



St Scholastica's School Bennettswood

2021 Annual Report to the School Community



Registered School Number: 1598

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Minimum Standards Attestation

I, Jenny Rohan, attest that St Scholastica'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.

29/03/2022

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

St. Scholastica's School Vision

At St. Scholastica's we work in partnership with families and the community as we follow the teachings of Jesus.

The dignity of each person is respected and the diversity of our community is embraced.

Confident learners are developed who will question, challenge, respond and contribute positively to the world.

Each child's spiritual, academic, social and emotional growth is enriched.

We believe every student will experience success.

St. Scholastica's

"Never see a need without doing something about it."

Mary Mackillop

School Overview

St Scholastica's Catholic Parish School is situated near the corner of Starling Street and Burwood Highway. St Scholastica's Kindergarten is adjacent to the school on Pheasant Street. The school is easily accessible because of its location on a main thoroughfare and tram line - Burwood



Highway.

St Scholastica's Parish School was founded in 1959 and staffed by the Marist Sisters. The school first began with forty-five children in classes from Preparatory to Grade Two before eventually growing to its current structure of Preparatory to Grade Six. The Parish and school developed rapidly as it served the needs of the Bennettswood end of the Burwood Parish.

The Marist Sisters faithfully served the Parish and school until 1977 when the first lay Principal (Frank Donlan) was appointed.

In 2020, St. Scholastica's has a current population of 120 students.

The school has class groupings in 3 levels with 16 - 20 children in each class.

1 x Prep, 2 x 1/2, 2 x 3/4 and 2 x 5/6

The school has a rich tradition of supporting families and creating a strong community and family atmosphere.

Our school is an integral part of the Parish. Teachers and parents work in close partnership in preparing for sacramental celebrations. The other major identifiable feature of our school is the care and dedication of staff and their commitment to the needs of all children.

St. Scholastica's has a strong special needs team assisting NCCD funded students and other small groups requiring assistance. The student wellbeing committee is made up of student wellbeing and diversity leader, LSO's, principal and the deputy principal. This committee meets regularly. We also employ a Catholic Care one day per week.

Our specialists' programs cover PE, LOTE (Italian), Performing Arts, Visual Arts and English and Mathematics intervention. The library is well resourced in print and information technology resources Parental involvement is an integral and valued part of school life. Parents assist us in many ways including:

- Classroom Helpers -Literacy/Art /Excursions/Swimming/Inter-school Sports/Library Resource Centre
- Uniform swap shop
- Parents & Friends committee - this group is tireless in their efforts to create opportunities for social and fund-raising events.

In 2020, St. Scholastica's was reviewed. Our achievements and challenges were reviewed and these form the basis for the School Improvement Plan (2020 - 2024) and the Annual Action Plan for the year. Recommendations from this review will also be utilised to develop leadership capacity throughout all staff within the school. These recommendations will be implemented and worked upon by staff. The school looks to improve in all areas as this provides our students with great opportunities for future learning and participation in the overall life of the school.

Principal's Report

Reverence for the sacred dignity of each learner provides a foundation for pedagogy in a Catholic school. Through pedagogical choices educators seek to develop deep learning, powerful teaching and to create animated learners who are inspired by the Holy Spirit to act for justice and strive for the common good.

(Horizons of Hope: Pedagogy in a Catholic school, p. 2 & 6.)

Our St.Scholastica's Primary School working protocols:

- Catholic identity is the foundation of the community.
- Respectful and positive relationships strongly impact learning.
- Assessment and feedback which is rich and authentic forms a pivotal part of the teaching and learning cycle.
- A collaborative partnership between home, school and the wider community enriches learning.
- Learning which is designed collaboratively and guided by focused feedback improves teacher quality and student outcomes.

The school has a rich tradition of supporting families and creating a strong community and family atmosphere. An identifiable feature of our school is the care and dedication of staff and their commitment to the needs of all students.

The school was part of Cohort two for School Improvement - Learning Collaborative and working with CEM staff and Dr. Lyn Sharratt. This continued reinforcement of Visible Learning in all classrooms including Data Walls, Bump it Up, 5 Questions, 14 Parameters etc.)

The 'Learning walks' have given the opportunity for professional dialogue and this is to be used to improve teaching that will enhance the students' opportunities for learning.

