



St Joseph's School Northcote

2021 Annual Report to the School Community



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Contact Details

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Minimum Standards Attestation

I, Mary Kearney, attest that St Joseph'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.

01/04/2022

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

St Joseph's school community will work in partnership to build:

A faith community inspired by Gospel Values

A learning community that values a culture of excellence and a passion for life-long learning

A community that is committed to and promotes a strong sense of self-belief and personal high expectations

A community that actively, positively and responsibly engages with and contributes to school, local and global communities

School Overview

The Sisters of Mercy in Arthurton Road, Northcote, originally established St Joseph's Primary School in 1893. In 1912 the Diocese purchased our present site and construction began soon after of a Church, Presbytery and Parish School. St Joseph's Primary School is set amongst some of Melbourne's beautiful historical landmarks in the inner, northern suburb of Northcote, 6km north of Melbourne's CBD.

As a Catholic school we are proud and committed to the Catholic tradition, teaching and living out the Gospel in a caring community where Christian values are nurtured and celebrated.

We take pride in our caring atmosphere based on our family and community ethos. Our children are encouraged to be resilient, responsible and respectful by understanding that they, as individuals are cared for and valued for their unique qualities. There is a strong, positive sense of community, and we work together with a focus on ensuring that the needs of the students are our priority at all times. Promotion of a culture that inspires, challenges and prepares our children in a supportive school environment is evidenced in our commitment to quality education.

We provide a caring, safe, comfortable learning environment that values and respects the uniqueness of each child so they can reach their full potential. Throughout 2021 we continued our professional learning focus on Evidence Based practices. It is paramount that we use data and evidence to track student learning and know each child's starting point on the learning continuum. The school has an ongoing commitment to improving student learning through the implementation of a learning and teaching program that is personalised to the needs of each student, and provides relevant feedback centred on three important questions, 'Where am I going?', 'How am I going to get there?' and 'Where to next?'

We have leaders appointed to co-ordinate best practice in the following areas: Religious Education, Learning and Teaching and Wellbeing.

In 2021 our enrolment of 142 students was spread across six classes. Our class structures consisted of 2x Prep class, 2x Juniors classes (Year 1/2), 2x Middle classes (Year 3/4) and 2x Senior classes (2 Year 5/6). We offered specialist programs in LOTE (Mandarin), STEM, Physical Education, Visual Arts and Performing Arts

The School and Parish community work on the basis that we are one community therefore we support and encourage each other in all our endeavours

Principal's Report

It is with much pride that I present this annual report to the community. St Joseph's continues to be a learning community that aims to develop a strong sense of social justice, and strives to help our children live their lives centered on the tenets of love, peace, tolerance, empathy and respect. We are a school where "Every Child Matters and Every Moment Counts".

The 2021 school year was once again a challenging one. With continued lockdowns due to the Covid pandemic we faced 108 days of remote learning - this being half of the school year. Despite these challenges, it was yet another successful year for St Joseph's Northcote. Once again, we embraced new ways of working, both remotely and in person in order to provide a culture that is student-centred and where all students feel safe, secure and are encouraged to achieve to the best of their ability.

I thank the staff at St Joseph's who have worked tirelessly to ensure our students develop a strong sense of self-belief and set high personal expectations. Our teachers and support staff continued to see learning through the eyes of our students and to collaboratively set goals for individual student achievement. They worked with students to determine the best pathway to achieve their goals and ensure continued growth along the learning continuum.

I particularly thank the staff for the outstanding manner in which they implemented remote learning. Their skill-set and collective genius ensured that our students remained connected to school and engaged in their learning. Our teachers were online every day, working face-to-face with their students, continuing to implement small focus groups and constantly assessing student achievement via the Seesaw app. Each level developed interactive websites for their students that were simple to navigate and ensured the day's learning activities were easily accessed. The students were engaged in a robust programme that was engaging and allowed each student to actively and meaningfully continue their learning journey.

Throughout Covid lockdowns the school office continued to operate thanks to our office manager, Carmel Jakowenko's, consistent attendance onsite. We had a small number of children attend each day which consisted mainly of students in our junior classes whose learning we considered 'at risk', and families whose parent's employment was classified as essential workers. I thank Fiona Ehmer, the Deputy Principal, for flexibility in working with these children and ensuring they were connected online with their teacher and class. Fiona's support was integral throughout the year and her adaptability and positive presence enabled us to smoothly navigate our way through trying and testing times.

