



St Anne's School Sunbury

2021 Annual Report to the School Community



Registered School Number: 1758

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Contact Details

ADDRESS	16 - 24 Stewarts Lane Sunbury VIC 3429
PRINCIPAL	Noelene Hussey
GOVERNING AUTHORITY	Melbourne Archdiocese Catholic Schools Ltd
TELEPHONE	03 8746 6800
EMAIL	principal@sasunbury.catholic.edu.au
WEBSITE	www.sasunbury.catholic.edu.au
E NUMBER	E1294

Minimum Standards Attestation

I, Noelene Hussey, attest that St Anne'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.

03/03/2022

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

United in love and called
to discipleship,
St Anne's Catholic School is
committed to developing a community
of lifelong learners who are;

- Passionate
- Self motivated
- Creative
- Resilient

Striving for excellence to
make a positive difference to our world

School Overview

St Anne's, established in 1978, is located in a growing outer suburb of Melbourne. It caters for primary age school children from Sunbury and surrounding areas. Our community is made up of families from a variety of cultures and backgrounds, so we aim to ensure there is a sense of inclusiveness for all.

The school's philosophy is that our learners are central to all we do. They are at the heart of all our endeavours, and we aim for them to be happy, confident and successful, who use their knowledge and gifts for the benefit of those around them. Our beliefs and educational practices reflect and support the gospel values of faith, love and respect. This is supported by our Religious Education program, which gives our students the opportunity to grow in faith, and celebrate in the Catholic tradition.

Our environment offers every student the opportunity to engage in learning, develop as a whole person and strive to reach his or her potential. St Anne's has high expectations and strives to meet the needs of all students. Our community works collaboratively in a lifelong learning journey and in doing so, supports one another in contributing to our ever-changing world. Our contemporary learning approach is personalised as it responds to the needs, interests and experiences of each student. Our students are empowered with the skills, knowledge and capacities to respond to the challenges they will face in their world. Our aim is to enable every student to be a successful and engaged lifelong learner. Our flexible learning spaces, discovery centre / library, multipurpose area, bright classrooms and multi — sports oval and sensory garden allow for flexibility and alternative spaces for learning. Information Technology is fully resourced and regularly updated to support the students personalised and inquiry learning.

We endeavour to provide a caring and supportive environment where the fostering of tolerance and respect is a priority for all members of our learning community. We recognise, value and respect the uniqueness of each child, so they reach their full potential. The many wellbeing programs being offered provide opportunities for our students to feel a sense of inclusiveness, support and connection to our school. Some of these programs include; student leadership, restorative practices, intervention / extension programs, peer mediation, friendship stop and transition programs.

The school plays an important role in the community by developing close links and partnerships with the parish groups and the wider community. Our aim is to ensure the development and wellbeing of our students and families increase by the building and strengthening these links and partnerships. We encourage the active engagement of parents in their child's learning, so a collaborative partnership can be developed

Principal's Report

It is with much pleasure that I present my 2021 report to the community.

2021 continued to be a challenging year for our community as we once again had to navigate ourselves around COVID restrictions and remote learning. Even so, I am very proud of the efforts of our staff and parents to ensure our students were engaged and motivated to continue to learn. Credit needs to be given to our staff who were very agile and flexible to move from face to face teaching to remote seamlessly and continued to effectively teach our students and meet their individual needs.

Our parents continued to play a vital role in assisting their children at home, keeping them motivated, even though at times it was very difficult when they had their own work and family commitments.

Our students made us all proud with the effort they put in to produce good, quality work. They were resilient, creative and persistent, even though they were missing out on extra curricula activities such as excursions, sporting and art events, concerts, camps and even socialising with friends at school.

Staff continued to monitor the well-being of our students and families and many check-ins occurred over this period. Staff ensured they were always available to answer any questions or concerns from both parents and students.

Although our students spent the majority of the year learning remotely, they continued to produce work of a high standard and many went beyond expectations to demonstrate their understanding of the concepts being taught.

