagogical approach is evidence and research based and aligned with the school vision and curriculum frameworks.
- That there is a whole school pedagogical approach that is monitored and consistently implemented

Achievements

The community of St Catherine's continued to negotiate different modes of learning throughout 2021 that included both on-site and remote learning. True to the spirit of St Catherine's devotion to service the staff met every challenge before them and continued to provide quality learning and teaching experiences for all students.

Essential to the ongoing growth of staff and students a variety of Professional Learning was undertaken. This included a whole school, full day professional learning focused on the introduction of Smart Spelling. Smart Spelling professional learning was determined to be the most appropriate course of action to improve the spelling and writing outcomes of students. Smart Spelling is research based program designed by Michelle Hutchinson to improve students fundamental understanding of spelling patterns. In addition to externally provided professional learning, staff completed in school based sessions in the areas of school pedagogy, data recording and analysis and curriculum development. A pedagogical philosophy, the 6e's, was introduced to staff. The 6e's consists of Engage, Explore, Explain, Elaborate, Evaluate all sitting under the umbrella of Encounter. The 6th E of Encounter was inspired by the Horizon's of Hope document. Continuing to look beyond 2021, the school applied to participate in the Mathematics Sequences of Learning Professional Learning and was accepted. Teachers from Years Prep through to Year 2 and the Mathematics Leader will commence this learning in 2022.

2021 saw the introduction of Data Books across all year levels and all curriculum levels. Staff received Professional Learning in the establishment and ongoing use of data books. This included reviewing the types of data that could be collected, how to analyse this data and the impact that high quality data has on teaching experiences. Data books played an essential part of ongoing facilitated planning and the school reporting process. The school reporting process transitioned from descriptive paragraphs to check-list statements, using a five point scoring scale. All staff perceived professional learning in the development of check-list statements and the data collection required to support scores.

Learning and Teaching Leaders (Literacy, Numeracy, Inquiry, Religious Education) supported staff during facilitated planning on a weekly basis. This was authentic engagement with student data and ensured the fundamental practices of sharing learning conversations were upheld.

Significant changes were made to how St Catherine's communicates student progress to parents. After considerable consultation and research a shift was made away from descriptive paragraphs detailing student achievements to a more streamlined and parent friendly check-list statement format. Data collected post reports being sent home indicated that both staff and families were in favour of the new reporting format.

St Catherine's has procedures to identify students with additional needs at the earliest possible point, through thorough school assessment and monitoring of multiple data sources. If necessary suitable programs, adjustments, support and strategies can be implemented through a Personalised Learning Plan (PLP). These plans are shared with families, all staff and are discussed at regular Program Support Group (PSG) Meetings.

In 2021, 44 students were funded through the National Consistent Collection of Data (NCCD) framework, supported by the school leadership team, Learning Diversity Leaders, Classroom Teachers, Learning Support Officers (LSO) and families.

