



Resurrection School Kings Park

2021 Annual Report to the School Community



Registered School Number: 1764

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Contact Details

ADDRESS	51 Gum Road Kings Park VIC 3021
PRINCIPAL	Desmond Noack
GOVERNING AUTHORITY	Melbourne Archdiocese Catholic Schools Ltd
TELEPHONE	03 8312 6312
EMAIL	principal@rskingspark.catholic.edu.au
WEBSITE	www.rskingspark.catholic.edu.au
E NUMBER	E1300

Minimum Standards Attestation

I, Desmond Noack, attest that Resurrection 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.

23/03/2022

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

We learn passionately

We serve joyfully

We care

At Resurrection Primary School, with the teachings and life of Jesus Christ as our central focus, we aspire to provide an excellent education in faith and life, within a welcoming environment. Together we nurture the Spiritual and Educational welfare and needs of the members in our Parish and School community, to foster life-long learning and their relationship with God.

Our Aims

In partnership, we aim to provide the best education possible for your child. Specifically our aims are:

- To provide our students with the basis to develop a conscious, loving relationship with God our Father in Jesus Christ through the Holy Spirit in the tradition of the Catholic Church.
- To provide an excellent education for our students which develops their talents and capacities to full potential and is relevant to the social, cultural and economic needs of the nation.
- To enable our students to achieve high standards of learning and to develop self-confidence, optimism, high self-esteem, respect for others and achievement of personal excellence.
- To provide a foundation for further education and training, in terms of knowledge and skills, respect for learning and positive attitudes for education.
- To provide students with the knowledge and skills to actively participate and positively contribute to an ever changing world.

Our Beliefs

We believe that parents, students, teachers and our parish community have an obligation to cooperate to provide an environment which can be truly called a loving Catholic Community in which Gospel values flourish. It is our hope that together we will endeavor to achieve this aim to the fullest. We base our endeavors in the beliefs:

- That each individual is a unique creation made in God's image and therefore possessed of inherent dignity.
- That education is about learning what it means to be human and that in Jesus Christ we have a model of what it means to be truly human.
- That education is a means for discovering the meaning in life, of developing human potential and liberating and empowering individuals to be responsible for their lives and to contribute to the society in which they live.
- That education, shaped by the continuing search for truth, serves the true and enduring needs of our society.
- That education enables an integration of faith, life and culture.

School Overview

Resurrection Primary School was opened in 1978 and gained registration in February, 1979. The area covered by Resurrection Parish, and therefore our enrolment clientele, encompasses St Albans West, Kings Park, Delahey, Albanvale, parts of Taylors Hill, Cairnlea, Burnside and Burnside Heights. The school has always catered for a diverse cultural community and grew rapidly to a peak enrolment of around 700 in 1990. Over the next decade, the school began to decline in numbers until around 2000 when it began to again increase in numbers reaching an enrolment of 556 in 2011. Our diverse clientele originate from 36 countries around the world. Our students are from ethnic groups representing Asian, Africa, South American and European nations.

The community has always been an active and involved one with a very strong emphasis on the welfare of all concerned. This continues today with a well-defined and implemented approach to Wellbeing.

The educational needs of our children are, and have always been, the focal point of this community. The diversity represented in our families continues to ensure that the individual learning needs of our children are driving our approach to learning and teaching. This has resulted in a very successful Prep - 6 learning program based on the Australian Curriculum using the Integrated Inquiry Approach.

In 2020, there were 21 classes in the school. The classrooms consist of 3 of each year level. Our school employed 62 staff; teachers, administrative staff and learning support officers. Specialist teaching areas include The Arts, Japanese, Reading Recovery, Physical Education, Information and Communication Technology, as well as Reading and Numeracy Intervention.

The founding leaders of Resurrection planted deep seeds of pastoral care and community involvement, which are the hallmark of the Resurrection community nearly 40 years later. The strong links between school, Parish and the wider community continue to be that which makes Resurrection a special place, which nurtures and cares for each individual belonging to this community.

Principal's Report

It gives me great pleasure to present the 2021 Annual Report to the Community. In writing this report, I must acknowledge that it cannot reflect all that had occurred throughout the 2021 school year, nor truly convey the challenges, resilience, efforts and sheer commitment given by staff to live out our vision statement in learning passionately, serving joyfully and demonstrating that we truly do care for the children and families we serve.