Our school community cherished the times our children were present at school and used these times to re-establish friendship groups, routines and school expectations. There was a 'buzz' as the students walked into school and met their friends after such long breaks.

Our 2021 goals and intended outcomes gave us the direction we needed to implement some strategies, ensuring we were able to provide a balanced education to meet the needs of all our students. We strategically planned our work in the five spheres throughout the year, which meant we were able to successfully reach most targets and achieve set goals.

School Advisory Council Report

The School Advisory Council reviewed the Working Together in Mission Charter.

Their feedback was valued regarding the delivery of remote learning. The Council sought out feedback from our parent community and were able to assist the school to ensure our programs were supporting our children while learning at home.

The Council reviewed our school uniform policy. Adjustments were made to ensure our children felt comfortable wearing our uniform. The Council consulted with our uniform coordinator to assist her to oversee the changes.

The Council were a great support to me throughout 2021. Their enthusiasm, diligence and dedication was most appreciated.

Education in Faith

Goals & Intended Outcomes

Priority 1: Religious Dimension

To strengthen our school's identity as a place where Catholic faith is integrated with everyday life

That students' diverse issues, experiences and thinking are brought into dialogue with the Catholic tradition.

That staff has knowledge and commitment in presenting and enacting the catholic tradition in the context of a faith community.

That families are engaged in authentic opportunities to come into dialogue with their faith and catholic traditions.

Achievements

The COVID pandemic continued to have a significant impact on the many programs and strategies we implement to develop our faith as a school community. Although COVID disrupted our plans, I feel that the initiatives and celebrations we introduced throughout 2021 ensured our faith development remained a priority

Our major focus for 2021 was for staff to develop a deeper understanding of the privilege it is to work in a Catholic school. All staff participated in professional learning opportunities to further develop their own faith and to realise the commitment required to be leaders of faith in their classrooms. The program, Answering the Call, was led by Ange Virgona and staff feedback was that the engaging presentation was easily transferred to their own lives in a Catholic school and most importantly in the classroom.

Our Catholic Identity was further embedded by all classes setting up rich prayer experiences, especially in the morning. This continued during remote learning, allowing our students to share and reflect on God and His importance in their lives. During remote learning, we continued to have our school community share celebrations such as St Anne's, Sacred Heart, the Assumption and Mary MacKillop's feast day. Our Monday morning prayer services continued once we returned to school. They were recorded and sent home to allow our parent community join in our prayer services.

Our Sacramental program was once again affected, but we were able to celebrate Reconciliation and Eucharist. Unfortunately Confirmation had to be postponed and will be held early in Term One in 2022. Information sessions allowed our parents to gain a deeper insight into the significance of the sacrament. They were then able to support their child to be prepared to celebrate the sacrament.

Our School RE focus for Lent was 'Aspire to BE MORE, not have more.' The Pedagogy of Encounter was used successfully by staff to be able to establish engaging provocations that allowed our students to understand the importance of Lent as a way to prepare for Easter. They learnt the importance of giving to the marginalised in our society. This was supported by Project Compassion and giving to the poor.

Throughout 2021, we were determined to keep our faith development a priority. I feel we achieved our goal, even though we faced many challenges. Our students had many opportunities to experience and to learn about their Catholic faith and traditions. Our professional learning

provided our staff with deeper insights into the teachings of our faith and traditions. Our families had opportunities to share in our liturgical and prayer celebrations.

VALUE ADDED

School Masses, Class Prayer Services, Assembly Prayer all delivered remotely

Sacrament Preparation - Reconciliation, Eucharist and Confirmation information sent remotely to be shared with families

Professional Development for Staff focussing further developing our understanding Lent and the significance of working in a Catholic school.

Celebration of St Anne's Feast Day, Mother's / Father's Day and Grandparent's Day, Mary MacKillop Feast Day

Learning & Teaching

Goals & Intended Outcomes

To embed our knowledge of highly effective teaching practices so we can ensure continuous growth for all

That we are proficient in the use of data, through rigorous dialogue and analysis that informs practice.