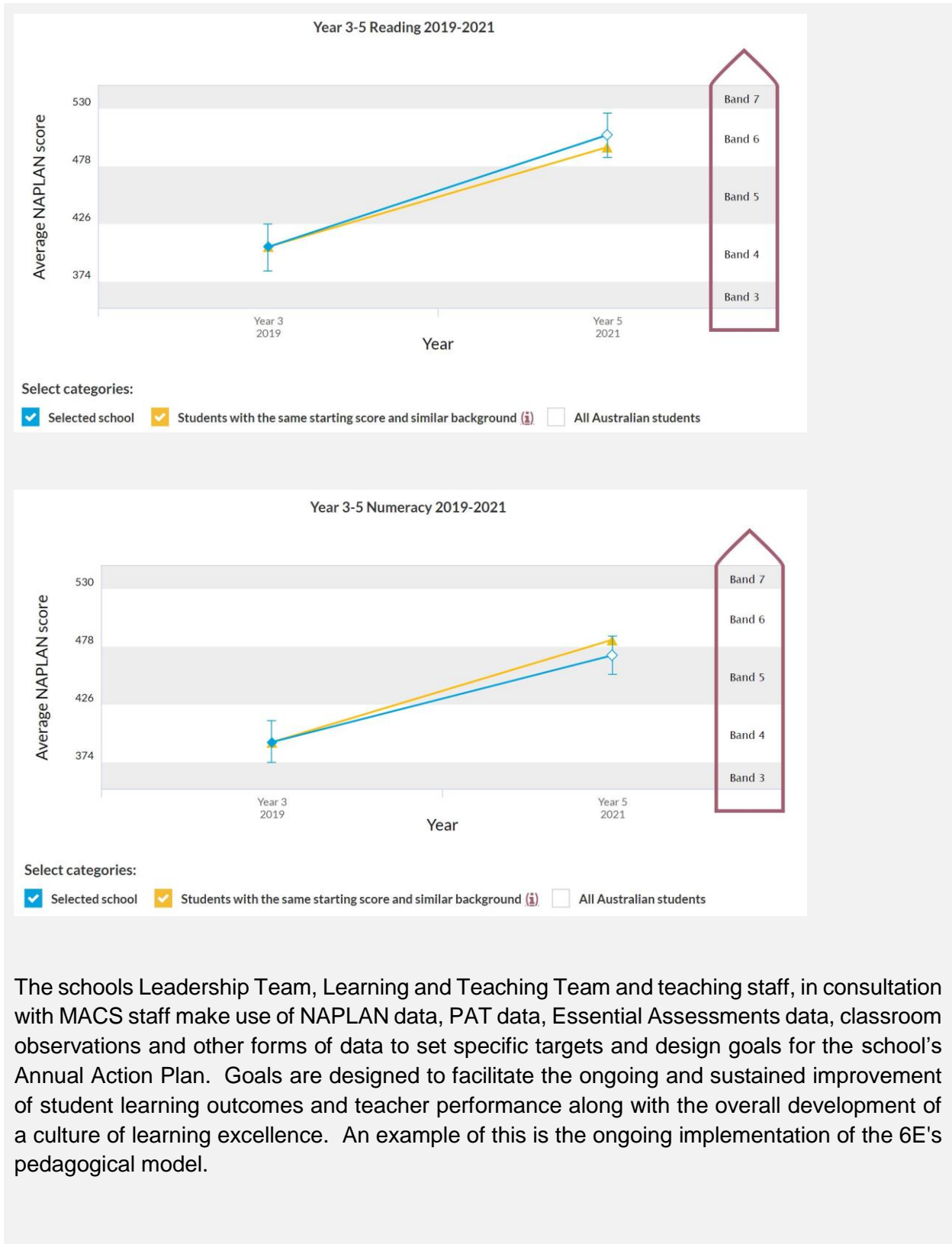
Making use of government funding the school introduced a tutoring program initially designed to ensure students impacted by COVID were provided opportunities to development areas affected by the extended remote learning of 2020. Data indicated that student progress during tutoring sessions was positive and investigations commenced as to how tutoring and extension programs could be rolled out in future years.

STUDENT LEARNING OUTCOMES

St Catherine's School uses a variety of data sources to make informed decisions regarding the educational direction and future of the school. This includes, but is not limited to, yearly NAPLAN Data, biannual PATReading and PATMaths assessment data and MACSSIS data.

NAPLAN data, when viewed across the 2019 to 2021 period, shows growth relatively comparable to schools with students of a similar background and same Year 3 starting point.

As the graphs below indicate (sourced from MySchool website), students from St Catherine's outperform their peers from similar schools in Reading growth whilst the growth in Numeracy falls slightly below that of similar schools.

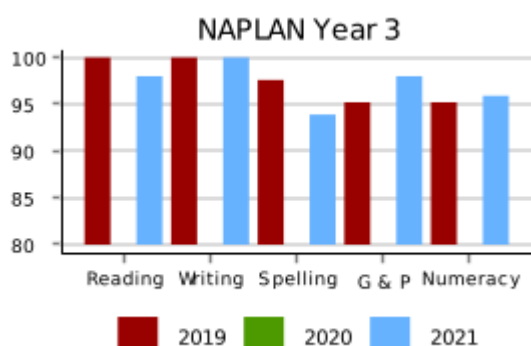


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	95.2	-	-	98.0	-
YR 03 Numeracy	95.2	-	-	95.9	-
YR 03 Reading	100.0	-	-	98.0	-
YR 03 Spelling	97.6	-	-	93.9	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	100.0	-	-	95.3	-
YR 05 Numeracy	100.0	-	-	95.3	-
YR 05 Reading	100.0	-	-	97.7	-
YR 05 Spelling	100.0	-	-	93.0	-
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

To enhance a rigorous cycle of inquiry and action informed by data and focused on high expectations for all learners

Intended Outcomes:

- That all community members have voice, choice and ownership of their learning.

Achievements

The Positive Behaviour for Learning program continued with a new team being established to ensure that past learning continued to be applied and future directions are clear and planned for. The newly formed team consisted of teacher representatives from every year level and Learning Support Officer's. Through PBL, clear and consistent guidelines and actions are in place to manage behaviours that are not meeting the school expectations and students are explicitly taught how to Show Respect, Take Responsibility and Act Safely in different areas of the school. Communication school behaviours and expectations continue to evolve, with Year 6 Leaders sharing expectations on a weekly basis. This replaced staff members relaying the message providing a further platform for student voice.

