



St Clare's School Thomastown West

2021 Annual Report to the School Community



HOPE

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Contact Details

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Minimum Standards Attestation

I, Daniel Barr, attest that St Clare'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.

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

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

Mission

St Clare's Primary School is committed to the provision of quality Catholic Education in Thomastown West. We call on the Spirit of Clare of Assisi to guide and inspire us in serving our community and carrying out our mission. We are joyful people who reflect the light and love of Christ in today's world. We value and foster hope, respect, compassion, justice and courage.



Vision

We aspire to:

- **Celebrate** our relationship with God and the traditions of our Catholic school while remaining inclusive of other faiths and work together to participate in acts of social justice.
- Build a nurturing, supportive and **caring** community, which empowers students to be valued and successful individuals in our ever-changing world.
- Provide an engaging and **challenging** environment where students develop the characteristics to become effective, lifelong learners.
- Provide an inclusive, welcoming and outward facing community that fosters positive partnerships which empower all stakeholders to **connect** and engage in learning.
- Create a culture of trust where all members work **collaboratively** to optimise student learning.

School Overview

St Clare's Parish Primary School opened in 1977 with approximately 150 students under the leadership of Sister Joan Wilson RSM (1977-1981). Since then the school has grown and developed to cater for our current enrolment of 319 students from 229 families. Over the past 39 years of its operation, the school has undergone five major building programs, the last of which is our "Building the Education Revolution" project, completed in 2010. Our facilities boast a Sports Gymnasium, a multi-purpose learning resource building, a state of the art artificially-turfed sports field and basketball court. St Clare's is situated 15 kilometres north of Melbourne on a five-acre site. There are 15 classrooms. An administration block is complemented by a school hall and landscaped gardens and oval. Shade covered adventure playgrounds and large sandpit are also located within the grounds. The use of technology is evident in all classrooms and all our students in grades 3 to 6 are provided with a Chromebook or laptop for their personal use in learning. The cultural background of the student enrolment reflects the cultural make-up of the area. In its early days this was predominantly European - Italian, Macedonian and Greek. Today the school retains its diversity of students. The school has a strong commitment to supporting all students and their families. Therefore, programs and processes are in place to support this. Our commitment to Family Engagement in Learning underpins all we do. All classrooms and learning spaces are air-conditioned and heated. The school offers the following specialist programs: ICT, LOTE (Italian), Visual and Performing Arts, Science and Music. All classes throughout the school have access to laptops, iPads, various digital technologies and interactive screens. We aim to Aspire in all we do, always looking at how we can be better and improve the learning opportunities for our students.

Principal's Report

We once again began 2021 with a great deal of positivity and optimism, with our school theme being "Let Your Light Shine". We continued to work through our school improvement plan and build the capacity of our staff. We worked with a consultant on developing a Performance and Development Culture in our school, with staff reflecting on their current practice and beginning to set goals for their own professional development. We revisited our behaviour management approach and worked hard in reinvigorating our Positive Behaviour in Learning model, which now has the 3 pillars of "Being Responsible, Being Respectful and Being a Learner". These were developed in consultation with staff, students and families. The development and revision of our PBL Matrix was begun and is under development to make sure that the expectations for our community are clear.

The school, along with all Victorians, continued to face the challenges of COVID19 and the continuation of lock-downs that occurred throughout the year. These challenges were great, and we worked together with our community to continue providing learning opportunities for our children. We continued to review the way we supported our students during remote learning to make sure that we provided positive learning experiences and supported their well-being during these challenging times. Children were able to meet with their teachers twice daily using Google meets, once in the morning and a check in during the afternoon. They also participated in online focussed teaching groups for both Literacy and Numeracy. Our theme for remote learning was "You may be at home, but you are at school". This gave the children stability and maintained their connection to school.

After lock down was complete, we welcomed children and staff back to on-site learning with a program to help them resettle into the routine of being at school. I was so proud of our staff, students and the wider community for their efforts during this challenging time. Everyone worked together and supported each other to make sure that the wellbeing and learning opportunities for our students was maintained.

We look ahead to 2022 with a positive mindset, accepting that it was another challenging year but taking the learnings that came from remote learning and using them to improve the outcomes for our students and build the capacity of our teachers.

Daniel Barr

Principal

Parish Priest's Report

Dear St Clare's Primary School Community,

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

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

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

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

I just hope and pray that what the parish and schools are wanting to impart to the children you have entrusted to us is what we, as parish, families and schools are wanting to achieve in common.

Thank you for your trust in us and may we further our work together.

Fr John Magri.

School Advisory Council Report

The school is currently in the process of developing our School Advisory Board. We aim to establish this group by the beginning of 2022.

During 2021, information was shared with the community in regards to our SAC. Parents/Carers were invited to nominate themselves or someone else to be part of St Clare's SAC. We look forward to beginning working with the new council members to improve all aspects of St Clare's Primary School.

Education in Faith

Goals & Intended Outcomes

GOAL:

To further strengthen St Clare's School as a faithful community, which actively embodies the Gospel Spirit

INTENDED OUTCOMES:

That students will make stronger links between Religious Education learning and everyday life.

That School Wide Positive Behaviour expectations are connected to the Gospel Spirit.

Achievements

In 2021 the school continued to face the challenges of the worldwide pandemic of Covid 19. The guidance written on the wall of our memorial space, 'Be strong and courageous...for the Lord your God is with you, wherever you go, Joshua 1:9.' continued to take on a deep meaning for our community.

There were several lock-downs during the year, but we were able to share our Catholic Identity in many creative ways.

The virus continued to touch every aspect of our lives. With remote learning in place, RE took place using a variety of communication technologies rather than face to face.