That we have a deep understanding of the progressions of learning across years, subject areas and their interconnectedness to drive differentiation.

We strategically reflect individually and collegially on our practice, in order to strive for continuous improvement

Achievements

The COVID pandemic meant that we did not achieve everything we hoped to during 2021. Even so, I am proud of our successes under such trying conditions.

Literacy

Throughout the period of remote learning we continued to run our reading groups, writing conferences and individual goal setting. Literature circles kept our senior children engaged with high quality literature and guided reading supported our junior children to learn the necessary skills to be competent readers.

Differentiation of our strategies, questioning and grouping was a focus for teachers when planning Literacy lessons throughout 2021. These strategies and programs included language experience, guided reading, literature circles, and levelled literacy intervention.

We continued to expand our response to intervention by training staff in ERIK, PERI and Sounds Write programs. We continued with Multi-Sensory Learning (MSL) to support our at risk students. The range of programs were offered to meet the diverse needs of our students.

Our Book Week activities, strengthened the profile of Literacy in the school. Classroom activities, recess and lunchtime activities, writing competitions, quizzes and a book parade were ways we made literature 'alive' during this very special week.

Numeracy

During remote learning, a lot of emphasis was placed on measurement, chance and data but as the pandemic continued we changed our focus to number, ensuring our activities were engaging and very accessible for students learning at home.

We continued to upskill teachers during online professional learning meetings and facilitated planning sessions. Teachers were very creative with the way they presented math tasks to their students and overall, good progress was made by all cohorts.

Collaboration between Maths Leaders at Prep, One/Two, Three/Four and Five/Six aimed to ensure consistency in programming and pedagogy across the school, supported by regular meetings and sharing of ideas at leadership level. Teachers continued to reflect upon how the needs of students with differing abilities might best be addressed within the context of the remote

classroom program. Anecdotal feedback from both teachers and students was testament to the effectiveness of such opportunities.

Essential Assessment continued to be one way to ensure there was a whole school approach to formative and summative assessment. Feedback from teachers indicated that they were able to use all three tools to triangulate the data to guide and inform numeracy teaching.

Teachers continued to embrace their daily informal interactions with students during Mathematics sessions as opportunities for valuable data collection.

Inquiry

The pandemic meant that our Inquiry units in Term 3 and 4, although well planned and executed did not live up to our expectations. Lack of resources, immersion opportunities and collaborate working opportunities impacted on our students engagement and outcomes.

Students participated in units of Inquiry designed to build their understanding of our six Big Ideas - History & Tradition, Earth & Environment, Communities & Citizenship, Science & Discovery, Health & Wellbeing and Design & Innovation. As well as focusing on building content knowledge, students deepened the level of sophistication with which they could apply the different learning processes, such as the scientific process, the design process and the research process. To support our students' development into independent and self-managing learners, we continued to use the St Anne's Learning Dispositions in both targeted and incidental ways.

We believe that 2022 and learning at school will allow our children to be fully immersed and engaged in their inquiry learning.

Digital and Design Technologies

Remote learning meant that our staff and children's technological capacity developed very quickly and efficiently. Our students learnt to access Google Meets, post their work in many varied ways and our staff learnt quickly to access programs to ensure their students had many engaging ways to present their work. St Anne's continues to provide 21st century learning opportunities for all students to enhance their learning. To facilitate this, students in Prep- Two utilise iPads and Students in Years 3-6 Chromebooks. We continued our Digital technologies program which focused on the design technology curriculum, especially robotics, coding and STEM (Science, Technology, Engineering and Maths). Groups of students represented St Anne's at the Kids Teaching Kids Conference.

We were successful at the Catholic Education Melbourne MAD Showcase winning the overall prize for our presentation on the Water Cycle. We continued working with Western Water and Scienceworks.