I am conscious that in many ways, the last 12 months continued to be a period of significant transition as the school adjusted to new leadership structures, higher expectations as to how we respond to the findings and recommendations made by way of the precious school review and the school's improvement plan.

Most importantly that we continued to address and make improvement in specifically the following areas:

- Improving student literacy and numeracy outcomes
- Ensuring that the principles of Child Safety are reflected in our school culture and organisational behaviour.
- Developing high quality and engaging teaching across the school.
- Implementing the learning gained through a review of learning and teaching practices.

The support, encouragement, and confidence from staff, parents, students, parish and wider community to address these key improvements has been outstanding.

2021 can certainly be looked upon as a year during which the spirit and words of "We Care" that embody our school has continued to grow and flourish in its desire for a quality education and its belief in supporting the faith development of each child. I am ever so grateful for the ways in which the entire school community has worked together in the desire for and achievement of common goals and in the attainment of a real and common vision.

The coming 12 months will continue to provide us with lots of opportunities to dream, envision, and to work towards a reality that is exciting and rich in possibilities. Therefore, as we look forward to the continued commitment of all to Resurrection, we ask that God continue to bless our school abundantly and inspire us to progress our work in service for the betterment of our students, their learning and their wellbeing.

With kindest regards,

Mr Desmond Noack

Principal.

Education in Faith

Goals & Intended Outcomes

- To deepen our Catholic identity within a contemporary world
- that all have the opportunity to engage in meaningful and relevant education in the Catholic Faith

Achievements

Resurrection proudly expresses and celebrates its Catholic identity by providing diverse experiences and opportunities that support all to grow in their faith journey. We are committed to knowing and nurturing our Catholic tradition and welcoming families, staff and the worshipping community on this journey. Education in Faith at Resurrection offers an invitation to be part of a community that reflects our motto "We Care."

The new Religious Education Curriculum framework continues to enhance teacher knowledge, confidence and skills through effective planning. Staff are committed to engaging and deepening the faith of students through learning experiences that voice what it means to be a catholic today.

Many opportunities to reflect on faith, pray together, celebrate liturgies, the sacraments and be active in social justice actions are also a high priority. Through daily interactions and work in the classroom we aim to embed our Catholic identity and school vision within a contemporary world.

- Continued work and implementation of the Renewed Religious Education Curriculum Framework through planning and professional development
- Introduction of new planning sheets to incorporate teacher dialogue through the pedagogy of encounter
- Providing an authentic Religious Education Curriculum
- Facilitated planning with the Religious Education Leader
- Staff completing or continuing the Accreditation process
- REL Involvement in Scripture Collective
- Opportunities for school and parish to participate in liturgies
- Sacramental Family Commitment evening
- Sacramental evenings took a new format to the past - children were also involved
- Reflection days for the Sacraments
- Positive working relationship with the parish priest
- Celebration of Resurrection school's 40th anniversary
- Friday Class masses
- The Assumption, The Rosary with parish Rosary team, Year 6 Thanksgiving, End of the Year
- Change to First Reconciliation celebration

- A successful Sacrament program: Year Three (Reconciliation), Year Four (Eucharist) and Year Six (Confirmation)
- Presentation of children for the Sacraments at weekend parish masses
- Staff attended one or more sacramental meeting and celebrations
- Social justice Team initiatives to raise funds for The St Vincent De Paul society
- Support of Caritas
- Attendance by the Student Leadership Team for the Feast of St Patrick at St Patrick's Cathedral
- REL as the companion for the embedded third year pre service teacher
- Rich Whole school Eucharistic and non Eucharistic liturgies for Beginning of the year, Staff Commitment, Ash Wednesday, Holy Week, Resurrection day, Mother's day, Father's day, Grandparents Day, Feast of the Sacred Heart, St Mary Mackillop,

VALUE ADDED

- Continued professional development on the Renewed Religious Education Curriculum Framework
- Continued evaluation to establish structures that provide opportunities for deep and meaningful teacher planning
- Audit of staff and students in regards scripture knowledge
- Three staff members attended professional development on Christian meditation as an introduction to the possibility of 2019
- Increased parental participation at Sacramental meetings
- Staff attended one or more sacramental meeting and celebrations
- Increased numbers at Friday community mass
- New format for the celebration of the sacraments of Reconciliation
- Growth of the school choir
- Actively integrated our faith into our everyday life in the school and wider community
- Celebrated our faith through rich Liturgical celebrations
- Continued to foster positive relationships with the parish community
- Evidence of a strong catholic culture within our school community is reflected through High scores in the variables of the Staff Catholic Culture survey. Most scores were either in or close to the top 25% of schools.