In response to the first lock-down, the Re Hub on Google Drive that was created the previous year continued to be a source of information that teachers could draw upon for a library of many resources. We continued to use the Sydney based digital RE program called Understanding Faith. This is a contemporary RE resource offering Church teachings, activities, multimedia, worksheets and a variety of subjects from Prep to Year 6 to support online units on the See-saw platform. Understanding Faith was particularly valuable while teaching the Sacraments.

A weekly video online for the whole community was shared each Monday morning. This was a strategy to educate and involve the families isolated in their homes. The fortnightly RE Snapshot, a newsletter written by the RE Leader, also continued during this time, supporting our Catholic Identity as a school. The RE Leader was invited into video chats, to attend prayers online and to be present to teachers and students in their online Religious Education classes. She was also invited into planning sessions to assist their RE teaching from Prep-Year 6 and to provide constructive and emotional support. Fellowship Prayer was offered online to the school community to encourage personal and communal engagement within the religious domain. Events such as weekly staff meeting prayers,

Anzac Day and leadership prayers were all celebrated albeit in different modalities.

We were also creative in the ways we celebrated our St Clare's Feast Day and other important events throughout the year, making sure that we continued the connection of students and families to our Catholic Identity.

In Term 3 our RE Leader was unwell and had needed some time off from school. Mrs Anna Barber had also decided to take long service leave and then retire in mid 2022. Mrs Barber has been a

great asset to our community, leading our RE program and faith development with great integrity. She was a compassionate and spiritual leader who touched many lives at St Clare's.

With the departure of the RE Leader in Term 3 of 2021, the school relied on its Principal and Executive Leadership to maintain Mrs Barber's strong foundation. This event also gave opportunity for teaching staff to take on more responsibility and independence in the planning and implementation of the RE program.

VALUE ADDED

In response to the lock-downs in 2021 the RE Leader was able to create an RE Hub on Google Drive which was a library of many resources for teachers. It provided access to Easter and Pentecost resources, helpful websites in Religious Education, simple prayers, simple liturgies, picture books, work sheets, professional reading, and music that teachers could upload to the See-saw platform that our school used as a learning portal. Teachers accessed the resources to enrich their prayers and lessons for their children and families. These resources will be an ongoing collection into 2021 for staff to access this learning throughout the future.

Learning & Teaching

Goals & Intended Outcomes

Goal:

To develop a rigorous and contemporary culture, focused on enhanced learning and agency

Intended Outcomes:

- That all students have voice, choice and ownership of their learning
- That students are empowered and animated learners able to participate fully in school life and the wider community

Achievements

The 2021 school year continued to be one of uncertainty as COVID lockdowns interrupted face to face teaching on many occasions.

St Clare's staff and students adjusted to these periods of remote learning exceptionally well, drawing on our experiences of 2020 in order to transition between the two almost seamlessly.

Once again, we took advantage of online learning platforms such as Google Classroom, Google Meets and Seesaw to ensure student engagement in learning remained our priority. Students were also able to remain connected to their peers through twice daily Google Meets.

St Clare's placed student and family wellbeing as a high priority during remote learning periods as well, sharing weekly family activities to provide an opportunity for families to connect and collaborate on a fun task together. We were also able to offer a few Wellbeing days for families where activities were shared that focused on wellbeing rather than academics. Our Parent Action Team organised a school wide online disco which was a great success in providing time for connection and fun across the school, even though we were at home.

Our focus on meeting students at their point of need meant that teachers were able to use the Seesaw app and Google Classroom to provide students with personalised feedback on their submitted pieces of work. Our Literacy Intervention program was able to continue for individual students, with phone calls or Google Meets taking the place of face to face lessons. Our Mathematics Leader was also able to support students in small intervention groups in a similar way. Across each week, all students were rostered to have at least one Literacy focus group and one Mathematics focus group with their teacher, where individual needs were able to be met.

Families were provided with a timetable for the week, allowing them to manage their time at home as effectively as possible in order for students to complete tasks from home each day. Children of permitted workers, or others deemed to be needing it, were able to attend school onsite under the supervision of school staff.

Our Specialist teachers continued to provide lessons each week in the areas of Physical Education, Visual Arts, STEM, Italian and Digital Technologies. This allowed students to continue their learning journey in these subjects as well as in English, Mathematics and Religious Education.

When remote learning periods ended and students were allowed to return to classrooms, student engagement in learning and wellbeing continued to be a priority. Time was spent reconnecting with peers, teachers and the school community, whilst learning and teaching continued alongside. Teachers at St Clare's used data to plan learning and teaching cycles collaboratively in their teams, finding what students needed most and teaching them from that point. Staff were eager to support students in filling any gaps which may have come about from interruptions to learning.

From the Literacy Leader

Remote learning again challenged our creativity and ability to provide meaningful teaching and learning opportunities in both oracy and literacy in 2021. We built and used many platforms to ensure that our students had access to rich texts through teaching and learning activities along with levelled and intentionally chosen texts to meet the particular learning needs of individual students. Electronic libraries were created for students to access great literature and an extensive professional library for teachers demonstrating the teaching of various strategies in both reading and writing was also set up. In this way, not only did the children learn but teachers and parents were also able to share professional expertise and knowledge with each other around how to best help our students with their literacy learning.

In many ways remote learning impacted positively in helping to consolidate consistent teaching practices across the school in Literacy, namely Writing F - 2 and Reading 3 - 6. We were able to continue providing speech therapy support and literacy intervention programs for students with specific literacy needs.

Our teachers were given access to online professional learning activities in spelling and phonics through participation in:

Phonics in context - David Hornsby

Words in context - Dr. Misty Adoniou

Our teachers were able to assess each child in reading when we returned on-site in Term 4. In this way, teachers were able to determine where to begin reading instruction with students in 2022. Some observations made by teachers in relation to students reading were.