I would like to acknowledge the tremendous support that we, the staff of St Joseph's, received from our parent community. Their positivity and encouragement throughout the year, especially during remote learning, was greatly appreciated and inspired the teachers to continue to look for new and innovative ways to engage our students. At St Joseph's we pride ourselves on our ability to genuinely work in partnership with our families and together provide the best learning environment for the children in our care.

We are fortunate to have an active Parish Education Board (PEB) that provides continued support and relevant, considered counsel. I would particularly like to acknowledge the contributions of Candice Barlow, the Chairperson of the PEB, for her sagely advice and unwavering support.

I thank our Parish Priest, Fr Shabin Kaniampuram for the continued support he provides to all members of our community. Our sacramental programme, although disrupted, went ahead and all ceremonies were great family and parish celebrations.

Education in Faith

Goals & Intended Outcomes

Goal: To develop a shared understanding of being a Catholic Educator in a modern world, in order for authentic connections be established with all stakeholders (community)

Intended Outcomes:

- That staff, students and parents will be provided with increased opportunities to deepen their understanding of the Catholic Faith and Traditions.
- That students will be engaged in a rich, relevant and rigorous Religious Education curriculum.

Achievements

As a school community we continued to build a shared environment that is permeated by a strong sense of welcome, where all members of our community are connected, where friendships are developed and nurtured, and where everyone feels valued. Our strong sense of social justice continued to drive much of our faith journey, despite the limitations of lockdowns.

Religious Education classes are strongly influenced by current contemporary learning practices that are heavily supported by The Horizons of Hope Framework in order to ensure that learning is dynamic and relevant to students and their families.

The Religious Education Leader (REL) together with the Leadership Team continued to work towards improving the Catholic identity presence in classrooms. Horizons of Hope and Pedagogy of Encounter continued to be used in planning and all classrooms prioritised a reflective 'faith space' space for prayer and for displays in rooms and corridors. We continued to develop Teacher Capacity in the area of Religious Education through facilitated planning with the REL and having the REL attend after school PD sessions with all year levels - either face-to-face or via Zoom.

We were fortunate to be able to celebrate all of our Sacraments and host related faith formation sessions for families.

An acknowledged future focus is to increase the participation in the MACSIS surveys and consequently the Catholic Identity percentages in MACSSIS data.

VALUE ADDED

The following was achieved throughout the 2021 school year:

- As a faith community, we celebrated Beginning of the Year school Mass & Ash Wednesday Mass.
- Special family Mass rosters shared via the newsletter, website and skoolbag app.
- Purchase and update of Class Prayer cloths in order to create a sacred space in each classroom.
- Continued implementation of the new RE Framework and Horizons of Hope document for the planning of RE curriculum and the framework.

- Teachers shared robust Inquiry style Religious Education lessons, both online and where able on site. Lessons informed by The Pedagogy of Encounter.
- Shared responsibility for the preparation of prayer and reflection at weekly staff meetings.
- During assemblies, there was a continued focus on use of the school prayer to open each gathering.
- Zoom meetings conducted to ensure connection with community and to support vulnerable / anxious children and families.
- Leadership meeting with Sister School, Saint Mary's Thornbury, growing connection and sharing organisation of relevant events.
- Letters of inspiration during lockdown sent to the residents of St Joseph's Home for the Aged.
- Year 6 Graduation Mass and end of the School Year Mass celebrated as a community.

Learning & Teaching

Goals & Intended Outcomes

Goal: To develop a curriculum that inspires, prepares and challenges students to engage and connect to their world.

Intended Outcomes:

- That a whole school approach to personalised and differentiated learning will be established.
- That students will be independent and self-motivated learners.

Achievements

During remote learning our teaching team delivered an exemplary online learning platform that provided individual websites for each year level. Students had easy access to their classes and teachers continued to present a robust and engaging curriculum. Teams continued to plan weekly to ensure consistency across levels and that student data and growth was continually discussed and monitored.

