

# St George Preca School Caroline Springs

## 2021 Annual Report to the School Community



**ST. GEORGE PRECA**  
CATHOLIC PRIMARY SCHOOL



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## Contact Details

ADDRESS	22-48 Lancefield Drive Caroline Springs VIC 3023
PRINCIPAL	Jim Sheedy
GOVERNING AUTHORITY	Melbourne Archdiocese Catholic Schools Ltd
TELEPHONE	03 7378 5500
EMAIL	principal@stgeorgepreca.catholic.edu.au
WEBSITE	www.stgeorgepreca.catholic.edu.au
E NUMBER	E1384

## Minimum Standards Attestation

I, Jim Sheedy, attest that St George Preca 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.

25/03/2022

**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](http://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

### "Learning through Faith"

At St George Preca School, within the parish of St Catherine of Siena, we seek to follow the example of our patron saint, St George Preca, who lived his life through the Gospel values. His work was based on his belief that

"... the whole world accepts the Gospel"

In the spirit of St George Preca we strive to:

- provide Teaching and Learning programs that focus on Faith Formation and Development and Personalised Learning pathways to develop an inquiring mind in students.
- develop a welcoming community that are resilient, independent and lifelong learners.
- create a community in which every individual is cared for spiritually, intellectually, physically, socially and emotionally.

We value the partnership which exists between parish, school, parents and wider community and its integral role in realising this vision.

## School Overview

St George Preca Primary School is a co-educational school located 23 kilometres west of Melbourne CBD, providing a Catholic Education for children in Years Prep to Six.

St George Preca, our patron saint, espouses the themes and standards of living the gospel values; inclusiveness; fighting for your beliefs, even against the odds; and, spreading the good news to all. He was renowned for his commitment to teaching the faith and his wish was that the whole world would follow the gospel.

Education is a life-long journey and the empowerment it provides is the common goal binding us all - that we can work together as members of the community to build a better life for our children and the future.

Our school community is made up of some fifty-five different nationalities including our most recent refugee arrivals from Iraq. Many of our children were born in Australia and some speak several languages.

As a Catholic school community serving the Parish of St Catherine of Siena Caroline Springs, we will develop:

- our faith identity with the parish community ensuring our motto of "Learning Through Faith" is alive within the school
- our personalised approach to learning and teaching as a professional learning community.

## Principal's Report

2021 began with the students and staff returning to school with the new senior school building and new playground renovations fully completed and ready for use. Our class groupings for this year

The Term 4 return from lockdown was a period of transition towards COVID normal

2021-class groupings stayed the same (Wellbeing comment)

Psychologist sessions with staff before, during, after lockdown. EAP

Weekly Exec team contact with staff on an individual basis

COVIDsafe team met daily

Frontline Administration and senior staff dealing with a disappointing level of online and phone abuse

2019 AAR This year we celebrated the tenth anniversary of St George Preca School. This milestone provided a valuable opportunity to recognise and celebrate our brief history and our place in the wider parish community and beyond.

Our Parish Priest, Fr. Richard, continued his highly visible presence with weekly visits to the classrooms and the staffroom. He provided numerous opportunities for the children to participate in Reconciliation, encouraging them in the charism of St George Preca to live the message of the Gospels. The annual faith night sessions for Reconciliation, Eucharist and Confirmation were held for parents and students as part of the preparation for each sacrament. The feedback from the evenings was very positive. We are grateful to have had two educational consultants, Maria Forde and Paul Spence, leading these sessions.

November provided one of the highlights of the year with our biannual school performance, The Lion King. The two casts resulted in each of the performances having its own unique style. The actors adjusted impressively to the sound, lighting or curtain glitches which delighted the school community in attendance even more.

The curriculum plan focused on targeted professional development for English, Mathematics and Religious Education. The revision of the assessment schedule incorporating the three tiers of assessment was a major investment. Teachers were released to individually assess students across the year levels. This was an essential element of improving assessment practices and student outcomes. The curriculum leaders guided teachers to further develop their skills in data analysis. With these core elements established, targeted teaching and the tracking of each student's learning progress is becoming embedded in our practice.