Learning & Teaching

Goals & Intended Outcomes

To Develop A Rigorous Contemporary Culture Of Learning Focused On Enhanced Learning Outcomes And Agency.

- That there is a whole school pedagogical approach implemented.
- That teachers are proficient in the use of data and curriculum.
- That all have voice, choice and ownership of their learning.

Achievements

2021 continued to present opportunities for us, as a school, to continue to learn, plan, respond and be present for our community. The learnings from the 2020 periods of remote learning ensured that we were well placed to ensure a continuity of high-quality learning and teaching regardless of the mode of delivery.

Through periods of remote learning, we continued to support all children with targeted learning experiences with an intentional focus on the key competencies of Literacy and Mathematics. This was certainly true as we enjoyed the opportunities that a return to onsite learning offered our community.

The models of learning developed enabled targeted 1:1 learning for all Prep to Grade 2 students, who were directly supported by their classroom teachers and support staff. The Grade 3-6 students were supported through small and whole group sessions. Weekly there were over 250 (around 46%) of our students that were seen directly 1:1 with a member of staff to address their learning in either Literacy or Mathematics. Working with external agencies, we were able to ensure that the work of our speech pathologists could also continue in a digital format.

One key learning was our ability to engage in feedback in a digital forum. As a staff we took time to reflect on:

- What constitutes good feedback
- What isn't good feedback (non-growth oriented)
- Quantities of feedback for consistency

As a staff we grew to recognise that feedback was growth oriented and directive for new learning. This ensured that the written feedback given (via seesaw) was appropriate and consistent. In planning for tasks and learning experiences, staff identified which tasks would have feedback (non-negotiables) and optional tasks. The engagement from the children in responding to feedback was noted.

We continued our work in relation to our whole school pedagogical approach (Gradual Release of Responsibility). Our planning documents were reimagined to accommodate this model to ensure teachers were planning in that mindset. Evidence of change of practice is visible in classrooms through both displays and teacher actions.

Our specialist areas saw significant changes as we changed the focus based on consultation with the school community throughout the 2020 school year. Our model was intention in moving in a new direction that was informed by the needs of the community and the broadening of learning

experiences for children. The table below illustrates the changes in direction for our specialist team.

2020	2021
I.C.T.	S.T.E.M.
L.O.T.E. - Italian	L.O.T.E. - Japanese
Visual Arts	Visual Arts
Performing Arts (Drama)	Performing Arts Music, Drama & Dance)
Physical Education	Physical Education

Our ability to collect, analyse and plan in response to data was a major focus again for 2021. Continua of learning were introduced to support tracking of students across grades and across time. The document focusses on the key areas of Reading & Viewing, Writing and Number and Algebra. This document, though only introduced in 2021, has allowed for teachers to understand more deeply the curriculum requirements at each level and identify exactly where individual students sit in relation to them. Future incarnations of this document will expand to include Listening & Speaking, Measurement & Geometry and Statistics & Probability.

Our focus for the 2020 and 2021 school years has been reading for meaning. This has been in large part to our data trending downwards, but also in order to professionally develop our staff to ensure low levels of variability. One key metric we have been concerned about changing is the Minimum Reading Standard for Students in Grade 2. This data prior to 2019* had been tracking on a downwards trend and resting at 44%. Our efforts over the last two years, in particular a strong push in 2021, has seen that data improve to 82%. This improvement of 38% is significant improvement in the reading futures of our students. Our goal is to continue this growth aiming to match and surpass the national average of 88%.

*Due to numerous accountabilities being cancelled or left as optional throughout 2020, there is little data to make comparative statements between this and last year.

During the 2021 year, a new Mathematics leader was appointed. This allowed for further focussing in Mathematics and ensuring that Mathematics learning was a priority at Resurrection.