The relationship between St Catherine's School and Melbourne Archdiocese Catholic Schools continued to grow with the involvement of Trevor Herny, Learning Consultant-Positive Behaviour for Learning assisting and facilitating meetings and acting as a sounding board for PBL initiatives.

The school continues to display the school's expectations with the installation of signs for the community to see as they walk into the school.

Members of the school leadership team completed the Berry Street Educational Model professional learning. Completed over four separate days learning from the sessions were communicated back to the staff and a recommendation was made for all employees of St Catherine's to complete Berry Street Educational Model professional learning in 2022.

The school established a partnership with CatholicCare and was able to secure the services of a student school psychologist in a part time capacity.

VALUE ADDED

Our school provided explicit programs to enhance student wellbeing and to meet the individual needs of all students including:

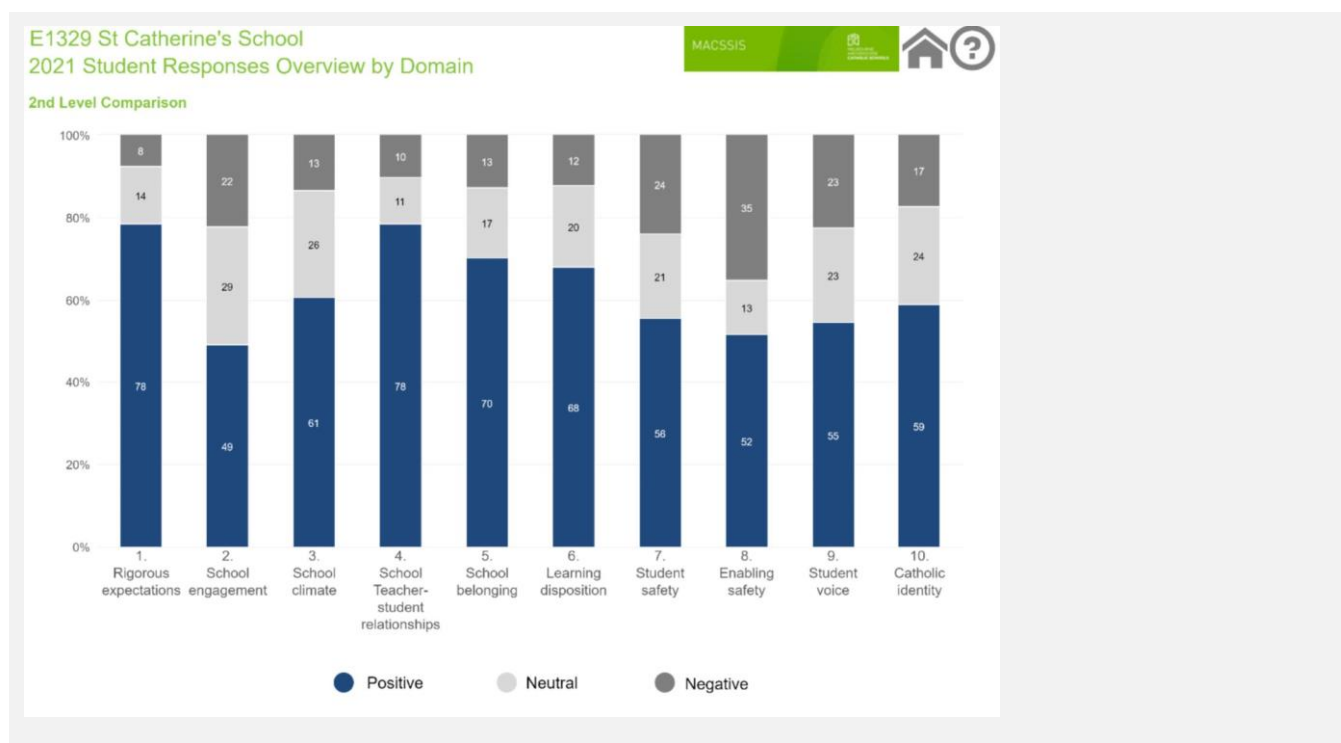
- School Wide Positive Behaviour strategy (PBL - Positive Behaviour for Learning) lessons that explicitly address our school expectations of Being Respectful, Taking Responsibility and Acting Safely
- Staff members completed the Mandatory Reporting e-Learning module
- The newsletter included weekly PBL focus
- Year 6 Leaders shared expectations on a weekly basis
- The weekly PBL focus was also posted on ClassDojo