Years F - 2

Improving phonological and orthographic knowledge for word solving.

Retrieving directly stated information from texts to answer questions.

Years 3 - 6

Summarising main events in texts.

Referring directly to what has been written in texts when making comments or answering questions.

Finding universal messages and themes in stories read.

Referring to the author's craft when analysing and discussing texts.

Knowing the genre of a text eg: realistic fiction.

At St. Clare's our aim is for students to lead literate lives and celebrating Book Week was a part of this. We did not miss the opportunity to travel through different worlds through the short-listed books through daily experiences including secret story tellers, building book nooks and dressing up....all online.

From the Maths Leader

In Mathematics, St Clare's are preparing our children to be able to take an active role in the 21st century. In order to achieve this we need to be able to develop skills that are essential to maximise their ability to flourish. Areas such as problem-solving, reasoning and creativity, especially in mathematics, are some of the skills that will be vital to their future success.

To ensure this success, we have rearranged our Professional Learning Teams (PLT) structure to now take place across multi-levels, (P-2) & (3-6). We have also introduced greater flexibility by meeting the needs of individual level teams when required, for example, year level assessment progress.

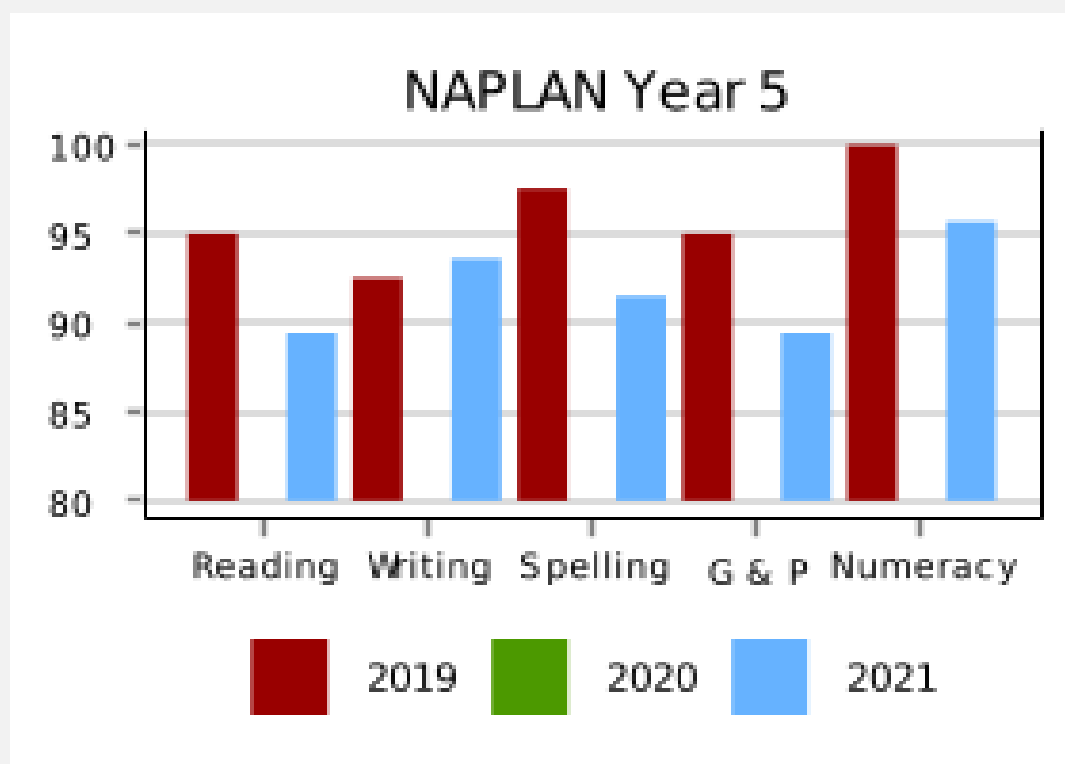
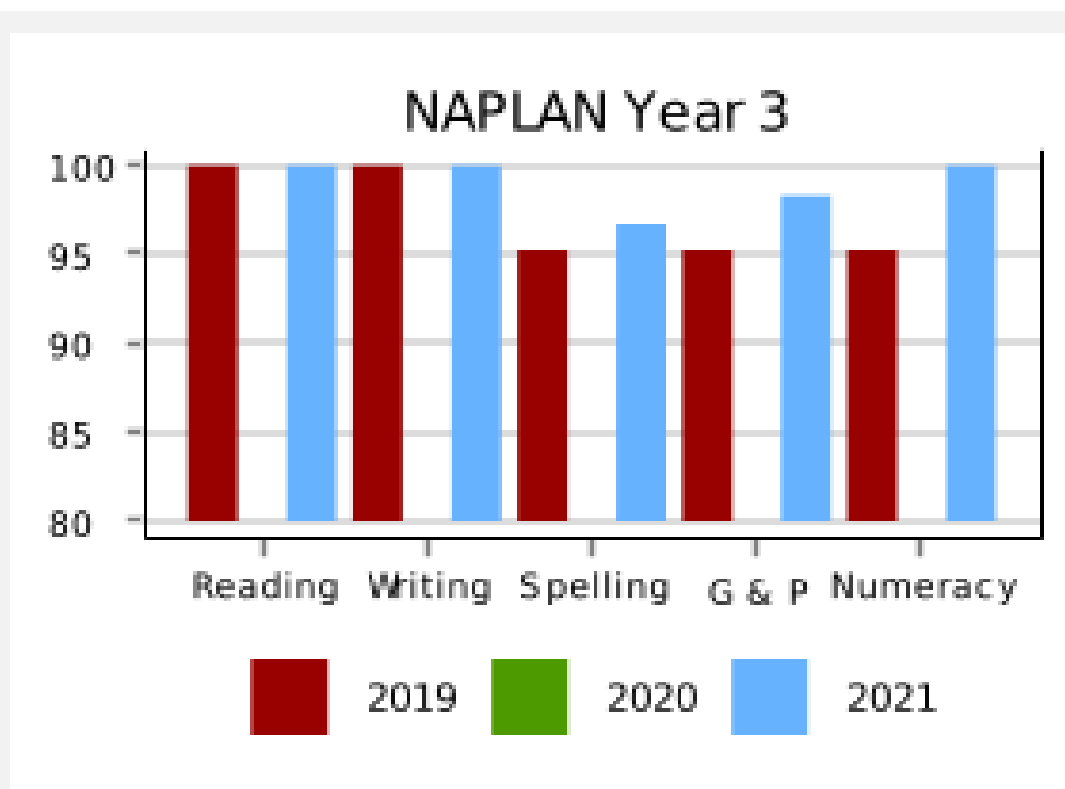
There is now provision for a greater emphasis on the 'Professional Learning aspect' in our PLT meetings. This structure allows time to read and discuss relevant professional literature and act upon recommendations where it is appropriate.