During 2021 COVID 19 restrictions impacted many planned and regular school and community events. Despite the challenges, we had a very smooth transition between onsite and offsite (Remote) learning. Our small, supportive and cohesive community enabled strong support for all our community members.

Feedback from our online learning was outstanding and truly positive from all stakeholders. We were able to incorporate live teaching including small differentiated teaching groups in Reading, Writing and Mathematics along with live whole class instruction. Keeping the students engaged was a high priority and teachers were able to deliver teaching and learning in a highly engaging and purposeful way. On behalf of the . Scholastica's community, I congratulate all our teaching staff and our many Learning Support officers along with Leadership for their outstanding work and commitment during remote learning.

In 2020, St. Scholastica's undertook a school review. Our achievements and challenges were highlighted and these now form the basis of the School Improvement Plan (2021 - 2024) and the

Annual Action Plan for the current year. Recommendations from this review will also be utilised to develop leadership capacity throughout all staff within the school. These recommendations will continued to be implemented and worked upon by all staff. As a school, we strive to improve in all areas of school life, as in doing so, we provide our students with great opportunities for future learning and participation in the overall life of the school.

One of the highlights for the year was our Building Project at Scholastica's Primary School. This has been in our plans for some time and it finally came to fruition in 2020/21. We have new flexible learning spaces and a newly refurbished Junior area. The project is due to be completed early 2022.

Finally, I am steadfast in my belief that the central message of Jesus Christ provides the example for all that we are and all that we do. The close connection to the parish continues to be an important basis of why we exist and provides us the opportunity to further develop the faith of our students and community. As a school, we will work to improve the opportunities for our students and continue to learn with our students and for our students.

School Advisory Council Report

Thank You - A message from the School Advisory Board 2020 and 2021 Remote Learning

On behalf of the St Scholastica's School Advisory Board, we would like to acknowledge and extend our heartfelt thanks and appreciation to our families, our children and our teachers for their outstanding efforts throughout the remote learning and teaching experience. The worldwide Covid-19 pandemic resulted in enormous change in every area of our lives. In this state of flux, our school and its staff, displayed resilience, agility and ability, to continue to provide a schooling experience that prioritized our children's' needs and our unique sense of community.

To the teaching and administration staff, thank you for all your efforts during these past eight weeks of remote schooling. We were so impressed with the way you embraced this significant shift in learning, in such a short period. Additionally, you as a staff, continued to ensure that our families all felt connected and supported throughout these unprecedented times. A special mention needs to go to our Principal, Jenny Rohan, who worked tirelessly to continue to lead our community throughout.

To all the parents, we thank you and appreciate your patience and understanding. Many of you had to juggle work commitments with assisting and/or overseeing the remote learning of your children. This is not an easy task and we would like to acknowledge your role in the experience.

Finally, to our wonderful children. Whilst we acknowledge that the remote experience contained many challenges, we do want to recognise the students' resilience, dedication and open-mindedness to their new experience of education. They have been remarkable!

Next week, we extend a warm welcome back to all of our students and families for a traditional face-to-face teaching and learning experience and we do trust that you will all appreciate having our children in our corridors and classrooms again.

We wish every one of you a smooth, happy transition return to St. Scholastica's.

Once again, thank you!

Education in Faith

Goals & Intended Outcomes

Goal: To continue to enhance, promote and celebrate the Catholic identity of St Scholastica's school.

Intended Outcome: That all members of the community will be able to further articulate and model their understanding of being a part of the Catholic community.

Achievements

In 2021, the school worked together to be a strong Catholic community during the COVID pandemic. We welcomed our new Parish Priest Father Think who comes to our school weekly to visit with the students and staff.

St. Scholastica's Catholic identity throughout the school year was represented by discipleship. The staff, students and families worked together during a very challenging year to provide our school community with the support it needed.

Our School Motto is 'To Live, To Love, To Learn' and we achieved this by supporting each other, adapting to the needs of our school community and providing the best education we could during a global pandemic.

To live: As a staff we provided on site opportunities to students whose parents were essential workers.

To Learn: Students were provided face to face contact with their peers and teachers daily. This supported their social and emotional wellbeing.

To Love: The school community came together to support each other. School assemblies were held online where we could all be together beginning most assemblies with Prayer led by the children.