A vision for Mathematics learning was developed with staff to ensure that there was an agreed philosophical position. The work undertaken by staff was in direct response to analysis of data over the past few years, indicating that whilst our progress is steady, there was no unifying belief system in place about learning in Maths.

As with each year, we reviewed the 2021 data plan (testing schedule) to continue to seek out the optimum timing and focus of the assessments. We have streamlined testing for the 2022 school year as a result.

In order to ensure greater accuracy with assessment and reporting to parents, we developed and introduced continued to refine our moderation protocols. Teams continued once a term to analyse samples across Literacy and Mathematics. This in turn ensured that student's progress and future learning needs were identified and that cohort/whole school data trends could be identified.

STUDENT LEARNING OUTCOMES

At Resurrection we have a diverse range of learning needs and strengths. We believe all students have the right to learn and it is our job to work together with our community to meet all the individual needs. We strive to ensure all of our students improve and make growth in a supportive environment.

We have a number of specialist teachers who work with students needing more support and targeted intervention. The intervention is data driven to inform future direction to improve student outcomes. These include: * A Speech Pathologist employed 3 days a week for oral language intervention and assessment * Maths Intervention teacher * Reading Recovery teacher * Literacy Intervention teacher * EAL teacher * LLI teacher employed as part of the tutoring program funded by the Government.

The Nationally Consistent Collection of Data (NCCD) collects data each year in August about school students who receive adjustments and require additional support across Australia in a consistent and reliable way. It is a collection of information about school students with a disability or an imputed disability. In 2021, over 100 students were included in our NCCD count. All teams moderated and discussed students on the NCCD list which was also supported by MACS who evaluated the process and revealed that the evidence we had collated exceeded expectations.

Majority of the students on our NCCD list require a Personalised Learning Plan (PLPs) which allows teachers to collect data to address the specific needs of children where some form of adjustment is necessary. At the end of each term our Learning Diversity Leader sits with teachers to monitor and review the growth of the students' achievements and plan for the following term. Each term PLPs are sent home with the expectation that parents read, sign and return a copy of the PLP.

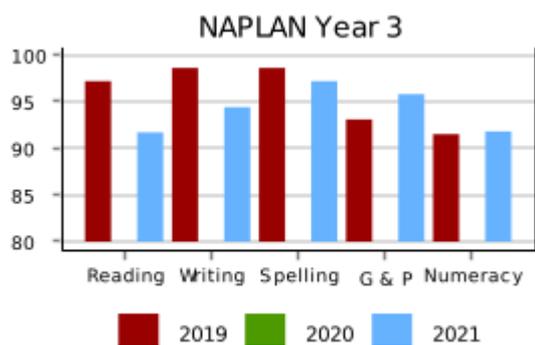
Parent Support Group meetings (PSGs) are held each term or semester (depending on the needs of the child) for students receiving additional support. In 2021 PSG meetings continued to be held online through Google Meet due to Covid 19. Our parent community grew in their comfort and familiarity in relation to online meetings and we found that participation/attendance levels at these meetings were increased. A future focus is to offer the opportunity for online or onsite meetings to allow for flexibility. We also hope to be able to digitally share minutes from these meetings and have parents digitally sign them.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	93.1	-	-	95.8	-
YR 03 Numeracy	91.5	-	-	91.8	-
YR 03 Reading	97.2	-	-	91.7	-
YR 03 Spelling	98.6	-	-	97.2	-
YR 03 Writing	98.6	-	-	94.4	-
YR 05 Grammar & Punctuation	86.1	-	-	98.5	-
YR 05 Numeracy	94.8	-	-	95.5	-
YR 05 Reading	93.6	-	-	95.6	-
YR 05 Spelling	96.2	-	-	95.6	-
YR 05 Writing	94.9	-	-	92.6	-

* 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 authentically imbed social emotional learning (SEL) in all aspects of school life
- Continue to build the capacity of staff to understand, utilities and integrate the core competencies of social emotional learning into the school's curriculum and pedagogical practices.