- Lunchtime art club
- Social and emotional learning through the Resilience, Rights and Respectful Relationships
- Links between RE and SEL were made
- Participation in RUOK? And other wellbeing days (Anti-Bully days)
- Behaviour referral forms completed to gather data and inform decision-making process
- Personal Learning Plans with behavioural goals were data driven.
- The school employs a variety of staff in the area of student wellbeing
- Parent Support Group (PSG) meetings continued to be conducted for students experiencing difficulties in social, emotional, academic or physical areas incorporating where necessary the support of our Psychologist, Speech Pathologist and Learning Consultants.
- Working with Melbourne Archdiocese Catholic Schools staff
- Attending MACS Student Wellbeing Network meetings
- Members of the school leadership team completed the Berry Street Educational Model professional learning.

STUDENT SATISFACTION

Students complete a formal survey to ascertain their views and experiences at St Catherine's, in addition to informal data collection through conversation and student feedback.

The following graph shows very positive responses across all areas surveyed. Students gave positive responses particularly in the areas of Student-Teacher Relationships and School Belonging. Both of these areas having long been recognised as strong pointers to high levels of student satisfaction



STUDENT ATTENDANCE

Student attendance is closely monitored at St Catherine's Primary. Any unexplained absences were identified and families are contacted immediately. The school Principal and Deputy Principal receive a report each day at approximately 10.00am highlighting all absences and late arrivals. This allows them to identify patterns or areas for concern, and make appropriate plans and/or interventions.

Making use of nForma, the software program tracks attendance. Students at St Catherine's have a very positive school attendance rate of in excess of 90%.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	91.0%
Y02	90.1%
Y03	94.0%
Y04	93.2%
Y05	91.8%
Y06	94.2%
Overall average attendance	92.4%

Child Safe Standards

Goals & Intended Outcomes

To enhance a rigorous cycle of inquiry and action informed by data and focused on high expectations for all learners

Intended Outcomes:

That all community members have voice, choice and ownership of their learning.

Achievements

Child Safety has been, and continues to be, a priority at St Catherine's. We take pride in our commitment to creating a child safe school. ALL staff will undertake the highly regarded professional development in the Berry Street Education Model in 2022. The community adhered to the seven standards.

Child Safe Standard 1: Organisational Culture of Child Safety

Strategies to embed an organisational culture of child safety include:

- Updated child Safety Policy containing strategies and statement of commitment to child safe practices and standards
- Updated effective procedures for recording & securely storing records/notes using a Record of Conversation template
- Child Safe policy, and associated policies, published on school website
- Child Safe Code of Conduct modules completed by staff
- Staff met regularly to update policies and processes associated with Child Safety Standards
- Child safety is a regular feature in staff bulletins, school newsletters, and staff meetings
- Content and format of all Child Safe policies ensuring each one aligned with MACS requirements. When required these will be reviewed as per school guidelines
- Installation of additional security measures cctv, at school entry points to ensure only authorised visitors can access the school grounds and come into contact with students
- Staff became familiar with the purpose of the reforms of the Child and family violence information sharing schemes and developed an understanding of how the reforms support and enhance existing child and family wellbeing and safety responsibilities and practices
- Staff received a Staff Handbook containing a dedicated section on Child Safety as an ongoing resource and guide
- Families were engaged through newsletter articles and direction to further websites and support groups

Child Safe Standard 2: A child safety policy or statement of commitment Evidence of Policies and Actions

- Child Safe Policy - containing commitment statement
- Staff attended regular professional learning sessions and completed the required modules including Child Safe Standards and Mandatory Reporting

Child Safe Standard 3: Code of Conduct A code of conduct that establishes clear expectations for appropriate behaviour with children

- Code of Conduct Policy
- Code of Conduct included in the Staff Induction Policy and Staff Handbook

Child Safe Standard 4: Human Resource Practices Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel

- Copies collected and checked of the following documentation: Working with Children Check, VIT Registration, Referee checks for employment
- Role descriptions for all types of employment in the school include duties and responsibilities regarding child safety
- Annual completion of the Victorian Department of Education and Training Child Safe modules and associated professional development by all staff at the school

Child Safe Standard 5: Responding to and reporting suspected child abuse Processes for responding to and reporting suspected child abuse

- Staff aware of Child Safe Reporting and Protection Obligations Policy, which outlines all procedures for reporting and responding to suspected child abuse
- Staff completed Mandatory Reporting online module