The inauguration of the Refugee Education Support Program (RESP) Team provided the link for a number of our support programs and practices. We appointed staff members as our community connections for the Iraqi, Sudanese and Ugandan families. The parent meetings, facilitated by the RESP Team, were designed to enable our new families to support their children's transition to school. Several workshops were offered to families that coincided with specific school events, such as the athletics day, swimming carnival, and sacramental preparations. Additional workshops supported parents with setting up the school app on their personal devices and making online appointments for Parent/Teacher interviews. These workshops were all well-attended, which was a testament to the success of the RESP Team initiative.

I believe we should be pleased with our achievements this year. They demonstrate that we are building on our foundations day by day with commitment, perseverance and optimism.

## Education in Faith

### Goals & Intended Outcomes

#### Goal:

To develop a whole-school approach to catholic social teaching which honours the school's existing commitment to our Catholic identity.

#### Intended Outcomes:

A strong Catholic culture based on catholic social teaching and the charism of St George Preca.

### Achievements

2021 focussed on the continued development of a whole-school approach to Catholic Social Teaching, which was aimed at developing our school's Catholic culture and identity, based on the teaching and charism of Saint George Preca. The various lockdowns throughout 2021 hindered both the development and implementation of this to a degree.

The Saint George Preca Feast Day Whole School Mass was celebrated at the school due to COVID 19 restrictions stil in place.

Both Fr Richard and Fr Simeon maintained a presence in the school and visited classes across all year levels to get to know students and to talk to them about different areas of the Catholic faith. These included Lent, Advent, Sacraments of Initiation (Baptism, Confirmation, First Holy Communion, Penance and Reconciliation) as well as the Mass and the liturgical seasons of the Church year.

Fr Richard and Fr Simeon were able to come to school and give students in Years 4-6 the opportunity to receive Confession as well as First Reconciliation.

Fr Richard was able to confer the Grade Four and Five First Holy Communion, Year 3 Confessions and Year 6 Confirmations. We were fortunate enough to avoid the postponement of the sacraments despite the restrictions and lockdowns in place, and took the opportunity to have students make their sacraments outside of these periods.

Parent Sacrament Nights were led by Fr Richard for parents of Year three, four, five and six students who were making the sacraments of Penance, First Holy Communion and Confirmation.

Staff completed their Accreditation Studies online in 2021 and there were nine who graduated from their course. All staff had an opportunity to once again take up the opportunity of online Professional Development with Catholic Theological College across a range of Religious Education topics.

As the lockdowns continued for part of 2021 opportunities continued to be provided for staff, students and the school community to engage in prayer and liturgy online. The Beginning of the School Year Mass, Ash Wednesday Mass, and Home Group and Year Level Liturgies are some examples of this.

Staff participated in the Restorative Practice Professional Development workshops with Therese Sheedy. This was scheduled to take place throughout the year on a termly basis, however, due to the COVID-19 lockdown this was postponed.

The 2021 Liturgical Calendar and Religious Education Scope & Sequence plan was adjusted to reflect the changes made to the ways we participated in prayer routines and rituals throughout the year.

Religious Education Planners and curriculum resources were adjusted to reflect the provisions made for remote learning. Teachers adjusted RE lessons for students to allow for independent learning via Class Blogs, where children were able to access their learning. Religious Education Planning was facilitated with each of the year levels and took place on a weekly basis with each year level throughout Remote Learning and was timetabled in during Professional Learning Meetings.

#### VALUE ADDED

- Established and updated the 2021 Liturgical Calendar & RE Scope and Sequence with key liturgical dates
- Whole school liturgies & masses and school prayer routines and rituals were maintained both on-site and online
- RE Planners & curriculum resources were kept up to date
- Staff attendance at Restorative Practice professional development workshops facilitated by qualified trainer, Therese Sheedy
- Updated policies regarding Berry Street strategy and Restorative Practices Restorative process used when managing incidents between students
- Updated school vision and the St George Preca Way statement
- Identification and recognition of the ways in which the core Principles of Catholic Social Teaching are incorporated into our school culture and practices
- Staff completed further studies in Religious Education and gained Accreditation in RE Professional Development sessions at local (PLM's, planning, project teams, closure days) and external levels( Catholic Theological College, MACS)
- Sequential Learning of Prayers and Parts of the Mass for students at each age level according to their stage of development
- Staff revision and use of the Teacher Dialogue Tool in preparation prior to planning Re Units
- Staff planned some units of learning using the Pedagogy of Encounter.
- The Social Justice Committee took greater responsibility and were given opportunities for Masses - in participation and set-up and leading class liturgies across the various year levels
- Staff Prayer and reflection preceded every staff meeting and
- The REL attended regular Network Meetings as well as Online Professional Development.