Our school vision is referred to in our school regularly. We have it located in the school foyer and it is referred to on school tours for perspective parents, It speaks to who we are and what we stand for. It is displayed on our school website and is actively used to identify our focus for staff meetings.

VALUE ADDED

Sacraments

The Sacrament of Reconciliation was celebrated for the Year Three students including the parent faith night, reflection day and the Sacrament.

The Sacrament of the Eucharist was received for the Year Three and Fours from the previous year.

The Sacrament of Confirmation was also received for the Year Six and Year Sevens from the previous year. The included the parent faith night, reflection day and the Sacrament.

Liturgy

Liturgy celebrations were limited during 2021 due to COVID. However, we were able to celebrate Ash Wednesday Ashes, Christmas Carols as a community and End of Year Mass.

Vision

Our School Vision displayed on our website, in our school foyer and on our school meeting agendas.

Please not many activities only occurred in Term one due to Covid Restrictions for 2021 even when students returned onsite to school.

Learning & Teaching

Goals & Intended Outcomes

Goal: To provide a rigorous contemporary learning environment that challenges and empowers students to grow as active, independent and successful learners.

Intended Outcomes:

That student outcomes in Literacy and Numeracy will improve.

That student engagement in learning improves.

Achievements

St. Scholastica's vision is to develop confident learners who will question, challenge, respond and contribute positively to the world. We work together to enrich each child's spiritual, academic, social and emotional growth and believe every student will experience success. This vision has continued to be built upon in 2021 despite the challenges schools faced with further remote learning.

This year's main focus was to improve Literacy and Numeracy results. We continued to work with the Eastern Region of Melbourne Archdioceses Catholic Schools, Lyn Sharratt and the Learning Collaborative. A main part of our work was looking at ways to engage students online with their learning and provide feedback to continue their learning. We also began work with the region using Simon Breakspear work to develop and enact Rapid Action Plans to focus on the work we were doing in Mathematics.

Much of Term Four was focused on reconnecting students with their learning and school and therefore a conscious effort was made with recommendation from CEM to focus solely on English and Maths.

The Teachers, Staff, Parents and Students should be congratulated for their outstanding commitment, positive mindset and dedication to engage in the very best of education and learning opportunities for all during such a challenging time. The staff commitment to the academic and social emotional needs of the students and support the families needed was to be commended. Constant adaptations were being made to provide the best learning for all our students.

Student Progress

Students participated in ongoing assessment to teach to point of need.

Used data walls to track student progress in English and Maths.

Learning walks by the Principal and Deputy Principal/ Teaching and Learning Leader who ask the students; What are you learning? How are you going? How do you know? Where/Who do you go to for help? How are you going to improve?

A very strong focus was placed on Social, Emotional Learning, Literacy and Maths when the students returned to school in Term Four.

Intervention

Maths intervention Year 1 - Year 6 in small focus groups.

English intervention Year 1 - Year 4 individual or small group throughout the week.

Facilitated Planning

T & L Leader participates in Facilitated Planning weekly with each level online and face to face when the students were back on-site.

Planning involves the use of student data at every meeting to plan and implement teaching at point of need.

Remote Learning continued for much of 2021

All students were provided with a computer device if required.

Face to face instruction online in small focus groups and whole class time with students and teachers was prioritised.

LSOs worked with NCCD students online.

English and Maths intervention was maintained throughout remote learning.

Students who required supervision were provided opportunities to participate in online learning with these peers at times.

Parent Teacher interviews were conducted to maintain communication with parents during this time.

Teachers provided feedback on students work.

Learning Intentions and Success Criteria were provided for students on all lessons.

English and Maths was taught everyday with the exception of flexible Friday.

STUDENT LEARNING OUTCOMES

PAT Reading and PAT Maths data was used to track growth over the year. This was completed in November. Data may have been impacted by limited on site school time throughout a challenging couple of years.

Junior English Testing P - 2 - Testing occurred in the junior classes in February and November. This tracked reading decoding skills using Alpha Running Records. Students were also assessed on Record of oral language in February.

Pre and post assessments for reading comprehension, writing, and Maths number units were completed when students were at school.

NAPLAN was used to assess the Year 3 and 5 students in 2021.,

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	82.4	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	94.4	-	-	88.2	-
YR 03 Spelling	100.0	-	-	94.1	-
YR 03 Writing	100.0	-	-	93.8	-
YR 05 Grammar & Punctuation	94.7	-	-	100.0	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	100.0	-	-	94.7	-
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 continue to develop a culture where wellbeing enhances confidence and resilience.