This PLT structure also aids the work with staff to focus on implementing the Capability's section of the Victorian Curriculum to drive improvement in delivering greater relevance and value.

The framework allows more time to plan within a mathematical context for:

- developing knowledge about social and emotional issues in everyday life
- how cultural viewpoints might be advanced,
- thinking critically and creatively around current real world issues, e.g. climate change
- exploring the potential of using problem-solving techniques in real life contexts in line with our Inquiry focus.

STUDENT LEARNING OUTCOMES



As a staff group, we spent time at meetings analysing results from our 2021 NAPLAN tests. We looked specifically at the value added from our Grade 3s initial success in 2019 compared to when they took the tests again as Grade 5s in 2021.

We also looked at the school's 5-year trend data, to notice how our school has been tracking across Reading, Writing, Conventions of Language and Numeracy. The analysis of this data

allowed us to make decisions about learning and teaching in 2022, to ensure progress continued to be made across the school.

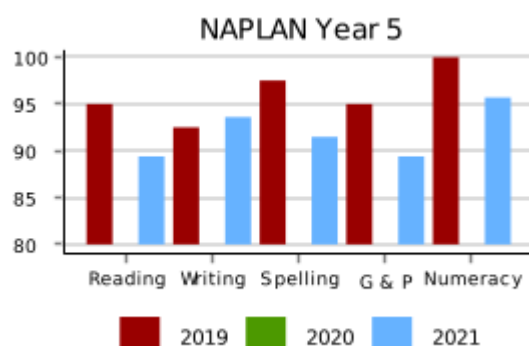
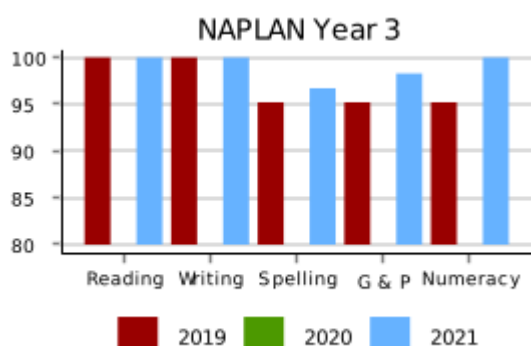
From this data, along with teacher observations, learning progressions and other sources of testing, we were able to identify students at risk to participate in our intervention program. Identified students from Grades 1 to 6 were selected to take part in intervention for Semester 1 or 2 in either Literacy or Mathematics. This intervention was in small groups or 1:1 with a dedicated Intervention staff member, thanks to the government grant for tutoring.

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | |
|--|-----------|-----------|-----------------------------|-----------|-----------------------------|
| NAPLAN TESTS | 2019 % | 2020 * | 2019 – 2020 Changes * | 2021 % | 2020 – 2021 Changes * |
| YR 03 Grammar & Punctuation | 95.2 | - | - | 98.3 | - |
| YR 03 Numeracy | 95.2 | - | - | 100.0 | - |
| YR 03 Reading | 100.0 | - | - | 100.0 | - |
| YR 03 Spelling | 95.2 | - | - | 96.7 | - |
| YR 03 Writing | 100.0 | - | - | 100.0 | - |
| YR 05 Grammar & Punctuation | 95.0 | - | - | 89.4 | - |
| YR 05 Numeracy | 100.0 | - | - | 95.7 | - |
| YR 05 Reading | 95.0 | - | - | 89.4 | - |
| YR 05 Spelling | 97.5 | - | - | 91.5 | - |
| YR 05 Writing | 92.5 | - | - | 93.6 | - |

* 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

Goal: To further develop a supportive school climate which fosters positive relationships and empowers every student to be a successful learner.

Intended Outcomes:

- That students' sense of wellbeing and connection at school will continue to grow.
- That students demonstrate greater responsibility for their behaviour and relationships

Achievements

Throughout 2021 student and community Wellbeing continued to be a priority focus at St Clare's, particularly in response to the worldwide pandemic. The leadership team and staff continued previous efforts to build a culture of welcome and respect throughout the school, ensuring students felt safe. There was a continued focus on building and supporting students social and emotional learning, both at school and when participating in remote learning. Depending on student needs, social and emotional learning opportunities were provided during weekly whole class lessons, the inclusion

of wellbeing activities on the remote learning planner, remote learning morning meetings, student check-ins, as well as small group and one to one counselling sessions. Upon returning to school emotional check-ins were part of the classroom daily routine, providing an opportunity for students to express how they were feeling at any particular point in time.