Achievements

COVID-19 continued to have a significant impact in the area of student wellbeing in 2021. The continual lockdowns that Melbourne schools were placed under saw students and families' mental health and social emotional wellbeing become a major focus. To support families and students during the remote and flexible learning period, Resurrection introduced a Wellness Wednesday where students were asked to have a screen free afternoon and spend time as a family engaging in wellness activities. We continued the concept of Fun Friday where our specialist teachers designed and prepared different activities for the students and their families to engage in on a Friday.

In 2021 the school began the process of becoming a Positive Behaviour for Learning (PBL) school. We were led by a coach from Melbourne Archdioceses Catholic School (MACS) through the process. The students, staff and parents were surveyed and the values of Respect, Responsibility and Resilience were selected as those that align to Resurrection the most. A matrix with expected behaviours as well as a behaviour management flow chat, were created. Unfortunately, due to the COVID-19 restrictions, the teaching of the values and acknowledgement system were put on hold until 2022. The staff continued to use a case management system of recording student's behaviour as well as any concerns for vulnerable and at-risk students especially during lockdown periods.

Student resilience continued to be a major focus for teachers during both the lockdown and retuning to school periods. To assist with this concen, the school subscribed to The Resilience Project online professional development sessions. The PD consisted of 4 online sessions which looked at the three principles of Gratitude, Empathy and Mindfulness (GEM) to support an increase in student resilience. These teachers were able to share their learning with their teams and the GEM principles were implemented by classroom teachers towards the end of 2020. We look forward to continuing our work with the Resilience Project in 2021.

Each of the 7 Child Safe Standards were implemented throughout the year with the Mandatory Reporting E-learning module completed by all staff. The 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' document was implemented through Professional eLearning for all staff. There was a particular focus of Mandatory reporting and the child safety standards during the remote and flexible learning period.

Resurrection school continued to provide student counselling services through a school councillor from Catholic Care for students and families who require this support. The school councillor was available two days a week and continued to provide telehealth appointments during the remote and flexible learning period.

Two parent workshops were provided in 2020 for the Resurrection parenting community. The first had a focus on parenting and resilience in children and was presented by Melinda Vander Reest, a childhood consult from Early Life Foundation. The second was an online cyber safety session

hosted by Martin McGauran from Inform and Empower. Both of these sessions were highly successful with a great attendance from our community. Resurrection has supported the community by established a strong link with our local St Vinnies organisation where we have been able to assistance many families in need with food vouchers and school uniforms. We thank St Vinnies for their ongoing assistance.

VALUE ADDED

- We ensure a culture is maintained at Resurrection where student's rights to learn in a safe environment are embedded in all school practices and procedures. We believe that student wellbeing affects all aspects of student's life at school and therefore we aim to create an environment where students feel, safe, happy and inclusive.
- Positive Behaviour Management and processes were reviewed and strengthened. New staff were inducted through Professional Learning - Restorative Practices.
- The integration of students with disabilities has continued to be a strong focus at Resurrection. With the support of various agencies including the Catholic Education Office, these students have been assisted in accessing the curriculum at a level of participation that is personalised and based on their needs.
- Curricular and extracurricular activities that have been a major focus in 2018 included: gardening club, ICT lunchtime workshops, library, dance, robotics
- The implementation of a 'vertical house system' that is inclusive of all students across the school.
- Professional Learning was facilitated with Staff to become familiar with and implement the requirements of NCCD (National Consistent Collection of Data) in regard to catering for and documenting learning programs for students with

STUDENT SATISFACTION

Our students highlighted the following as areas of strength for our school:

- The strength of the social connection between teachers and students, within and beyond the school.
- How much students feel they are valued members of the community.

STUDENT ATTENDANCE

Students of school age (5 - 17 years) who reside in Victoria are required to be in full time attendance at a government or registered non-government school unless they are receiving approved home tuition, have shared enrolment with a specialist setting, have received an exemption from the Regional Director or are enrolled in correspondence education.

Aims

To maximise learning opportunities by ensuring student absenteeism is kept to a minimum.

To put into place agreed processes for managing student absences within the School.