Intended Outcome: That students will develop an enhanced sense of ownership and responsibility for their learning and behaviour.

Achievements

During the 2021 year, the school community collaborated to maintain a sense of wellbeing and community throughout the uncertainty pandemic learning created. We maintained relationships between children, staff and parents in new ways and together provided a safe, welcoming environment for each person, whether onsite or learning remotely. St Scholastica's online learning model saw us building on our capacity to hold class gatherings, lessons, house and school assemblies online. As we gradually returned to onsite learning we maintained some of these practices in order to maintain a Covid-Safe environment.

Staff professional learning included ways to engage children and provide them with opportunities for choice and voice in learning incorporated into online learning and tasks. Staff explored ways in which Mental health underpins a learning community's ability to be resilient and to learn during change. They explored ways of identifying and addressing mental health concerns and how we could promote positive mental health during the transition back to onsite learning. A specific focus on Visible Wellbeing helped the teachers to explore and audit how classroom routines, designs and visual aides can support children to engage and begin to manage their own wellbeing independently.

Our local data indicates that our students enjoy coming to St Scholastica's, are included by others and feel safe at school. Most students feel their teachers are supportive and helpful and our recent review has provided opportunity for us to review our Child Safe practises and procedures and communicate the finer points of these to our community.

VALUE ADDED

During the 2021 school year the following achievements and ongoing practices ensured the successful operation of St Scholastica's Primary School in the area of Student Wellbeing.

This Social and Emotional Learning (SEL) program-

- A whole school approach to our SEL program fosters independence, resilience and the skills to work collaboratively with others

- The whole school covers the same Resilience, Rights and Respectful Relationships (RRRR) topics per term so that the key components of the program can be continuously reinforced in everyday school life, parent communication and in all areas of the school.
- Wednesday at 2.30pm is the assigned time for our social and emotional learning program
- Staff reviewed our Wellbeing Policy in order to create a consistent approach to wellbeing throughout the classrooms, it was revised in 2021 to take into account the use of "Visual Wellbeing" practises.
- BeYou continues to be the umbrella for all our wellbeing initiatives.
- St Scholastica's is part of a local Resilience, Rights and Respectful Relationships Community of Practise, enabling us to work closely, support and be supported by staff in other schools.
- "About Real Life" Puberty & New Life sessions for Year 5/6 children.
- "About Real Life" Parent Session held for parents of Year 5/6 children.
- The Circle Time strategy was explored and modelled to classroom teachers as a tool for exploring personal and social capabilities and conflict resolution in real time.
- Child Safe Standard 7 was explored through the RRRR program and through our participation in national events such as National Day of Action Against Bullying and Violence, Day for Daniel and Safer Internet Day

Student Voice and Participation is promoted.

- Senior School Leadership Positions see the Year 6 students maintain active roles in running school assemblies and are encouraged to develop a social conscience by participating in such events as the Bandana Day and St Vincent De Paul Appeal.
- We have reinvented and promoted our existing House system as a way of prioritising a sense of support, belonging and collaboration. It provides opportunities for children to lead and to work together, creating a truly cohesive environment, ensuring that age is not a barrier to friendship and collaboration.
- A Student Representative Council with representatives from Foundation to Year 6 are elected and encouraged to become active citizens within the school community.
- Class meetings are encouraged and regular SRC meetings are held to further give the students a voice and encourage leadership responsibilities across all grade levels.
- The Buddy System throughout the whole school and local kinder (Journey) promotes healthy relationships and leadership skills between students in our school.
- The Year 6 students each have a teacher buddy as a mentor and guide to enhance their leadership skills and engagement at school.
- Playtime Clubs offer enrichment activities such as craft and gardening, which is run by students with the support of Learning Support Officers and staff to make play times more inclusive, particularly for students with additional needs

Family and Parent Engagement is encouraged.

- Weekly parenting ideas and wellbeing updates in the newsletter

- Regular free access to parenting seminars and workshops offered by the Whitehorse City Council, Be You and eSafety Commission
- Regular information provided about wellbeing initiatives, social and emotional learning within the school in the newsletter
- 'Open door' culture to encourage parents to visit, problem solve and seek support as required

Safe and supportive environment for all students is developed.