## Learning & Teaching

### Goals & Intended Outcomes

#### Goals:

To develop a collaborative, whole-school approach to learning, teaching, and assessment

#### Intended Outcomes:

- Teacher practice aligns with the explicit teaching pedagogies informed by assessment data
- Teachers to improve their instruction, collaborative planning, classroom management and data analysis
- NCCD compliance requirements to be integrated into teaching, learning and assessment processes

### Achievements

Facilitated planning with English and Mathematics leaders continued for all teaching levels across the school. These planning sessions alternated fortnightly for both Mathematics and English. The learning program included ten hours of English, five hours of Mathematics, two hours of Inquiry, three hours of Religious Education, and a Specialist timetable.

Due to the COVID 19, 2021 was another year that experienced the challenge of lockdowns. Despite the change to online learning, planning with teachers and leaders continued on a weekly basis. Staff planned learning for students that included whole-class sessions as well as independent learning tasks. Teachers facilitated live online teaching sessions with their classes. The day consisted of 30 minutes of Wellbeing, one hour of Reading, one hour of Writing and one hour of Mathematics.

'Little Learners Love Literacy' program was introduced in Prep, as an explicit and sequential literacy program that teaches children to read, write and spell with confidence. The program was introduced to focus on synthetic phonics teaching to support all children to be successful readers and spellers. In year 1 and year 2, the program was used as an intervention to build on and consolidate the student's learning.

The Perceptual Motor Program (PMP) runs during the Prep year and aims to develop a child's perceptions and understandings of themselves and their world through movement and motor experiences. It helps younger students improve their eye/hand and eye/foot coordination, fitness, balance, locomotion and eye-tracking skills. PMP aims to develop the child rather than a skill. It is a program where language is the key. It provides the child with a wide range of experiences in seeing, touching, hearing, making perceptual judgements and reacting. PMP is about how "we" can assist the child to function more successfully in all areas of the school curriculum.

Levelled Literacy Intervention (LLI) was featured in Years 1, 2, 3 and 5 in an online capacity to provide intensive, small-group instruction. Each group was seen 3 times a week for 30 minutes

by a Literacy teacher, in addition to a group taken by their homeroom teacher. LLI in years 1, 2 and 3 continued as an intervention program when all students returned onsite.

The Toe By Toe program was introduced in term four conducted by a LSO. It is a highly structured phonics-based reading manual to help anyone who finds reading difficult. It required 20 minutes of coaching a day and will continue in 2022.

Year 5 received Technology Assisted Learning (TALS), which is the process of using computers and computer programs to convey instruction and help students with their learning while in remote learning.

Book Club was also offered to some students in Year 5 as an extension to deepen their appreciation and understanding of a common text and to extend their thinking as they process and interpret the perspectives and opinions of their peers.

A poetry competition was also offered online to the school community with prizes given to successful students in each cohort.

The students are given the opportunity to buy books through the Book Fair that is held twice a year for their own enjoyment.

Fountas and Pinnell benchmarking was completed onsite in June as a formative assessment to gather and interpret information about students learning and in November to assess where students were in their reading comprehension as a summative assessment. Staff were given professional development through PLTs on how to administer this test accurately and were given time during these sessions to practise administering the test.

Writing moderation professional development was also offered throughout the year to ensure a consistent approach when assessing students' writing. This enabled staff to collaborate and ask any questions to assist with accuracy of results and future learning intentions.

During remote learning, each class, students were seen weekly in small groups by their classroom teacher, with LSO support given to varying students. Reading was taught for one hour each day to develop detailed and critical understanding of texts. Writing was also taught one hour a day to develop students' ability to explain and refine their ideas to others and themselves.

Online subscriptions to support students learning in reading continued, with Wushka available for Prep - 2 students and Scholastic Literacy Pro for years 3-6.

An English as an Additional language (EAL) teacher was employed to work closely with the EAL students using the Tutoring funding. A particular focus on the Year 3 students, who worked in small groups, to provide optimal conditions for their learning of English.

The model of whole, small, whole during the Literacy block was introduced. Guided Reading and Writing and Shared Reading and Writing will continue to be a focus in 2022 to develop our teacher practise in this area through internal and external professional development. Writing Trait of

'Voice' was introduced in years 3-6 during PLT sessions however due to COVID and remote learning embedding this practise was limited.