St Anne's continued to maintain its status as an eSmart School which provided us with a framework for developing policies, practices and whole school processes to support the creation of a cyber safe environment. As part of this, students completed two eSmart activities per term and the school celebrated eSmart week in September. We had Trent and Sam from the Cybersafety Project facilitate staff and parent sessions on being safe when using the internet.

Our Staff continued to have a strong commitment to the collection of data to drive focussed teaching and curriculum design. Our Staff strive to ensure there is an inclusive environment, and they are committed to their student's improvement. Differentiation practices are embedded across

the school. Emphasis is placed on explicit instruction, provision of small group, targeted individual instruction and support. Allocation of human resources aligns strongly with the school's improvement agenda and its commitment to individual needs. Teachers provide students with constructive feedback in relation to their learning. This feedback is mostly aligned to the learning intention and success criteria.

STUDENT LEARNING OUTCOMES

There was an increase in reading data in Year 5 in 2021 due to the emphasis on comprehension skills. Writing in Year 3 showed improvement due to the focus on the process of the craft of writing.

Numeracy improved in both Year 3 and 5. Over the past years a focus has been on the development of Number skills with an emphasis on place value.

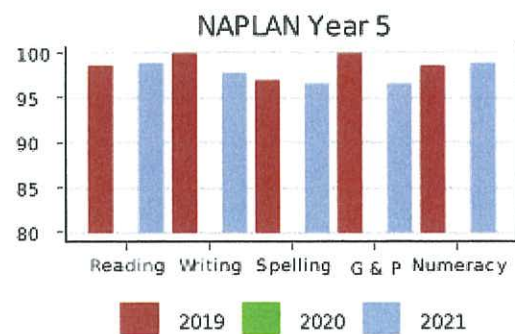
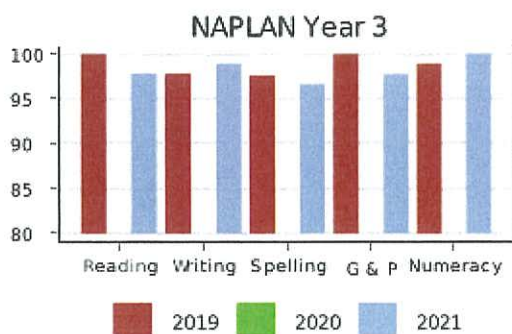
Although our Year 5 students learnt remotely for most of last year, our children showed the expected growth in their NAPLAN results in all areas.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019	2020	2019 – 2020	2021	2020 – 2021
	%		Changes	%	Changes
		*	*		*
YR 03 Grammar & Punctuation	100.0	-	-	97.7	-
YR 03 Numeracy	98.9	-	-	100.0	-
YR 03 Reading	100.0	-	-	97.8	-
YR 03 Spelling	97.6	-	-	96.6	-
YR 03 Writing	97.8	-	-	98.9	-
YR 05 Grammar & Punctuation	100.0	-	-	96.6	-
YR 05 Numeracy	98.6	-	-	98.9	-
YR 05 Reading	98.6	-	-	98.9	-
YR 05 Spelling	97.0	-	-	96.6	-
YR 05 Writing	100.0	-	-	97.8	-

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

To embed our knowledge of highly effective teaching /wellbeing practices, so we can ensure continuous growth for all

- To build staff capacity and understanding to manage student behaviour
- To build the knowledge and understanding of St Anne's school community of anxiety and its effects on our students and parents
- To build students' knowledge and skills in developing self-management strategies

Achievements

Our Student Wellbeing took on a very important role during remote learning. It was decided that the wellbeing of our students and families needed to be a priority at all times. I am proud of our achievements in doing this and the efforts of our Wellbeing Leaders and teachers were outstanding.

Achievements

Having a team of three leaders has enabled us to improve the way we are meeting the needs of students and staff members requiring support. Regular Wellbeing meetings were held to track our students and ensure strategies were in place to allow them to fully participate in learning and socialising with their friends. Additional staff has allowed a greater presence and availability to support both teachers and learning support staff. This has made it easier to develop positive relationships and a greater sense of teamwork. We have employed a school counsellor and a psychologist to provide additional support for our students and parents.