Professional learning continued to be facilitated remotely throughout the year:

- Teachers deepened their understanding and use of proficiency scales to assess student growth and developed professional knowledge through Learning Sprints.
- We continued to implement and refine the St Joseph's Writing Learning & teaching model across the school with the implementation of Teaching Learning Sprints to focus on the High Impact Teaching Strategies (HITS) in writing.
- We continued our participation in the Get in2 Maths - a visionary programme with aspirational goals outlining measurable and achievable actions that schools can take to improve the learning and teaching of mathematics for all students.
- We continued to implement and refine the St Joseph's Maths Learning & teaching model across the school.
- Staff focus on Surface, Deep and Transfer learning (visible learning in Mathematics)

STUDENT LEARNING OUTCOMES

Student progress was tracked through the use of our internal assessment systems. All data has been collated in our online assessment program SPA - Student Performance Analysis

The Assessment tools used throughout 2021:

- PATM - Progressive Assessment Tasks - Mathematics
- PATR - Progressive Assessment Tasks - Reading
- Essential Assessments in Mathematics

- Synthetics Phonics Program - Little Learners Love Literacy - LARS data
- Running Records - Reading Level Assessment
- Fountas and Pinnel - Reading Level Assessment
- Maths Pathways
- Records of Oral Language
- eWrite - Writing Level Assessment

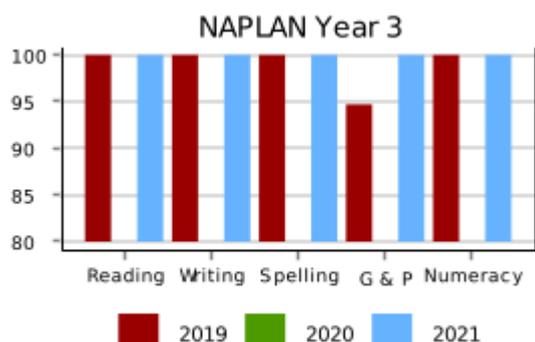
These assessments enable us to plot students accurately on the learning continuum and ensure continued student progress is achieved.

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | |
|--|-----------|-----------|-----------------------------|-----------|-----------------------------|
| NAPLAN TESTS | 2019 % | 2020 * | 2019 – 2020 Changes * | 2021 % | 2020 – 2021 Changes * |
| YR 03 Grammar & Punctuation | 94.7 | - | - | 100.0 | - |
| YR 03 Numeracy | 100.0 | - | - | 100.0 | - |
| YR 03 Reading | 100.0 | - | - | 100.0 | - |
| YR 03 Spelling | 100.0 | - | - | 100.0 | - |
| YR 03 Writing | 100.0 | - | - | 100.0 | - |
| YR 05 Grammar & Punctuation | 91.3 | - | - | 100.0 | - |
| YR 05 Numeracy | 100.0 | - | - | 94.7 | - |
| YR 05 Reading | 100.0 | - | - | 100.0 | - |
| YR 05 Spelling | 95.7 | - | - | 100.0 | - |
| 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

Goal: To enhance student resilience and connectedness to their school and its community.

Intended Outcomes:

- That student social and emotional learning skills, particularly resilience will be strengthened.
- That opportunities for student voice will be provided.

Achievements

Student wellbeing at St Joseph's aims to embed a School Wide Positive Behaviour approach to create a calm classroom where staff and students feel safe and connected to school. We support students to understand and manage their behaviour whilst taking responsibility for their choices.

During 2021 we engaged a consultant to work with the staff to embed the Zones of Regulation that will compliment the current School Wide Positive Behaviour procedures and protocols.

Students are referred for intervention and external reports following professional conversations around student referral between the classroom teacher and the Wellbeing Leader.

A School Counsellor joined the staff in 2020 and continues to be sub-contracted to provide social and emotional support to our students on a weekly basis.

Throughout the lockdown period students were given the opportunity to have 'social meets' in order to remain connected with their peers.

VALUE ADDED

- NCCD data collectively stored securely on school drive - student files sorted and stored.
- PSGs and ILPS completed for students as required.
- All staff completed updated Anaphylaxis and Asthma management training.
- Introduction of Zones of Regulation - consultant contracted to work with the staff
- Continued implementation of the School Wide Positive Behaviour Support (SWPBS) approach to behaviour management across the school.
- Implementation of our expectations respect, responsibility and resilience to ensure our school is a supportive environment.
- Sharing of our Behaviour Matrix in the school newsletter and on display in our classrooms and yard areas.
- Weekly awards presented at School Assembly via Zoom - awards posted to recipients with a personal message from the Principal.