Feedback was sought from the community regarding Positive Behaviour for Learning (PBL) behaviour strategy and our school expectations. The majority of students, parents and teachers voted to change the expectations to Learner, Responsibility and Respect. St Clare's began the process of reviewing PBL, working with a PBL coach from Melbourne Archdiocese Catholic Schools. The community voted on new mascots and a new behaviour matrix was created. A big focus was on creating routines and implementing preventative strategies to support behaviour.

Throughout the year students were given some opportunities to participate in a number of whole school events and activities, both virtually and on-site, to strengthen morale and build peer relationships included R u okay day, National Day of action against Bullying and Violence and Day for Daniel. These promoted child safety awareness. During remote learning students had casual clothes days including favourite sporting teams and colour dress up days to boost morale. Acknowledging community wellbeing during remote learning was pertinent, by providing structured choice from the class learning menu as well as a day dedicated to wellbeing activities, supporting mental health for all in our school community. For classes trialling the zones of regulation curriculum, lessons were held online supported by the wellbeing leader.

The Student Learning Team was introduced as a strategy for teachers to refer students with social/emotional and behavioural learning needs. This consists of the Learning Diversity Leader,

Wellbeing Leader, Learning and Teaching Leader and if required Literacy or Maths Leader. The team identifies goals for the student, and actions to take to support the student.

Across the school, many opportunities were provided to promote the Wellbeing of students:

- Engagement with "Animal Therapy Dogs" - providing weekly sessions focussing on social emotional skills.
- Prep and Year 5 Buddy program/Year 1 and Year 6 Buddy Program where older students supported younger students to feel safe and valued at school and completed many activities together including learning about our school expectation.
- Positive Behaviour for Learning practices which continued to be a focus during onsite and remote learning, where students following school expectations received acknowledgement and a certificate shared via Seesaw.

Upon returning to school, a playground raffle was introduced, where students were given a raffle ticket when following the expectations outside, to place in their class reward jar. Every week a student's name was drawn out to receive a prize from the office.

- Safe Yard cards have also continued to be used as a way of collecting playground behaviour data. In the classroom, teachers acknowledge students following the expectations via Dojo points, pompoms and stickers.
- Zones of regulation social skills groups were held supporting students to identify and regulate their emotions by identifying the colour zones they are in (red, green, yellow or blue). Students learn to self-manage and regulate their behaviour using tools.

VALUE ADDED

- Building positive relationships and promoting student voice in student leadership roles including school leaders, wellbeing leaders, religious education leaders, sports leaders, digital technology leaders and environmental (B squad) leaders.
- Peer mediators were introduced where student leaders are rostered on during lunch and recess, to support children outside on the playground. A peer mediator's role might be to help solve small problems, find friends for children and make sure everyone feels safe.
- Across the school from Prep to Year 6 class reps were appointed to gather feedback from their class, make suggestions and discuss issues of concern. Furthermore, opportunities to be part of the 'garden gurus' and 'chook champs' were also promoted.
- Promoting a child safe environment was a focus upon returning to onsite learning. Reestablishing classroom routines and conducting regular emotional check ins was important.
- Lunchtime clubs were reintroduced where students have an opportunity to participate in fun and engaging lunchtime activities such as; music club, puzzles club, art club, garden club, games club and many more. This is a great opportunity for children to get to know each other from other classes or for those who prefer to be indoors during lunchtime.

- Transition processes are pertinent in addressing student and community concerns during key transition periods. Across the school transition processes including 'Step Up' day, where students meet their new teacher as well as providing an introductory teacher letter

to families. Year 6 transition opportunities included gathering feedback from students and families about their feelings regarding transitioning to secondary school, as well as an online parent Q and A addressing concerns.

- Prep transition processes were provided in a virtual format as well as one face to face session which allowed students to meet their new teacher and become familiar with the school environment. Buddies wrote an introductory letter that was sent home to their new Prep buddy.

- Weekly wellbeing lessons form part of ongoing teaching and learning of school expectations, respectful relationships and social and emotional learning. Upon returning to school post remote learning, there was a particular focus on ensuring students were calm and felt safe at school. Meditation and brain break opportunities were regularly implemented into the structure of the day. Where possible, links were made to the Religious education curriculum.

- New staff were inducted into the processes and procedures around Positive Behaviour for Learning Support

- Staff meetings focused on student wellbeing and child safety issues

- During remote learning, laptops were provided for families in need as well as learning packs sent home to promote a balance between online and offline learning.

- Promotion of wellbeing through Seesaw and the Family Engagement in Learning Newsletter, sharing articles, tips and resources.

STUDENT SATISFACTION

Survey feedback highlighted a mutual appreciation and supportive relationship that was built between students, parents and teachers. Thank you videos from the community were also examples of notable feelings of reciprocal support. Students wearing a colour that made them feel happy on 'R u ok day?' fostered a sense of community connectedness and an opportunity to share feelings.

"Teacher's support continued throughout the remote learning and this reassured my child that their teacher was there to help them and check if they were okay."

"Remote learning fostered a deeper level of appreciation for teachers and all the work they do."

"Morning meetings and afternoon check-in's allowed me as the teacher to check in on the students, supporting their wellbeing as well as the family's wellbeing."

STUDENT ATTENDANCE

Parents/Carers of students who are marked with an unexplained absence receive an SMS informing them that their child has been marked absent without explanation. Parents are asked to contact the school to provide an explanation for the absence.