Two new library spaces were established. The Prep-4 library was set up in the Mary McKillop building and the year 5/6 library was organised and housed in the senior building so that borrowing books could commence in 2021.

The junior school, (Foundation to Year 2) continued to embed the PASA pedagogy in their learning and teaching program. This required teachers to assess student awareness of patterns and structures and use this as a basis for planning their units. The PASA pedagogy requires students to model, represent and visualise mathematical concepts in order to make generalisations about their learning. This pedagogy was further enhanced with professional development. A select group of teachers participated in the "Exploring Mathematical Pedagogies" professional development program. This required teachers to undertake projects in their classroom that engaged students in giving reason to their mathematical thinking. The junior school was supported by an additional teacher to provide intervention and extension.

The focus in Years 3 and 4 was on geometric reasoning using the Patterns and Structure Awareness Program (adapted from Mulligan, et al.). Students completed a pre-assessment relating to the various aspects of geometric reasoning. Teachers planned sequences of learning based around the key ideas of geometry using the pedagogical sequence of model, represent, visualise, generalise and sustain. The school was supported by an additional teacher to provide intervention and extension to specific students in years 3 and 4.

Exploring Multiplicative Thinking through Scaffolding Numeracy in the Middle Years (SNMY) was implemented in 2021. Students were pre-tested using the SNMY assessment booklets and placed on a Learning and Assessment Framework (LAF) zone. The 5/6 cohort taught targeted teaching groups once per week, where students were working on specific targeted skills related to their level of multiplicative thinking. In Semester Two, all Year 5/6 classes also included multi-zone tasks in their own classrooms to emphasise the importance of multiplicative thinking in the middle years. Students were post-tested at the end of the year to track student growth. An intervention teacher provided additional intervention for students who required support. Extension opportunities were also provided with selected students working on rich tasks, and participating in the Maths Games, Maths Olympiad and the Australian Mathematics Competition.

There was an emphasis on developing students' fluency and reasoning by introducing number talks in years 3-6. The teachers were provided with professional learning through PLTs and received a copy of "Making Number Talks Matter" (Humphreys & Parker).

New scope and sequence for Inquiry to encompass Catholic Social Teaching.

Inquiry Learning; a new Inquiry Lead was appointed in August 2021; 2 year learning cycle was developed to cover learning in the humanities and capabilities curriculum.

## STUDENT LEARNING OUTCOMES

## **Reading**

From 2019 to 2021 there were 59% of students made above average progress from Years 3 to 5

## **Writing**

From 2019 to 2021 there were 54% of students made above average progress from Years 3 to 5

Mathematics: from 2019 to 2021 there were 70% of students made above average progress from Years 3 to 5

## **Programs/ Strategies adopted**

### **ENGLISH**

- Levelled Literacy Intervention (LLI) program was continued and extended to reach more students
- 2 x Guided Reading Sessions per day throughout the whole school
- Explicit teaching of the Systems of Strategic actions Fountas & Pinnell wheel from P-6
- Tracking student growth across P-6 in Reading and Writing through the use of physical and online data walls and SPA tracking tool
- 6+ 1 strategies was adopted for 2021 but due to COVID will be continued in 2022
- PLT meetings we used to further develop teachers content knowledge in the area of reading.

### **MATHEMATICS**

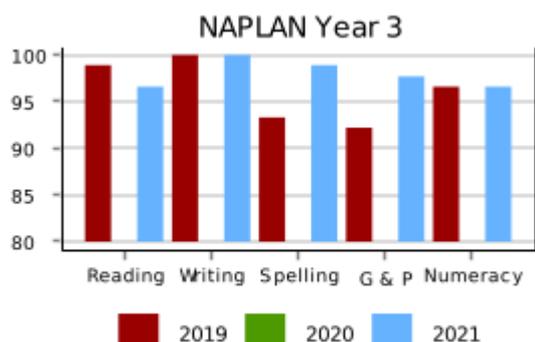
- Mathematics extension and intervention groups
- Data analysis and student tracking
- Teachers developing mathematical content knowledge
- Fluency sessions 3 x per week whole school
- Scaffolding numeracy in the middle years PD

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	92.2	-	-	97.7	-
YR 03 Numeracy	96.6	-	-	96.6	-
YR 03 Reading	98.9	-	-	96.6	-
YR 03 Spelling	93.3	-	-	98.9	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	93.2	-	-	95.5	-
YR 05 Numeracy	98.6	-	-	98.9	-
YR 05 Reading	100.0	-	-	98.9	-
YR 05 Spelling	97.3	-	-	93.2	-
YR 05 Writing	98.6	-	-	98.9	-

\* 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

#### Goals:

To develop a whole-school approach to Positive Education which honours the school's existing commitment to our Catholic identity

#### Intended Outcomes:

- That the physical, psychological and social & emotional development is evident throughout the learning and teaching cycle
- To create a safe and supportive learning environment.