Implementation

- All enrolled students are expected to attend all scheduled classes.
- Students must have a valid reason for not attending (these are outlined under Approved Absences)
- The official attendance roll is marked at the beginning and conclusion of each day. Class teachers mark their own rolls.
- Students absent from the beginning of day roll marking will be contacted by the school's office if the absenteeism is unnotified.
- Attendance data will be reviewed regularly by the Wellbeing Co-Ordinator and Deputy Principal.
- Parents/Guardians of absent students are required to provide authorization either in person, writing, email or by phone, detailing the reason/s for their child's absence.
- Parents/guardians are expected to advise the School of any extended absence (e.g. family holiday), prior to the absence.
- Students who are recorded absent at morning or afternoon roll call will have a half day unapproved absence recorded, unless otherwise advised, which will count towards the yearly tally of unapproved absences.
- Once unapproved absences reach a total of 5 days for the year, the school will notify the parents.

Approved Absences include:

- Notification by phone, a signed note or an email by the parent/guardian explaining the reason for the absence (illness, family trauma, etc.)
- Family holidays (the School Office and classroom teacher should be informed of holidays in advance)
- School representative events.

Attendance Protocols:

Resurrection Catholic Primary School has a 24-hour phone number with an answering machine if the office is unattended. When parents/guardians know their son or daughter will be absent from school, they should ring and:

1. Identify themselves as the parent/guardian of the student

- 2. Advise the name and Year Level of the student
- 3. Advise the reason for the absence and the expected length of the absence. (A follow-up note may be required.)

Students who leave the School for an approved appointment or activity must sign out and if the student returns, they must sign back in. Teachers are to maintain accurate attendance records for their own class using the N-Forma platform. Teachers are to monitor attendance and advise the Wellbeing Co-Ordinator, Deputy Principal or Principal if they have any concerns. A text message is sent out at 9.10am each morning to all parents whose child is an unexplained absence.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	88.4%
Y02	87.5%
Y03	88.6%
Y04	87.7%
Y05	89.3%
Y06	88.0%
Overall average attendance	88.3%

Child Safe Standards

Goals & Intended Outcomes

- All children have the right to feel safe and to be protected at all times

Achievements

- Resurrection Primary School is committed to ensuring our school is a safe, supportive and caring environment, which respects and fosters the dignity and self-esteem of all young people.
- Our school's Code of Conduct aims to protect children and reduce any opportunities for child abuse or harm to occur.

During 2020:

- We reviewed and implemented protocols around the provision of on-line learning in accordance with the Child Safe standards
- All staff completed online training for Mandatory reporting and Disability Standards
- All staff were briefed with the Child Safety Policy and commitments to everyday practice in keeping our young people safe
- We commenced Positive Behaviour Learning (PBL)
- Policies were updated in order to remain in line with the standards
- Community consulted
- Student voice heard through student forums and Insight SRC survey

Leadership & Management

Goals & Intended Outcomes

To strengthen the professional learning culture of the school.

- That staff culture will reflect a distributed leadership approach
- Develop further a positive staff climate incorporating current team building philosophies
- Encourage open and professional communication
- Engage in professional discussions to enhance learning (student & staff)

Achievements

- Ensure public recognition through media publications that promoted the schools positive reputation and acknowledged the work it had been undertaking to support families during each period of lockdown.
- Implementation of Linewize and Classwize to ensure e-learning safety protocols for all year levels.
- Support students and families through ongoing provision of learning materials to homes whilst students were in lockdown.
- Ensured a well-managed financial plan was implemented with appropriate fee collections and a capacity to meet borrowings
- Ensured that the Leadership Team is highly visible in all facets of school life
- Personal and Team goal setting for leaders, teachers, learning assistants and education support officers
- Undertook review of all policies in light of the change to Governance
- Documentation of policies and procedures in line with MAC's.
- Planning structure changes to ensure focus group planning based on data and facilitated by coordinators.
- Continued implementation of Google Apps for Education within the school community
- Implemented quality assurance practices to further enhance learning and teaching programs.
- Providing a curriculum that reflects our Catholic values and Vision.
- Continued refurbishment of learning environments and playgrounds.
- Continued implementation of ICON eFin & eSiS systems.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

- We continued to develop a contemporary professional learning culture lead by school leaders and focusing on mentoring and collegial feedback.

- Weekly provision of collegial professional learning & planning sessions
- Participation in the AGILE MAC's initiative to enhance the school's performance culture.
- All staff, both teaching and non-teaching, had access to both internal and external professional learning activities. The average expenditure in this area was \$1500 per staff member. In addition to our key focus areas of Visible Learning and Strategic Support Mathematics, opportunities for further learning
- Staff have a commitment to their own professional learning and qualifications in education, with many staff seeking opportunities for further study.