- Lunchtime passive play area providing access to alternative activities such as LEGO, chess and colouring in - this enables those students who do not want to be involved in physical activities, a quiet place to build relationships with like-minded peers.
- The school library is open once a week for students at lunchtime.
- A clubs program offered during lunchtime which included a craft club, the school choir, chess club (outsourced facilitator) and dance club (outsourced facilitator).
- Students provided the opportunity to participate in Kelly Sports activities after school on a weekly basis.
- Students are encouraged to have 'brain food' snacks throughout the morning and their water bottles readily available.
- Students are referred for intervention and external reports following professional conversations around student referral between the classroom teacher and the Wellbeing Leader.
- Development of documentation that details a process and plan for assessing, identifying and prioritising the individual learning and well-being of student cohort groups.
- Established criteria and benchmarks for intervention, align with response to intervention flowchart
 - Process for reporting / documenting concerns
 - What is expected from teachers before reporting
- Established meeting procedures and protocols for LSOs and teachers discussing individual needs.
- Developed plans / procedures / tools that are consistently used across school when identifying and tracking students at risk.
- 'Children of Concern Meetings' (CHOCS) at which Principal and Deputy principal schedule time with each teacher once per term to discuss students in the class (who are not funded) yet who are of concern.
- Established wellbeing surveys that will be used annually around social-emotional learning

STUDENT SATISFACTION

MACSSIS data indicated:

- Teacher/Student relationships (the strength of the social connection between teachers and students, within and beyond the school) rates at 87%, and increase of 11% over the last 12 months.
- Student Safety (perceptions of student physical and psychological safety while at school) rates at 72%, an increase of 13% over the last 12 months
- Learning Disposition (students' mindset about themselves as learners) rates at 72%, remaining consistently high over the last 12 months.

When surveyed about the return to school after Covid lockdowns there was an overwhelming positive response (97%) from the student cohort.

STUDENT ATTENDANCE

Parents are requested to provide in writing an explanation for non-attendance. A pro-forma is provided for families to complete if there will be extended leave for family holidays. Parents will be contacted if regular non-attendance or extended absence information is not passed onto the school.

The Principal or the Office Manager will contact parents about any unexplained absences, on the same day, before 10am or as soon as practicable.

Throughout remote learning a roll was marked twice a day (am and pm) as per the normal school day, This roll was recorded on a spreadsheet that was accessible by all staff and uploaded onto the SAS database each day by the school admin officer.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

| | |
|----------------------------|-------|
| Y01 | 93.6% |
| Y02 | 96.9% |
| Y03 | 95.9% |
| Y04 | 96.5% |
| Y05 | 95.8% |
| Y06 | 95.7% |
| Overall average attendance | 95.7% |

Child Safe Standards

Goals & Intended Outcomes

At St Joseph's we are committed to ensuring the safety and wellbeing of our students, staff, and volunteers. As part of this commitment we have implemented the Victorian Child Safe Standards to help protect children and young people under the age of 18 from child abuse and neglect, including cultural safety for Indigenous children and those from culturally and linguistically diverse backgrounds, and children with a disability

Achievements

In consultation with representatives from the Catholic Education Office, the Child Safe Standards imbedded and the necessary policies aligned with these Standards were reviewed and shared with the school community. We participated in open discussion between staff, members of our Parish Education Board and wider community to review our:

- Code of Conduct - Child Protection and Safety Policy
- Code of Conduct for Staff, Families and Volunteers
- Staff and Student Professional Boundaries policy
- Direct Contact Volunteers policy
- Parent-School Relationship Code of Conduct

Strategies were undertaken within the school to promote Child Safe Standards including supporting community members to be aware of their responsibilities in relation to responding to incidents, making disclosures and suspicions of child abuse. Child Safety became an ongoing item at weekly staff meetings to ensure the staff kept abreast of the regulations surrounding child safety. The weekly newsletter was also used to keep parents informed of these regulations and their implementation within our school. Members of the school community, including parents and all visitors to the school were asked to read and acknowledge their acceptance of our Child Safety code of conduct. To ensure the ongoing safety of our students, a stringent sign-in system was implemented for all tradespeople and school visitors.