### Achievements

A focus for 2021 was the embedding the use of Berry St Education Model (BSEM) strategies through further development of the Positive Behaviour Management Policy. Staff were involved in three staff meetings that involved looking at student behaviours and aligning them with the language and strategies developed through BSEM professional development sessions.

The school Occupational Therapist and Speech Pathologist, continued with the implementation of the Zones of Regulation. Years Prep and 1 had 8-9 sessions, whilst all other years levels were involved in 3-4 top up sessions. The strategies were then supported/implemented by the classroom teachers.

2021 saw the employment of a school psychologist. This enabled further support in terms of staff professional development, particularly with understanding and implementing the recommendations from cognitive assessments. The school psychologist also supported students who demonstrated varying levels of anxiety as well as conducting a variety of formalised assessments.

During the remote learning periods, the school looked at a variety of ways to support student wellbeing. Specialist days were introduced, where the specialist teachers took all the year level classes online for one day per fortnight.

#### VALUE ADDED

- The school Occupational Therapist joined class Google Meets to talk to students about how they were feeling during lockdown and as a group developed strategies for home using the Zones of Regulation
- The school psychologist was also in contact with students who were finding remote learning challenging
- An external psychologist was also engaged to talk to staff about how to further support the students that they were working with online
- A major focus was maintaining a routine for the students.

- The school Literacy Leader held an online Book Club for senior students.
- The return to onsite learning saw further flexibility and adaptation to cater for the wellbeing needs of students
- The school provided a variety of whole school activities during this time to re-establish a sense of school community which included Footy Roadshow, Colour Fun Run, Multi Sport Roadshow and Year level incursions

## STUDENT SATISFACTION

In the 2021 Melbourne Archdiocese Catholic Schools Improvement Survey (MACSSIS) results showed that students continue to feel challenged and engaged in their learning, that their teachers have high expectations of them and that they take the time to ensure that students understand the material they are learning.

Students surveyed also reported that if they walked into their class upset, their teachers would act with empathy and compassion to ensure their needs were met and that they felt safe, secure, and connected to the school. Students also reported that Religious Education helped them understand why they live the way they do and identified that celebrations and traditions such as prayers, sacraments, social justice, and Masses are a part of school life in which they find meaning when participating.

## STUDENT ATTENDANCE

All students are required to attend school unless there are reasonable and valid grounds for them to be absent. The Principal communicates attendance expectations to parents and students when they enrol at the school, and regularly communicates with all parents about attendance expectations via the Skool Loop App, and school newsletter. Parents/Carers must notify the school on the morning of their child's being absent or prior to this if known. In the event that there is no notification of a child's absence by 9.30am, the school sends a text message to prompt parents/carers to call the school. If no contact is made by 11.00 am, school office staff call the parents until the absence has been explained and recorded.

If a student has been absent for 5 days or more in a single term without any reasonable or valid grounds, the classroom teacher discusses the matter with the Deputy Principal or Student Wellbeing Leader. Contact is then be made with the parents with the view of developing and implementing strategies to minimise absences. Support is offered to families when required to enhance attendance.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	94.2%
Y02	93.9%
Y03	95.7%
Y04	94.8%
Y05	94.9%
Y06	94.1%
Overall average attendance	94.6%

## Child Safe Standards

### Goals & Intended Outcomes

#### Goal:

St George Preca Primary School is committed to creating an environment where the safety and wellbeing of all children within our care is our highest priority.

#### Intended Outcomes:

- To inspire a passion for 'learning through faith, creating a learning environment that is welcoming, safe and secure
- To ensure all in our community are aware and meet the requirements of the Child Safe Standards
- That all students in our community know that they have a right to feel safe and be safe and that they can speak to any adult if they do not feel safe.