- Program Support Group (PSG) meetings for any child with additional learning or wellbeing needs
- Personal Learning Plans (PLP) are developed for a targeted approach to individual needs
- Parent/Teacher Interviews and Teacher/Teacher transition meetings.
- Access to a School Catholicare Counsellor for the support and wellbeing of students and families.
- Students identified with health risks such as asthma, anaphylaxis and other medical conditions have an action plan which includes a photo displayed in the Staff Room.
- First Aid training has been completed by all admin and leadership personnel.
- 'Working with Children Checks' for all parents working in the school are completed.
- A playground supervision roster has been devised to ensure all students have the opportunity to play with their peers in a safe environment.

Safeguarding Children

- Wellbeing, Child Safety, Behaviour Management and Cyber Safety Policies were reviewed.
- All staff continue to use School-wide Positive Behaviours to promote and discuss student behaviour providing consistency across the school.
- Identifying and preventing bullying is addressed through our Bullying Policy, SEL lessons and participation in community focus days such as the National Day Against Bullying and Violence, Safer Internet Day, Day for Daniel.
- A "Child-Friendly, Child-Safety Policy" is provided so students are aware of the measures put in place at St Scholastica's to protect them.

STUDENT SATISFACTION

MACSSIS Data indicates 89% of the children believe Teacher-Student Relationships are an aspect of our school they feel is going well. Similarly, a high proportion of students suggested a strong sense of belonging to the school and felt rigours expectations were in place.

STUDENT ATTENDANCE

The school continues to work with parents with those students who are absent from school on a regular basis. Structures have been set in place for continued communication to ensure that parents are aware of their responsibilities and the disadvantage to students who spend time away from the school.

Parents are required to email the classroom teacher or make a phone call to the school administration officer the morning of the absence who will mark this directly to nForma. If the school has not been informed of a child's absence by 9:30am then contact is made with the parents to ascertain the reason for the child not attending school. The addition of the Skoolbag app for phones has created another convenient way to communicate any absence. Total absences are then documented in each child's school report for the semester. The school administration officer checks the online attendance roll each day then proceeds to ring the family to verify the absence,

Ongoing unexplained absences or lack of cooperation regarding student attendance may result in a formal conference being organised. Unresolved attendance issues may be referred to D.F.F.S.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	91.4%
Y02	89.1%
Y03	94.2%
Y04	95.7%
Y05	97.4%
Y06	95.5%
Overall average attendance	93.9%

Child Safe Standards

Goals & Intended Outcomes

At St.Scholastica's we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. We are committed to strengthened practice for the protection of children in line with the Victorian Government child safety reforms.

Achievements

In 2021, the following actions were included in our overall commitment to Child Safety

- The Ministerial Order 870 was reviewed at the start of the year along with the "Protect- Four Critical Actions" procedures.
- Child Safety is prioritised as an agenda item in all Staff Meetings, and School Advisory Council meetings by reading and reviewing current articles and commentary to broaden our understanding of key issues in this area.
- A Wellbeing Survey is used to gauge students from F-6 sense of safety, inclusion and engagement.
- Survey data and playground data is used in forward planning and timetabling.
- Our Child Safety Policy was updated.
- Our Child Safe Code of Conduct was updated.
- Our PROTECT- Identifying and responding to abuse reporting obligations policy was updated
- Maintenance of our School Website ensured up-to-date Child-Safe documents and policies were available to the community.
- Child Safety information, policy and ideas are presented to parents through our school newsletter.
- Social and Emotional Learning is taught to increase children's capacity to use their voice and implement protective behaviours.
- Teachers use the Resilience, Rights and Respectful Relationships learning materials to develop students' social, emotional and positive relationship skills.
- Child safety is highlighted throughout the community by celebrating significant national events including: Day for Daniel, National Day Against Bullying and Violence, NAPCAN Week. This is followed by exploration of related materials in the classroom.
- All staff completed Mandatory Reporting online Professional Development.
- Cybersafety was addressed through an online incursion during remote learning.
- Leadership personnel are part of a Rights and Respectful Relationships Community of Practice with local schools

Leadership & Management

Goals & Intended Outcomes

Goal: To further develop a culture of high expectations and accountabilities of all.