Child Safe Standard 6: Reducing or removing risks of child abuse Strategies to identify and reduce or remove risks of child abuse

- Risk management strategies and compliance shared with staff and families via staff meetings, staff bulletins and newsletter
- Checklist audit for risk management
- Software used for monitoring of student use of the internet
- IT agreement signed by families and staff
- Child safe doors with windows installed in Administration building

Child Safe Standard 7: Empowerment of Children Strategies to promote the participation and empowerment of children

- Child Safety Curriculum - respectful relationships and to ask for help if unsafe situations arise
- Staff Code of Conduct

Leadership & Management

Goals & Intended Outcomes

To develop collaborative practices that build a strong professional learning culture focused on relationships

Achievements

Significant opportunities have been provided to develop staff skills and practice.

- Extend Leadership capacity through the implementation of Level Mentors
- New principal commenced
- Coaching and mentoring for leaders with educational consultant Robyn Roberts
- Kept up to date with COVID guidelines and updated COVID safe plan
- DP position - used MACS new process
- Student Leadership extended
- Focused on community wellbeing during remote learning for staff, parents and students. Huge focus on student well-being once students returned to on-site learning
- Worked with Shelly Waldon (MAC's science consultant) to develop a STEM program
- Leadership team conference at beginning of year
- Started new cycle of review
- Extensive professional learning opportunities for teachers through School Closure, Staff Meetings and Professional Learning Team Meetings

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

School Improvement Plan Goal

To enhance a rigorous cycle of inquiry and action informed by data and focused on high expectations for all learners.

Intended outcome

That a rigorous cycle of inquiry is embedded through the use of evidence and data.

Professional Learning continued to occur throughout 2021 within school facilitated professional learning and external facilitators. Professional learning that staff attended in 2021 included but was not limited to:

RELIGIOUS EDUCATION

- REL attended Regional Networks and Executive Team Meetings
- Professional Learning Teams - Implementation of Religious Education Curriculum
- Professional Learning Teams - Advent with Dr Marg Caswell
- Professional Learning Teams - Engaging with Scripture with Dr Marg Caswell

LEARNING AND TEACHING

- NCCD - Nationally Consistent Collection of Data: Implementation processes to support students with additional needs
- Speech Pathology Information and Strategy sessions led by School's Student Speech Pathologist
- Professional Learning Teams - EAL Curriculum Professional Learning
- Some staff attended PL on Seven Steps to Writing Success
- Professional learning for all staff in Smart Spelling with Michelle Hutchinson for SMART Spelling whole-school implementation
- Literacy Leader attended Reading Recovery Professional Learning
- Math's Leader attended Northern Region Mathematics Leaders Network
- Learning Diversity Leader attended Network Meetings
- Learning Diversity Leader attended Coaching the Complex Boys in your Class
- All staff completed OH&S Safesmart modules
- Staff attended Setting up for success - Prep Transition
- LOTE Teacher met with Jennifer Brown-Omichi (MAC's Languages Consultant) & Mollie Daphne (EAL Consultant)

WELLBEING

- All staff participated in Asthma Management, Anaphylaxis training and CPR First Aid training
- Deputy Principal attended Wellbeing Regional Networks
- Child Safe Standards Professional Learning attended by Principal & Deputy Principal
- Deputy Principal & Principal attended Austin Health briefing
- LSO's attended professional learning on Autism Behavioural Intervention
- Staff completed readings regarding Child Information Sharing Scheme

LEADERSHIP & MANAGEMENT

- Deputy Principal attended executive & DP Network Meetings
- Principal attended Principal Network meetings & cluster meetings
- Leadership members attended Berry Street Education Model Components
- Administration attended ICON Professional Development
- Leaders were introduced to mentoring and coaching by Robyn Roberts & Rosa Wilkinson
- Leaders leading NAPLAN attended modules on VCCA 2021 NAPLAN Reporting and Data Service

Number of teachers who participated in PL in 2021	38
Average expenditure per teacher for PL	\$526

TEACHER SATISFACTION

St Catherine's prides itself on its positive relationships between all colleagues. All colleagues are encouraged to say hello and goodbye to each other every day and staff consistently do this. Any personal and professional successes are shared and celebrated and staff quickly offer support and help to any fellow staff member in times of distress.

During the lockdown period, staff met briefly twice to three times a week. A short prayer commenced the briefing followed by any important announcements. To promote staff well being we concluded our meet with groups of staff sharing themes, for example:

- favourite movie
- holiday destinations when you were a child
- favourite holiday destination
- if I weren't working in a school what would my dream career be
- if I were an animal what would I be and why

Staff have a recognised system for celebrating all birthdays by providing a token cake and a birthday card.