### Achievements

- Codes of Conduct for Staff, School Community members and Students are signed by all staff, contractors and volunteers
- A Working With Children Check Register was maintained, and volunteers screened; all relevant information was recorded and verified
- Online training for all staff in Mandatory Reporting was completed using the e-learning module
- The implementation of Child Safe Standards and practices continued to be implemented across the school using the following strategies:
- All staff completed online training for Mandatory Reporting •
- Staff recruitment practices which address child safety
- Staff induction which includes child safe practices • Implementation of a Personal
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'

## Leadership & Management

### Goals & Intended Outcomes

**Goal:**

To create a context for improvement and change, informed by the charism of St George Preca.

**Intended Outcome:**

To develop and document our planned approach to professional learning.

### Achievements

The COVID-19 pandemic continued to change our direction in the area of leadership and management throughout 2021. Faced with the uncertainty of yet another challenge of remote learning as well as onsite learning, our school leadership team responded to the various changes to support our staff and students in their transition to working from home and back to onsite learning.

The importance of maintaining a work day structure and making appropriate adjustments for staff was a priority for Leadership to ensure that staff were not isolated from each other. The daily meetings with students and other staff let us maintain connections with each other.

Weekly check-ins with team leaders were maintained to ensure teams and individuals were supported on a regular basis both in planning, in their daily work and personally.

During the lockdown periods, weekly planning for both Mathematics and English, as well as Religious Education and Student Wellbeing continued. The purpose of this was to reduce isolation from each other and workload becoming overwhelming,

Executive Leadership maintained personal contact with individual staff through regular phone conversations, Google Meets and face to face meetings. The school provided free weekly meditation and online EAP sessions facilitated by our consulting psychologist.

Social events were maintained both online and face to face throughout the year to continue to nurture staff connection and team building.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2021

2021 Staff Professional Learning	
Religious Education	<ul style="list-style-type: none"> <li>• Season of Creation</li> <li>• The Catholic Dialogue School</li> <li>• Can a Scientist Believe in God</li> <li>• Religious Education Network</li> <li>• Lectio Divina</li> <li>• The Season of Lent</li> <li>• Reporting and Moderation in RE</li> </ul>

Literacy	<ul style="list-style-type: none"> <li>• Little Learners Love Literacy</li> <li>• 2021 NAPLAN Reporting &amp; Data Service</li> </ul>	
Maths	<ul style="list-style-type: none"> <li>• Exploring Mathematical Pedagogies</li> <li>• Scaffolding Numeracy in the Early Years</li> <li>• Geometric Reasoning</li> <li>• Maths Leaders Network</li> </ul>	
Learning Diversity/Well-being	<ul style="list-style-type: none"> <li>• Nationally Consistent Collection of Data (NCCD) Moderation</li> <li>• Zones of Regulation</li> <li>• Wellbeing Leader Network</li> </ul>	
Other	<ul style="list-style-type: none"> <li>• VIT Graduate Course</li> <li>• First Aid Compliance Training</li> <li>• Mandatory Reporting</li> <li>• Positive Behaviour Management</li> <li>• Restorative Practices Workshops</li> <li>• Principal Network</li> <li>• Deputy Principal Network</li> </ul>	
Number of teachers who participated in PL in 2021		70
Average expenditure per teacher for PL		\$773

### TEACHER SATISFACTION

Staff supported a consistent approach to online learning during the lockdown period by providing a structured program for students. Online fun activities, such as Footy Dress Up Day, and 100 Days of School celebration were celebrated via Google Meets with students.

Staff participated in professional learning activities in person during Term One, and online throughout the year. All teaching staff provided feedback and communicated to families via Class Dojo as well as by phone and online face-to-face meetings. Specialist teachers also engaged students in the activities they planned when they were not onsite.

- Staff at the school stated that the school environment was orderly, safe and felt positive
- Staff felt supported by school leadership to carry out their respective roles
- Staff feedback received was positive and relevant to their role and felt successful
- Catholic beliefs and practices are well understood by staff

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	88.0%
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ALL STAFF RETENTION RATE	
Staff Retention Rate	87.3%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	28.6%
Graduate	16.7%
Graduate Certificate	4.8%
Bachelor Degree	69.0%
Advanced Diploma	14.3%
No Qualifications Listed	11.9%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	53.0
Teaching Staff (FTE)	49.0
Non-Teaching Staff (Headcount)	27.0
Non-Teaching Staff (FTE)	28.0
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

**Goal:**

To develop a culture of welcome and hospitality where students, staff and families feel known and valued

**Intended Outcomes:**

- To continue formalised regular communication with parents
- To raise funds through the Parents & Friends activities to finance the landscaping projects and upgrade of the school facilities.