Parents/Carers of students who miss out on a large number of days or accumulate several late arrivals are contacted by the principal to arrange a meeting. A plan is arranged to help improve the child's attendance/arrival on time.

Non Attendance

The Education Act 2013 requires that children of school age (six-seventeen years) resident in Victoria are requested to be in full-time attendance at a government or registered non-government school, unless they are receiving approved home tuition, correspondence education, or have been granted an exemption by the Regional Director. Classroom Teachers and the Principal have a further responsibility to ensure that unexplained absences are investigated and that high levels of absenteeism are explained.

Therefore:

- 1: Classroom teachers will contact parents/guardians on the third consecutive day of unexplained absence.
- 2: Leadership will make contact on the fifth day if unexplained non-attendance continues.
- 3: The Principal will contact the parents/guardians of students with high levels of absenteeism with a view to developing a plan to return to school and implementing strategies to minimise absences.
- 4: An official letter will be mailed to parents/guardians of students who are absent for seven or more days (cumulatively) in any given month.
- 5: Parents/guardians are expected to provide a medical certificate for students who are absent for more than two consecutive days. Ongoing unexplained absences or lack of cooperation regarding attendance may result in a formal conference being organised. Unresolved attendance issues may be referred to The Department of Human Services.

'Every day counts' (State Government of Victoria Policy) will be promoted on a regular basis via the school newsletter and app notifications.

Student absences will be reported on the formal school report in Semester 1 and 2.

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | |
|---|-------|
| Y01 | 93.6% |
| Y02 | 94.2% |
| Y03 | 93.7% |
| Y04 | 94.5% |
| Y05 | 94.3% |
| Y06 | 93.0% |
| Overall average attendance | 93.9% |

Child Safe Standards

Goals & Intended Outcomes

To improve and build upon the school community's understanding of Child Safe Standards and how these are implemented at St Clare's

Achievements

- Alignment of policies with Melbourne Archdiocese Catholic Schools for all people who enter the school grounds, including families, emergency teachers, external service providers
- A code of conduct is signed by everyone who works, in a paid and voluntary capacity at St Clare's
- All staff completed the e-learning module 'Protecting children - Mandatory Reporting' and other obligations
- Termly staff meetings updating staff on latest changes and implementation processes around Child Safety
- Promoting child safety via the Family Engagement in Learning newsletter as well as Seesaw learning app and Skoolbag communication app
- Social/emotional learning curriculum focused on ways children can protect themselves and how to respond to all forms of abuse
- Promotion of cyber safety and ways students can keep themselves safe online
- Acknowledgement of 'Day for Daniel', promoting child safety awareness
- Began development of a child safe, child-friendly policy

Leadership & Management

Goals & Intended Outcomes

Goals:

Build a professional culture of dialogue, trust and reflective practice to positively impact on improved student learning.

Intended Outcomes:

That staff engagement will improve (teamwork, empowerment and ownership)

That a culture of expert teaching is developed

Achievements

Intervention Framework - All Staff

ICON Training - School Bursar

Collaborative Practices - Collective - Principal and DP

Staff Retreat - Marg Carswell - Spirituality and Pauline Zappulla - Performance and Development Culture - All Staff

Agile School Leadership - Executive Leadership

Zones of Regulation - Executive Leadership

Coaching - All Teaching Staff

Positive Behaviour in Learning - Wellbeing Leader and PBL Team

Berry Street - Wellbeing Leader

Team Teach - Behaviour Training - Principal, DP, LDL and Grade 4 teacher

Through the lens of a child Early Years Forum - Wellbeing Leader and Gr1 Teachers

NCCD - Quality Assurance - LDL

Scripture - Marg Carswell (With St Catherine's staff)

Leading Improvement in your School - DP

Thrive Wellbeing - Maggie Farrar - Wellbeing Leader

Anaphylaxis Training - DP and LSO.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Intervention Framework Professional Learning Modules - School Improvement Team

Assessing Capabilities 2020 - Teaching and Learning Leader

Phonics in Context - Successful animated readers and writers - P - 2 teachers

Child Information Sharing Scheme - Principal and DP

Engaging in Sacrament - Sacramental Teachers

Grammar in Context - Principal and Literacy Leader

2020 NCCD - Moderation - Learning Diversity Leader

Finance Cluster Meeting - School Business Manager

Number of teachers who participated in PL in 2021

25

Average expenditure per teacher for PL

\$600

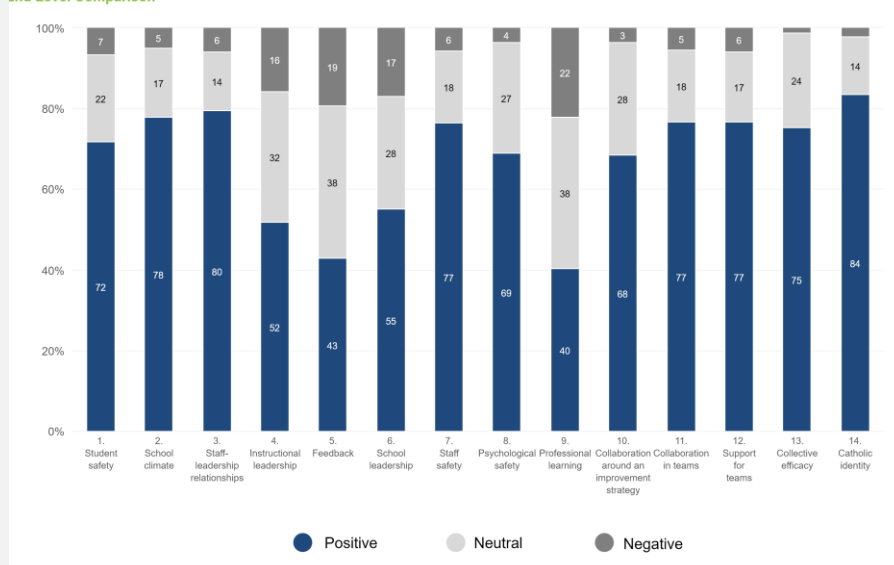
TEACHER SATISFACTION



E1292 St Clare's School

2021 Staff Responses Overview by Domain

2nd Level Comparison



TEACHING STAFF ATTENDANCE RATE

| | |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 89.9% |
|--------------------------------|-------|