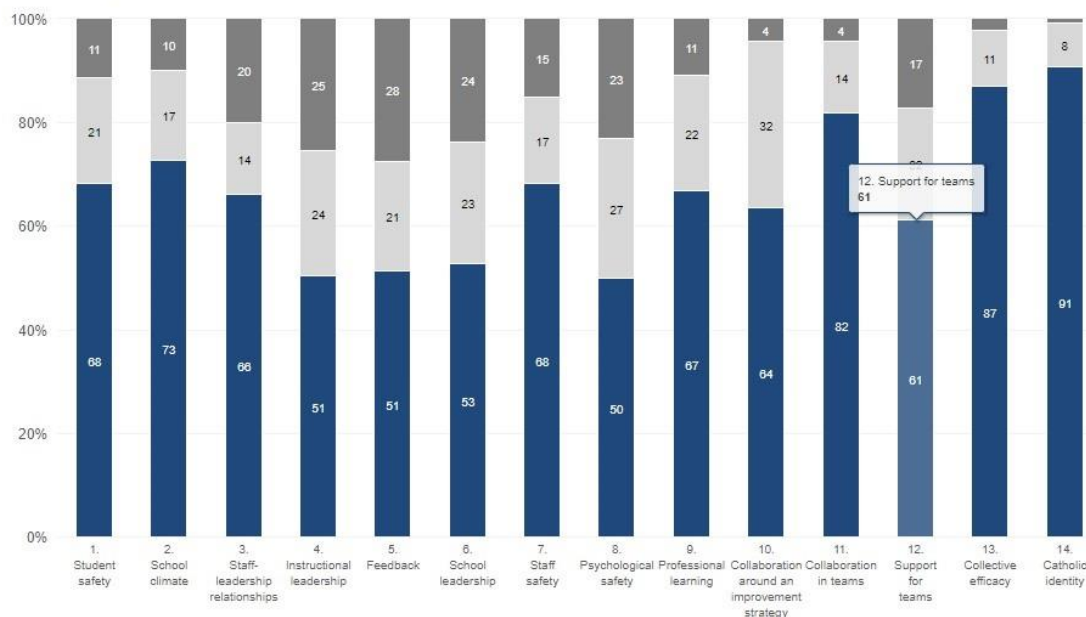
All staff receive information about what is happening in the school through a weekly staff bulletin. Teaching staff meet twice a week with leaders. Staff who are unable to attend a meeting access information discussed through staff minutes which are loaded onto a shared Google Drive.

At the end of 2021 the community farewelled many staff who left for various reasons:

- retirement
- working closer to home
- career change
- completed contract
- extra hours required
- time to extend career opportunities

Teacher satisfaction results from the MACSSIS 2021

E1329 St Catherine's School
2021 Staff Responses Overview by Domain
2nd Level Comparison



TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate 89.2%

ALL STAFF RETENTION RATE

Staff Retention Rate 97.7%

TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	15.8%
Graduate	31.6%
Graduate Certificate	5.3%
Bachelor Degree	73.7%
Advanced Diploma	15.8%
No Qualifications Listed	5.3%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	30.0
Teaching Staff (FTE)	23.0
Non-Teaching Staff (Headcount)	15.0
Non-Teaching Staff (FTE)	15.6
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Families, both immediate and extended are always invited and welcome to attend the many school Liturgical, social and sporting events. We recognise that working parents and carers find it hard to attend on site, so the school wanted to explore various ways to enhance communication and agency.

To develop a rigorous and contemporary culture of learning, focused on enhanced learning outcomes and agency for all

Intended Outcomes:

That all community members have voice, choice and ownership of their learning

Achievements

During lockdown, to ensure learning was still able to take place, the school offered families: internet, books, stationery, devices, and food drops. The school effectively catered for vulnerable children and those of essential workers during lockdowns. Throughout the year the school continued to meet regularly with Parents and Friends Association and the School Advisory Board.

To develop a sense of community and real student voice, our Year 6 Leaders were invited to take school tours for prospective 2022 Prep Families. Students took a group of families throughout the school with a school leader and spoke about the initiatives and opportunities that St Catherine's have to offer.