Leadership & Management

Goals & Intended Outcomes

Goal: That the school encourages and promotes a culture where decisions and improvement is grounded in research and evidence

Intended Outcomes:

- That Organisational Climate will continue to improve
- To allocate resources according to School Improvement Plan priorities.
- That a variety of strategies will be used to optimise learning and that staff will be skilled to analyse and utilise available data.

Achievements

The Leadership Team in 2021 consisted of:

Mary Kearney - Principal

Fiona Ehmer - Deputy Principal / Religious Education Leader / Student Diversity Leader

Kate Lynn - Learning and Teaching Leader - Curriculum

Ashlyn Keane - Learning and Teaching Leader - Wellbeing

Minutes from Leadership Team meetings were shared with all staff via a Google doc to encourage communication and ensure transparency.

Our achievements include:

- Personal and group (leadership team) coaching with Dr Pauline Zappulla - leadership and management consultant with Growth Coaching International
- Participation in the Agile Leadership professional learning series with Dr Simon Breakespeare
- Focused Leadership team meetings
- Regular fortnightly meetings
- Streamlined timetable and calendar
- Focus on Peer Observation and Feedback process
- Stronger financial base for school
- Remain within staffing allocation budget
- Timetable for part-time staff to attend PLT and staff meetings
- Continued Staff Professional Development both personal and whole school
- Communication methods for all staff via the Slack platform and general business at staff meetings
- Leadership ensured staff and students had the access to technologies required to successfully navigate and implement remote learning.

- In order to maintain morale staff were provided with a 'pamper-pack' and regular Friday afternoon catch-up sessions were organised each week via Zoom.
- Skoolbag App used to enhance home/school communication.
- Monthly Parish Education Board (PEB) meetings.

Our Parish Education Board (PEB) is a very active body and contributes effectively and authentically to the school community. The PEB is divided into sub-committees that work on project driven foci to drive initiatives and implement positive change. The sub-committees for 2021 consisted of:

- **Marketing** - *focused on raising our profile via social media outlets and assisted with general marketing strategies in order to boost enrolments*
- **Pre-prep phonics programme (Little Joeys)** - *this committee investigated the viability of offering a pre-prep phonics based language programme to pre-schoolers.*
- **Sustainability and Works** - *investigations were made into the application for a grant to install water tanks*
- **Social Club** - *our focus for fundraising was stifled by numerous lock-downs and Covid gathering restrictions.*
- **Master Plan** - *in 2021 work began on the development of a School Master Plan. Law Architects were chosen as the company with whom we would engage to complete the work. An application was lodged for a grant to develop an 'Arts Precinct and to refurbish and upgrade the learning facilities and gathering spaces.*

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Provision for professional learning is planned at varying levels - for all teaching staff including learning support officers. This has taken place both at St Joseph's School, online platforms and outside venues before, during and after school hours and has consisted of:

- Weekly Staff Meeting
- Weekly Leadership Team meetings
- School Closure Days
- Facilitated Planning
- Disability Standards for Education for Primary schools
- Anaphylaxis and Asthma management
- Zones of Regulation - facilitated by Erin McLindon
- Preparing for Remote Learning
- Learner Diversity Network
- Little Learners Love Literacy - Junior teaching team
- Principal Network

- Deputy Principal Network
- REL Network
- NCCD professional learning and cluster meetings
- Child Information Sharing Scheme
- Child Safe Standards
- Teaching Sprints
- Get in2 Maths - MACS P.L. initiative
- Sponsored two teachers in a Masters of Education

| | |
|---|--------|
| Number of teachers who participated in PL in 2021 | 15 |
| Average expenditure per teacher for PL | \$1000 |

TEACHER SATISFACTION

The staff at St Joseph's showed exceptional collegiality and collaboration when faced with the demands of developing and presenting an online learning platform. The collective genius of our staff ensured that our students remained connected to school, to their peers and to their teachers. Our parents were not placed in a position whereby they 'home-schooled' their children, as our teachers were online and available all day and the learning activities were accessible, interactive and engaging.