### Achievements

COVID regulations continued to hinder the physical involvement from the school community.

Contact with the community was maintained throughout the lockdown periods via check-ins with parents by teachers.

2021 continued with a focus on continuing to strengthen and maintain our partnership with families and the wider school community. Our communication pathways included the refinement and continued use of communication platforms. These included the use of the Skool Loop App, Class Dojo and the school newsletter. The use of these apps allowed us to continue our communication with our parent community and families in a timely and effective manner. Through these platforms, we were able to provide easy access for all parents to access the School Newsletter, important notices, permission forms, and check-in forms, such as school absentees and medications.

As there were no parents and students allowed onsite at various times during 2021 due to the COVID 19 lockdown periods, this was one of the ways that we were able to reach out to and maintain our connection with the parent community.

Teachers continued their close contact with families on a regular basis either via a weekly phone call check-in, or online meeting.

This maintained the consistency of keeping families informed and connected to their child's teacher as well as the school. The school administration and teachers were consistent in their provision of assistance and guidance in regard to the technological challenges that they faced with having their children learning from home for a second and third time. The school attendance option was provided for those students with special learning needs and for those whose parents were essential workers.

The parent community continued to be kept up to date about their child's learning through Class Dojo, formal school reports, and where needed, the Personalised Learning Plans (PLPs).

In 2021, building works around the school continued. The internal re-build in the Year Prep area was completed, with the installation of soundproof glass partitions and sliding glass doors. This enhanced the learning environment for the students.

## PARENT SATISFACTION

Due to COVID, 2021 continued to pose its challenges due to the uncertainty of the lockdowns throughout the year for students, staff and families.

Despite this, parents stated that they felt supported by the school during this time and that they were happy with their child's learning. They felt engaged in their child's learning and appreciated the regular communication between school and home. Staff also valued the connection with families and the stronger relationships forged through regular communication.

Regular Program Support Group Meetings (PSGs) were conducted to inform families about their child's learning and ways that both the school and families could work in partnership with parents to support their child with their learning. Parents also noted that they felt that their child was respected by staff and that they had a good understanding of the Catholic mission of our school.

## Future Directions

Some of the recommendations to guide future directions according to the Five Spheres of Schooling are:

### Education in Faith

- Provide professional learning opportunities for staff to make connections across other curriculum areas with Religious Education using the Pedagogy of Encounter
- Continue to embed the charism of St George Preca
- Implement Restorative Practices

### Learning and Teaching

- Provide staff with professional learning opportunities that promote improved outcomes for students in Literacy and Numeracy
- Provide opportunity for developing an understanding of the learning progressions and capabilities in conjunction with the Victorian Curriculum
- Consolidate a process for multiplicative thinking using Scaffolding Numeracy in the Middle Years in Years 5 and 6
- Continue to develop student fluency and reasoning strategies using a variety of pedagogical approaches including number talks and educationally rich maths games
- Focus on student-centred maths by unpacking lesson structure including the appropriate use of enabling and extending prompts through challenging tasks
- Provide opportunities for parents to participate in classroom sessions to support the Literacy hour.
- Build teacher capacity and understanding of pedagogy for the teaching of Reading, Writing, Speaking and Listening and Mathematics.
- Continue to embed school-wide collaborative planning processes and practices that are data-informed.
- Employing New Arrivals and English as an Additional Language (EAL) teacher to work closely with the Literacy leaders to ensure that the needs of students are met.

### Student Wellbeing

- Continue to implement strategies to monitor and track students' social and emotional learning and wellbeing
- Continue to promote social-emotional learning through the Berry Street Program and Zones of Regulation
- Continue to promote A Positive Approach to Managing Student Behaviour through and Restorative Practices to support student well-being

### Leadership and Management

- Continue to provide a structured approach to coaching and mentoring using with a focus on feedback to improve teacher practice and student learning outcomes

- Target professional development to support the Annual Action Plan and to meet the needs of staff and students.

### **School Community**

- Sustain and broaden links that promote connectedness and engagement with St George Preca school and the broader community
- Continue to provide effective ways of communicating with families about their child's learning in a timely manner
- Work towards the completion of our building project to deliver a stimulating and engaging learning environment for students