Learning Intention: That building a strong, supportive, professional team will facilitate improved student outcomes and engagement.

Achievements

In 2021 we continued on our journey for improvement from our Review in 2020. Mathematics has been our focus and we have worked in partnership with MACS staff to lead this key improvement area.

This year we have continued to be a part of a Learning Collaborative with Dr Lyn Sharratt from Ontario Canada through the support of Catholic Education Melbourne Eastern Region. We are continuing to implement the Parameters and all learning from other schools and analysing data and using action research to track our progress for improvement. Each day we endeavour to go on a Learning Walk into the classrooms to seek feedback from the students about their learning. As a school we are concentrating on Parameter 1 and 14.

All leaders attend network meetings in their sphere to maintain a high level of current knowledge and best practises in education.

The school has continued to have a strong commitment to Leadership Management in 2020 by having consistent representatives across all levels of the school being part of the Leadership team. The school's leadership team consisting of Jennifer Rohan (Principal), Kasey Easdown (Deputy Principal, Education in Faith and Learning & Teaching Leader), Chrsiitne Reed, (Student wellbeing and Diversity Leader), Steven McNamara (Year 5/6 Teacher) and Brooke Cincotta (Year Prep Teacher) met to address School Improvement.

Regular PLT's in Maths and Literacy, as well as the other Key learning areas, continues to improve pedagogy knowledge for staff and this continues to increase the professional dialogue within sessions. New professional relationships continue to develop and this is evident by the support given to each other in times of need, both personal and professional.

The continuation of back to back planning, as well as the opportunity to meet with Leaders and Facilitated planning have created continuity and consistency between grades.

Evidence of the school's continued managerial practices include:

- Regular Monday morning staff meetings- Weekly Briefings
- Literacy and Numeracy Professional Learning Teams

- Maths Project - CEM
- School Leadership team meetings
- Leadership meetings with CEM staff to build Leadership skills.
- Skoolbag phone app used to all families
- Annual Review meetings
- Regular staff PSG meetings that highlight the needs of students at risk
- PSG meetings with Parents and Students
- Use of data to inform Teaching and Learning
- Weekly Facilitated planning
- Leadership and staff to focus on improvement through our School Improvement Plan and Annual Action Plan, (Education in Faith, Teaching & Learning, Student Wellbeing, School Community& Leadership & Management).
- Maintenance issues throughout the school were addressed e.g. Building Project
- Expectations and clarity of roles outlined through staff meetings
- Policies updated for review.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

All staff -teaching, non-teaching, administration staff and LSOs attended Professional Learning throughout 2021. These included some school based Professional learning days, PLT's and in-services. Much of 2021 PL was online due to COVID.

- Religious Education Leaders Networks
- Primary Student Services Network
- Preparing LNSLN Applications
- Leadership for Learning & Teaching in the Eastern Region
- Regional Deputy Principal Network
- Regional Principal Network
- CEM - Eastern Region Maths Networks
- CEM - Eastern Region English Networks
- Learning Collaborative -Lyn Sharratt
- Personalised Learning Plans
- NCCD
- Professional learning teams in Maths PLT - P - 6

- Professional learning teams in Literacy P - 6
- P - 6 Reporting and moderation sessions
- Simon Breakspear Eastern Region Networks.
- Mathematics assessment online PL.

There is of course other Professional learning that occurs on a daily basis including the expectations of staff at the commencement of the year, information sessions with outside agencies.

Number of teachers who participated in PL in 2021	0
Average expenditure per teacher for PL	\$0

TEACHER SATISFACTION

St.Scholastica's staff is to be congratulated on their outstanding response to COVID and onsite and remote teaching and learning. All demonstrated great diligence and enthusiasm to continue to provide a rich and engaging learning environment. They willingly shared and supported each other during these challenging times.

Staff are aware of our school improvement strategy and understand how our resources, processes and procedures align with our school improvement plan. The Review in 2020 highlights the need to make this more visible to all staff.

Staff are to be congratulated on their continued efforts to assist all students in progressing their learning and maintaining a strong a sense well-being in our students.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	96.5%
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ALL STAFF RETENTION RATE

Staff Retention Rate	85.7%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	40.0%
Graduate	10.0%
Graduate Certificate	0.0%
Bachelor Degree	60.0%
Advanced Diploma	40.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	14.0
Teaching Staff (FTE)	10.4
Non-Teaching Staff (Headcount)	10.0
Non-Teaching Staff (FTE)	8.3
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Goal: To continue to build dynamic partnerships that nurture and enrich learning for all.