Communication to families was a major focus with trying to keep the families informed as much as possible. The school informed families and vice versa in the following ways:

- Daily communication using Dojo platform was used to communicate to families the name of staff who were on site and activities that were occurring on the day
- A comprehensive newsletter informed the parent community on all aspects of the school. A new format and design were introduced early in the year
- St Catherine's Instagram account was created and was updated frequently to reflect the activities, events and achievements involving students, staff, families
- Consultation with parent community regarding colour and style of winter jackets were sought via surveys, P&F and School Advisory Board meetings
- Sandwich boards were purchased and daily bulletins were displayed



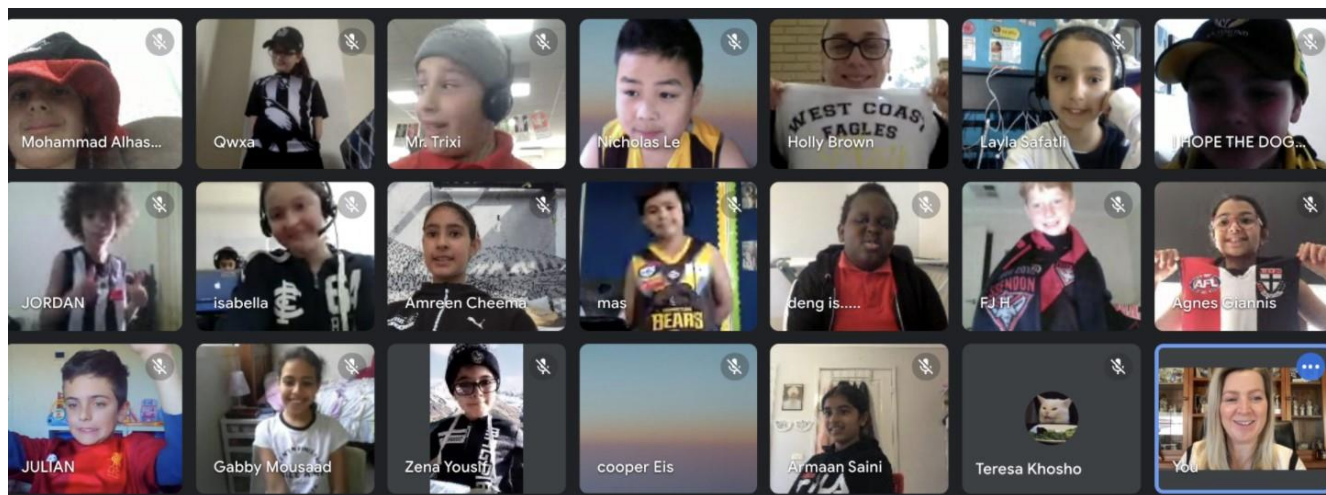
Prior to the extensive lockdown we were able to have many on-site events that promoted community spirit. These included:

- Get to Know you Chats
- Working Bee
- Mother's Day morning tea
- Easter raffle

Once in lockdown and being unable to invite parents, other family members and friends into our school meant that we had to rethink new ways of connecting with our community. While many physical events were not possible we were fortunate to have technology allow us to connect and communicate with those beyond our physical boundaries. These included:

- Daily communication using Dojo of daily occurrences
- Posting out Father's Day gift vouchers for coffee and cake
- Book cub offered online
- Coffee chats during remote learning
- Flag raising online
- Assemblies online
- Fellowship online
- Social class time for chats and games

The Year 6 student leaders encouraged all to take part in Footy Colors Day even though the state was still in lock down. The students and teachers dressed in their favourite colours for the day.



The school listened to feedback from families especially during lockdown with regard to online learning and connectedness. Therefore, many teachers and leadership offered coffee chats to discuss any concerns or even just for a chat.

The school explored ways to showcase the learning and opportunities created at St Catherine's. The leadership spent two days promoting the school at the local shopping centre - Epping Plaza. Some enquiries and enrolments were received from the promotion. Many existing and former families popped in to say hello and were proud of what St Catherine's school had achieved. Upon returning to school site the staff explored ways to celebrate the return of all back on site.

The celebrations included:

- Crazy hair
- Bubble machines
- Free icy poles
- Coffee van for adults
- Instagram photo booth
- Inflatable aria dancer
- Disco music
- Time capsual
- Badges 'I survived lockdown'
- The school postponed celebrating Book Week until Term 4. An illustrator Marjory Gardner was sourced, and a Book Fair ran for the week.