ALL STAFF RETENTION RATE

| | |
|----------------------|-------|
| Staff Retention Rate | 95.1% |
|----------------------|-------|

TEACHER QUALIFICATIONS

| | |
|--------------------------|-------|
| Doctorate | 0.0% |
| Masters | 25.0% |
| Graduate | 20.8% |
| Graduate Certificate | 4.2% |
| Bachelor Degree | 75.0% |
| Advanced Diploma | 25.0% |
| No Qualifications Listed | 0.0% |

STAFF COMPOSITION

| | |
|---------------------------------------|------|
| Principal Class (Headcount) | 2.0 |
| Teaching Staff (Headcount) | 28.0 |
| Teaching Staff (FTE) | 24.2 |
| Non-Teaching Staff (Headcount) | 12.0 |
| Non-Teaching Staff (FTE) | 12.4 |
| Indigenous Teaching Staff (Headcount) | 0.0 |

School Community

Goals & Intended Outcomes

Goal: To improve student learning through family and school engagement

Intended Outcomes:

- That learning links between school, home and the broader community are strengthened.
- That parents and families will have an improved knowledge/appreciation of and engagement in the educational programs of the school.

Achievements

At St. Clare's, we continue to focus on family and community engagement and seek to enhance learning through collaboration and partnership. In 2020, we endeavoured to foster authentic learning relationships by capturing parent voices and fostering community engagement, acknowledging the importance of working in partnership to improve student learning. The school community sphere continued to be led by a Community Partnerships Leader, however, it is acknowledged that building a welcoming collaborative school culture is the responsibility of all. In 2021 during remote learning, parent engagement was crucial as families supported students to access learning from home, providing daily structure, support and routines to promote learning. The Seesaw learning app and google classrooms was used strategically by all classes with all students and families successfully connected to the app which provided teachers with the opportunity to share learning, set tasks and provide ongoing feedback to students. The acknowledgement of Seesaw protocols, during onsite learning, supported consistent and ongoing sharing of learning, encouraging two-way dialogue between the school and home. Home learning packs were also provided to support student learning. Offering a laptop borrowing scheme ensured all students had the opportunity to connect to learning and families had access to support student learning. The significance of the connections with families and the wider school community is fostered at St Clare's. All staff are committed to continue to find new and innovative ways to build relationships with families, respond to parent needs, support parents to engage in their child's learning, fostering authentic partnerships.

During 2021, many opportunities, both onsite and remote, were provided to promote community engagement:

- Prep Welcome Family BBQ
- Prep Home visits, an invitational opportunity to seek deeper knowledge about students and build authentic connections with families
- Community conversations seeking feedback about school practices and ideas for improvement
- Family Engagement in Learning opportunities across different year levels including maths nights, inquiry expos and online reading sessions
- Online school assemblies

- Online school disco
 - Weekly principal video messages shared during remote learning, fostering community belonging and connection
 - Remote learning updates including sharing learning and activities via Seesaw and google classrooms, regular phone check ins with families, learning conversations via video link or phone calls, multimodal tasks sent home, resource packs sent home to families and laptop sharing scheme
 - Virtual book week with leaders sharing a story of the day via seesaw and skoolbag
 - Assemblies and Fellowship via video link, including presentation of pupil of the week and celebration of birthdays
 - Ongoing dialogue and feedback regarding school processes, such as community feedback to improve remote learning procedures, home visit feedback and secondary transition perceptions
 - Virtual engagement opportunities such as Prep graduation, year 6 transition Q and A evening, learning conversations and Prep bedtime stories
 - Prep Orientation sessions fostering a sense of welcome were provided in a variety of alternative ways, given the limitations due to the pandemic.
- an online prep orientation parent information session with the principal was provided
- principal meet and greets via video to welcome families and get to know new students
- prep teachers visits to students at their kindergarten centre to introduce themselves and begin building relationships
- a meet and greet session was held in the classroom
- Storyland, Mathsland and Investigations videos shared with families
- a 'Beep and Greet' opportunity was provided where families drove through the school car park and students once again had an opportunity to see the teachers and distribute a welcome showbag to students with a wealth of information and activities for both families and students
- maintaining relationships with community organisations including kindergartens, Secondary Schools, St Clare's Parish, City of Whittlesea, Preston Reservoir Adult Community Education, Whittlesea Community Connections, Anglicare Victoria, Life without Barriers, Thomastown Library and Children's Protection Society, informing families of the various resources and support available in our local community. This included an opportunity for St Clare's to present at a local kindergarten about school readiness as well as secondary school representatives
- presenting at our online transition parent Q and A
- Parent Action Team collaboration continued to provide innovative ways to fundraise such as online raffles
 - Facebook page continued to evolve and provided another platform to share information with the community
 - Carols by candlelight online presentation
 - Improved communication including the family engagement in learning newsletter which continued to be distributed fortnightly providing classroom snapshots of learning as well as community flyers and reminders

2020 Annual Report to the School Community

- Other communication tools used were the Skoolbag App, school newsletter, awards, school website as well as Seesaw and Class Dojo apps
- Resources to support families during remote learning, including webinars, video links and information was shared regularly.