Learning Intention: That students engage with, and contribute to, the community in ways that are meaningful and impact on their learning.

Achievements

Our school continues to be supported by a dedicated parent community who seek many opportunities to participate in the life of the school through: a dynamic Parent and Friends and School Advisory Board and all their subcommittees and numerous other school activities.

St. Scholastica's has a very strong connection within our school community. The school consists of staff members and parents who attended the school as students, This speaks volumes to the school in which everyone belongs.

During Covid and remote learning the school worked really hard to stay connected with the community through weekly assemblies where families were invited to attend, online parent teacher interviews, videos from the school staff to the families, video which included family photos from our community. In the lead up to Mother's Day families were invited to come to the front of the school to collect a plant for their mother. Pictures from students were displayed on the front windows of the school. The website included work from students.

Although affected by Covid in 2021, we have continued to build upon and maintain connections within our local community including volunteers from the parish and working with the local Kinders, Some main connections include:

- The P and F Committee which holds fund-raisers, Mother's Day stalls, Snag Lunches etc throughout the year.
- A very active School Advisory Board met online and provided feedback Being3 and Journey Early Learning participate in Art activities and library borrow from our school library weekly.

Ongoing community events were adapted but continued in 2021 including:

- Involvement of parent groups and parents in ongoing dialogue regarding Student learning and well-being.
- Continue to provide opportunities for parents to meet regarding students' academic progress - parents can meet teachers formally three times per year.
- The use of Care monkey and Skoolbag.
- Utilising the ties the school has with the wider community, for example St. Vinnie's..
- Facebook, Twitter and Instagram was used as a Social media communication option to promote and advertise learning and teaching.

- Participation on committees and celebrating the social life of our community through various fund-raising activities.
- Art, Music & Story time sessions for pre-schoolers with local kindergartens.
- The St.Scholastica's School Advisory Board have actively demonstrated their interest in the welfare of our school through participation in P & F events and always supporting the school and staff.
- P & F Social functions and events, some cancelled due to COVID
- Open Days were held throughout the year. Tours conducted by Principal or Deputy Principal. Signs were erected outside school and Kindergarten visits all helped promote the school.

PARENT SATISFACTION

We received much positive feedback from parents both written and verbal particularly during COVID this year.

"To all the staff at St. Schol's, thank you for all the wonderful work you are putting in with online learning. The new changes to the format have made homeschooling easier and more enjoyable for both "child" and his parents. In particular, we love the live small group teaching sessions as it is like being in the classroom environment. "Child" definitely pays more attention this way. Again, thank you for all your hard work. Stay safe and hopefully we will see you again once school returns." Grade 1 parent

"Thank you everybody sincerely for the effort and work that has been provided for "child" . I am so pleased with the amount of work "child" is doing and getting through. It has been brilliant. Our family cannot thank the staff enough" Grade 5 parent

Communication was an area of strength and highlighted our efforts to keep communication a priority between the school and families.

Future Directions

The school is very excited with the work that has been achieved over the last 12 months and looks forward to 2022 with great optimism and enthusiasm. There is great clarity in what we need to improve in, and we will endeavour to ensure that any new learning improves the opportunities for student outcomes.

It is very important that there is an understanding of the important use of data and throughout 2021, much work has been achieved in pinpointing exactly where the strengths and challenges of each student. This will continue into 2022. We are now part of a Maths project for the 2022.

In 2022 a new focus will be on Literacy and we are part of a Literacy Intensive partnership with the Eastern Region our intent is to focus on Reading.

We look forward to engaging with Dr.Simon Breakspear in 2022 to ensure clarity and direction in our school improvement strategies.

Collaborative planning and the work of Lyn Sharratt was implemented throughout 2021. We look forward to continuing this journey and implementing more aspects of this work in 2022.

As we were reviewed in 2020, for 2022 we will revisit the School improvement Plan and Annual Action Plan. We will work with the Eastern Region staff to support us in implementing recommendations for whole school improvement.

Our new building project will finish and we look forward to celebrating with our whole School and Parish our new facilities.