PARENT SATISFACTION

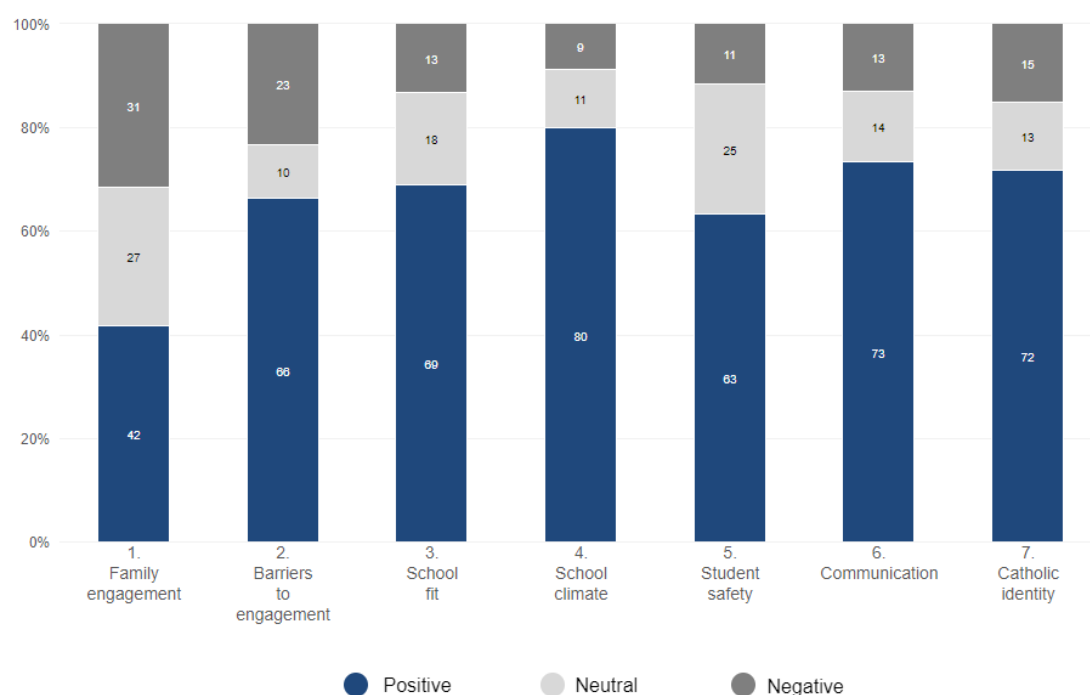
Due to COVID-19 lockdowns many parents did not complete the MACSSIS as they indicated they were already under enough pressure without completing extra surveys.

Families were discouraged to be on-site or gather as a community due to Covid Government guidelines. The school had to source various ways to have families connect with each other. These included:

- Regular parent feedback was sought by Leadership and the School Board, it was extremely positive about what the school was doing under the challenging circumstances
- Staff met with parents via Google Meet. An aspect of this contact was to receive and record feedback which was overwhelmingly positive
- Parents took the opportunity to like and comment on ClassDojo daily communication

Parent satisfaction results from the MACSSIS 2021

E1329 St Catherine's School Primary
2021 Family Responses Overview by Domain
2nd Level Comparison



Future Directions

Strategic Intent:

To create a school, home and parish community that is engaged with our Catholic faith and nourishes the wellbeing of all individuals

To create a school where every student and staff member is empowered, challenged and supported to achieve continuous growth and improvement underpinned by contemporary educational theory and practice

Reflecting on lessons learnt in 2021, the community of St Catherine's looks forward to embracing the challenges that 2022 holds. As a community of learners, we move into the new year with enthusiasm and the shared knowledge that as a team of committed and passionate people, working towards common goals, there is nothing that cannot be accomplished. To this end we will continue many of the initiatives that began in 2021, as well as implementing new initiatives to further cement our place as a school of first choice in the Lalor community.

In 2022, we look forward to continuing to:

- Build the capacity of all staff
- Improve the physical learning environment offered to the students, staff and families
- Participate in the Government Tutoring Initiative
- Create a supportive and inclusive environment where students are encouraged to explore their potential and achieve their personal best in all aspects of school life
- Challenge and engage students through authentic learning opportunities that inspire them to develop creativity, confidence and resilience to become independent and ethical life-long learners
- Expand the assessment schedule to include the full range of data that is currently collected and ensure that this data plan clearly articulates the purpose of each data set
- Use data to inform teaching, learning and wellbeing practices in the classroom and extend knowledge, practices and processes of NCCD
- Have staff, parents and students work in partnership to enhance learning for all
- Participate in the MAC's Literacy project within the Year 4 Level
- Participate in the MAC's Early Years Sequences of Learning - Prep to Year 2
- Expanding practice within the school's '6 E Educational model' approach
- Commence a whole school approach using Berry Street Education Model
- Implement SMART Spelling approach across Prep to Year 6
- Have curriculum leaders support staff at planning using data to inform learning and teaching
- Implement the Middle Leader project
- Provide opportunities for staff to create and reflect upon own personal Professional Learning goal