Number of teachers who participated in PL in 2021	43
Average expenditure per teacher for PL	\$1500

TEACHER SATISFACTION

Through the implementation of many new strategies and practices within the school, despite the challenges that COVID created, our teachers and non-teaching staff responded positively to:

- Perceptions of the school leadership's effectiveness.
- How well teachers work together in teams to improve teaching and learning.
- Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	77.5%
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ALL STAFF RETENTION RATE

Staff Retention Rate	79.4%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	10.3%
Graduate	6.9%
Graduate Certificate	17.2%
Bachelor Degree	82.8%
Advanced Diploma	13.8%
No Qualifications Listed	13.8%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	47.0
Teaching Staff (FTE)	42.7
Non-Teaching Staff (Headcount)	23.0
Non-Teaching Staff (FTE)	30.1
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

To strengthen the partnerships with parents and the parish and the wider community.

- That all families will engage in supporting student learning
- That students will participate in programs that assist in child to child/child to adult dialogue
- That all in the community understand that we are One community, Many Cultures

Achievements

- Ensured that families are given opportunities to participate in the life of the school through workshops, Learning Conversations, Curriculum Family Night, Parent/Student/Teacher Conversations and Sacramental Family Nights all be it through on-line forums.
- Strengthened the commitment with our parish through Sacramental preparation evenings, Sacramental Masses (Communion & Confirmation), a Commissioning Mass for the staff of the school, Project Compassion.
- Facilitated opportunities for online support for parents when assisting their chil/ren with online learning and wellbeing issues.
- Built a relationship with the St Alban's Migrant Resource Centre to develop links within our community.
- Encouraged participation of families in the development of a new school uniform, future building projects, social skills program, and discussions of Contemporary Learning philosophy.

PARENT SATISFACTION

The the MACSSIS 2021 (Melbourne Archdiocese Catholic Schools - School Improvement Survey) our families responded positively to:

- Families' perceptions of how well a school matches their child's developmental needs.
- The timeliness, frequency, and quality of communication between the school and families.
- Families' perceptions of and engagement with the overall Catholic identity of the school.

Future Directions

Intended Outcome 1

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

Key Improvement Strategies

Develop and monitor a shared pedagogical approach for all curriculum areas throughout the school.

Evidence

Documentation of agreements.

Teacher - goals and plans.

Student feedback through focus groups.

Learning walks.

Discussion - student voice (students to articulate their learning), instructional rounds, peer to peer mentoring.

Intended Outcome 2

- That all teachers are proficient in the use of data and curriculum.

Key Improvement Strategies

Build teacher capacity in data, through collaboration teams, shared PL, coaching and mentoring with strong accountability.

Evidence

Work program differentiated (based on data)

Intervention framework

Intended Outcome 3

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

Key Improvement Strategies

Develop a culture of empowerment where all agents give and receive feedback on all aspects of school life.

Evidence

Surveys, focus groups, interviews with parents, students and staff.

Intended Outcome 4

- To build a performance and development culture underpinned by reflection and collaboration.
- That all staff are actively engaged in a performance and development cycle.

Key Improvement Strategies

Develop a PD cycle for all staff

Evidence

Self-reflection and goal setting

Goals and structures put in place and documented

Intended Outcome 5

- To ensure that our Christian faith, gospel values and catholic social teaching permeates and informs all aspects of school life.

Key improvement strategy

Build teacher capacity to implement the pedagogy of encounter

Evidence

Work programs, PL - staff meetings, survey tool

Intended Outcome 6

- That there is a collaborative partnership between Parish and School

Key improvement Strategy

Develop opportunities to strengthen parish/school relationships

Evidence

Parent information nights

Catholic and state school sacramental education

Calendar between parish and school

Intended outcome 7

- That behaviour, actions and relationships witness our Christian faith, gospel values and Catholic social teaching

Key improvement strategies

Implementation of PBS and intervention framework

Evidence

Intervention framework documents and survey students

PBS documentation and staff

Observational procedures

Students follow observational procedures

Focus procedures on case management