Our teachers supported each other in developing their online learning platforms and professionally developed each other in a shared and inclusive manner. We all entered into this new way of learning and teaching with very varied skill-sets, and through extraordinary collaboration and teamwork all teachers were equally effective in providing stimulating learning experiences for their students.

MACSSIS staff data 2021 indicates:

91% rating for School Climate (perceptions of the overall social and learning climate of the school) 12% improvement in 12 months

87% rating for Staff-leadership relationships (perceptions of the quality of relationships between staff and members of the leadership team) 20% improvement in 12 months

69% rating for Instructional Leadership (the extent to which the school leaders set the conditions for improving teaching and learning at the school) 32% improvement in 12 months

81% rating for Staff Safety (perceptions of staff in the school) 13% improvement in 12 months

91% rating for Support for Teams (teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively) 28% improvement in 12 months

88% rating for Collective Efficacy (teachers' perceptions that staff at the school have what it takes to improve instruction) 13% improvement in 12 months.

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TEACHING STAFF ATTENDANCE RATE

| | |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 87.7% |
|--------------------------------|-------|

ALL STAFF RETENTION RATE

| | |
|----------------------|-------|
| Staff Retention Rate | 83.3% |
|----------------------|-------|

TEACHER QUALIFICATIONS

| | |
|--------------------------|-------|
| Doctorate | 0.0% |
| Masters | 11.1% |
| Graduate | 11.1% |
| Graduate Certificate | 11.1% |
| Bachelor Degree | 55.6% |
| Advanced Diploma | 33.3% |
| No Qualifications Listed | 11.1% |

STAFF COMPOSITION

| | |
|---------------------------------------|------|
| Principal Class (Headcount) | 2.0 |
| Teaching Staff (Headcount) | 14.0 |
| Teaching Staff (FTE) | 12.8 |
| Non-Teaching Staff (Headcount) | 6.0 |
| Non-Teaching Staff (FTE) | 5.4 |
| Indigenous Teaching Staff (Headcount) | 0.0 |

School Community

Goals & Intended Outcomes

Goal: To continue to develop strong partnerships with the parent and local communities.

Intended Outcomes

- To continue to develop strong partnerships with the parent and local communities.
- That parent education of the learning process and their role within this process will be developed.

Achievements

- Continued partnership with Darebin Information Volunteer Resource Service (DIVRS). School sustainability group planted and harvested vegetables and herbs that are donated back to DIVRS and provided to community members in need.
- Continued partnership with St Vincent de Paul Reading Programme. Volunteer based after-school reading club facilitated by St Vinnies volunteers and volunteers from Santa Maria College (yr 10 students).
- Continued membership on the Darebin Education Network
- Continued participation in the Darebin Education Network's NAIDOC Yarning Conference (yr 5 students)
- Participation in the St Vincent de Paul blanket appeal.
- Curriculum based Parent Information Sessions x2 via Zoom
- Regular Parent Forums to discuss initiatives and student learning via Zoom
- Fortnightly newsletter to ensure communication with parents
- The 'Skoolbag' App to provide 'real time' communication
- The Seesaw App - ensures ongoing feedback to families about student learning
- Weekly assemblies via Zoom when necessary
- Extra Curricula events for students
 - Tennis lessons
 - Music lessons
 - Dance lessons
 - Chess club
 - Code club
 - After school reading programme
 - Kelly sports after school sports sessions

PARENT SATISFACTION

2021 was once again a difficult year for our parents who had to juggle working from home and their children learning remotely. Despite these challenges our community remained positive and genuinely grateful for the online platform provided by our staff. They appreciated the fact that teachers were online and face to face with students every day, and that learning and teaching expectations remained high.

Parents applauded the staff for their ingenuity with keeping the students engaged and motivated to learn and the vibrant, easy to navigate websites that were developed for children to access their learning.

Our 2021 MACSSIS data was proof of this as it indicated a high level of parent satisfaction. The lowest rating (other than parent family engagement - which was problematic due to multiple lock-downs) sits at 85% with the majority of feedback sitting between 90%-100%

Parent feedback rated the following areas at 100%:

- classroom experiences and motivation
- respect that staff have for students
- approachability of staff
- approachability of school leaders
- how well teachers meet the needs of student
- student respect for one another
- family support provided by the school.