PARENT SATISFACTION

E1292 St Clare's School Primary

Overall and Domain Level Snapshot - Family

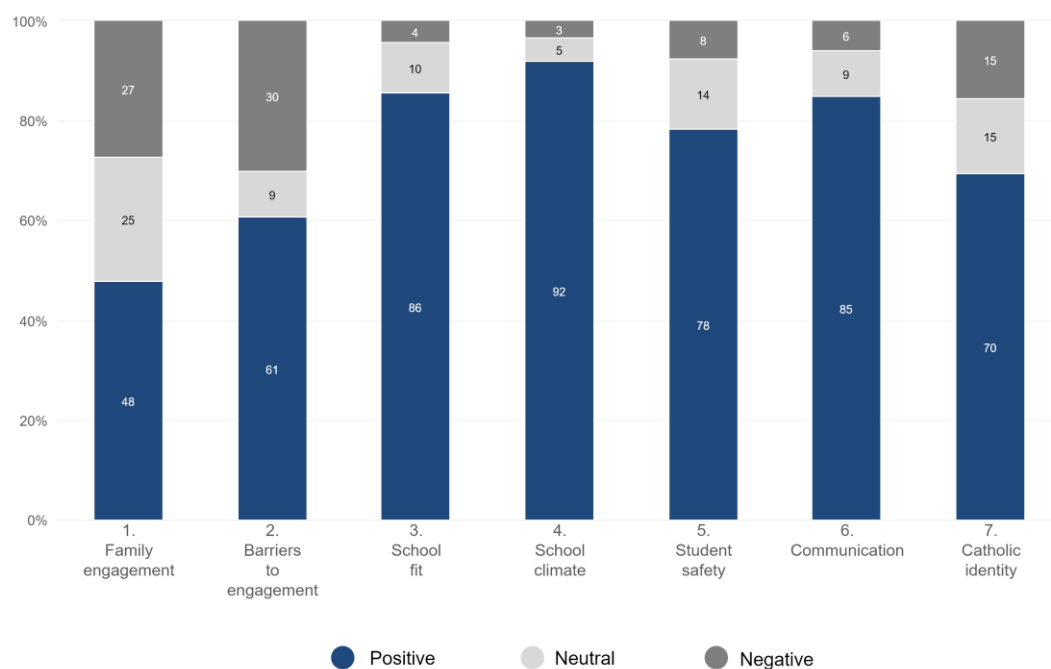
1st Level Comparison

| | | MACS average | 2019 | 2021 | Male | Female | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------------|---|--------------|-------|------|------|--------|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| DOMAIN | DOMAIN DEFINITION | Base (n=) | 7 761 | 48 | 47 | 22 | 25 | 5 | 3 | 6 | 13 | 3 | 13 | 4 | 0 | 0 | 0 | 0 | 0 |
| OVERALL | Overall school positive endorsement % | 69% | 75% | 74% | 75% | 73% | 79% | - | 66% | 75% | - | 68% | - | - | - | - | - | - | - |
| 1. Family engagement | The degree to which families are partners with their child's school. | 47% | 52% | 48% | 48% | 48% | 62% | - ** | 40% | 50% | - ** | 46% | - ** | - ** | - ** | - ** | - ** | - ** | - ** |
| 2. Barriers to engagement | Factors that can hinder a family's interaction or involvement with their child's school. | 64% | 90% | 61% | 54% | 67% | 60% | - ** | 50% | 56% | - ** | 51% | - ** | - ** | - ** | - ** | - ** | - ** | - ** |
| 3. School fit | Families' perceptions of how well a school matches their child's developmental needs. | 76% | 74% | 86% | 91% | 81% | 97% | - ** | 71% | 92% | - ** | 78% | - ** | - ** | - ** | - ** | - ** | - ** | - ** |
| 4. School climate | Families' perceptions of the social and learning climate of the school. | 85% | 84% | 92% | 95% | 89% | 96% | - ** | 90% | 95% | - ** | 88% | - ** | - ** | - ** | - ** | - ** | - ** | - ** |
| 5. Student safety | Perceptions of student physical and psychological safety while at school. | 73% | 71% | 78% | 82% | 75% | 86% | - ** | 69% | 82% | - ** | 71% | - ** | - ** | - ** | - ** | - ** | - ** | - ** |
| 6. Communication | The timeliness, frequency, and quality of communication between the school and families. | 74% | 73% | 85% | 92% | 79% | 95% | - ** | 74% | 87% | - ** | 81% | - ** | - ** | - ** | - ** | - ** | - ** | - ** |
| 7. Catholic identity | Families' perceptions of and engagement with the overall Catholic identity of the school. | 65% | 68% | 70% | 72% | 68% | 63% | - ** | 71% | 72% | - ** | 65% | - ** | - ** | - ** | - ** | - ** | - ** | - ** |

NOTE: Changes to the Barriers to Engagement questions in 2021 may have introduced variation into survey responses.

2021 Family Responses Overview by Domain

2nd Level Comparison



Future Directions

We look forward to 2022 with great optimism that the year will be a more stable time without lockdowns and remote learning. We will continue to make sure that there is clarity for our staff and wider community about what we believe as a school, with consistent teaching pedagogy from Years Prep to 6.

We look forward to relaunching our new and fresh PBL pillars of being Responsible, Respectful and newly added; being a Learner. Our goal is to have a consistent approach to behaviour using the Positive Behaviour in Learning model. Working throughout 2021 with staff, students and families we believe that we will be able to provide a safe environment for our students where boundaries are clear and expectations high.

We look forward too for the work to begin on the design of the new school administration building. This will create a new face for St Clare's which we hope for builders to be on-site mid 2023.