Our Positive Behaviour for Learning (PBL) initiative which outlines our core values - Respect, Resilience, Responsibility and Safety continued to make positive changes to the behaviour management of our students. Expected behaviours were explicitly taught and monitored by staff. We have seen the positive impact this has had on our school community through PBL initiatives such as weekly awards for displaying our values within the community, and using raffle tickets to celebrate positive behaviour on the yard. We commenced a review of our Behaviour Management Map which will be ongoing into 2022 with input from staff, students and the wider school community.

We continued to work with behaviourist, Dan Petro. He continued to provide suggestions to teachers and leaders to assist us to provide a positive approach to challenging behaviour. Support plans were implemented for students needing to regulate their behaviour, Chill out spaces were provided at recess and lunch breaks. We also consolidated our teaching of the Zones of Regulation, so students were supported to regulate and manage their behaviour. Morning routines were introduced (greeting, prayer, activity schedule).

The high number of students deemed eligible for SWD funding has resulted in 27 learning support officers assisting them integrate into our school. Intervention programs have been implemented. Learning Support Officers and our Learning Diversity Leader implement and assess the success of intervention programs and strategies. Emphasis was placed on developing and implementing Individual Learning Plans. The process was individualised for each student and all goals were set to ensure learning or social needs were being met.

The Student Representative Council has continued their great work being the voice of the student body. This was evident within their work to support anti bullying initiatives such as National Day Against Bullying and Violence. The SRC continue to reflect the core values of St. Anne's and through their leadership our students have been able to create a warm, pro social, welcoming environment.

Parent Support group meetings continued during remote learning and were held online. Discussions were very valuable during this time, so work could be adjusted, and that we were made aware of any difficulties the students may be having learning from home.

VALUE ADDED

- Parent Forums for those who have a child diagnosed with special needs
- Counselling Services available
- Transition programs for children in Prep and Year 6 as well as students in other years
- Friendship Stop Program
- Lunchtime Clubs -computer, techno, computer and reading club
- Active Student Representative Council (SRC)
- Parent to Parent Support Group
- 'Chill Out Space' for children who find the playground over stimulating
- Sensory Garden where children can experience play using all five senses
- Play pod where children can play creatively with mixed materials
- Student membership of the PBL team

STUDENT SATISFACTION

We completed a survey with our Students on their return to school after remote learning.

Our students feel they are connected to the school. Our students were feeling isolated at home and when they returned they felt safe and engaged in their learning. They indicated that they were able to work without being disturbed in their classrooms. Our parents have also indicated that their children feel connected with their teachers and peers Our students feel positive at school. They are engaged, motivated to learn and achieve, and they have a positive perception of their ability as students. They find their learning stimulating, and they feel their teachers are empathetic.

STUDENT ATTENDANCE

Parents are required to ensure their child attends at St Anne's Catholic Primary School every day, during normal school hours of each term. Where their child is unable to attend school it is the parent's responsibility to contact the school on that day to inform them and to provide the school with an explanation for their absence.

Parents are responsible for contacting the school when their child is unable to attend the school on any given day. In the event that contact is not made with the school on the morning of the absence and the absence is reflected in the daily attendance records, the school will make immediate contact with the parents to inform them of this occurrence. Contact will be made with parents via a text message and a request made for an immediate response to explain their absence. This will be sent to parents prior to 9:30am. Where a parent fails to respond to the initial contact by the school within 1 hour, a second attempt to contact them will be made via direct contact. In the event that this communication remains unsuccessful, a subsequent attempt to contact individuals identified as the student's emergency contact will be made. The school will make all reasonable attempts to determine the location and wellbeing of the student. If, following contact, the student's safety has been established, but no explanation has been provided within 10 school days, the absence will be recorded as an unexplained absence and will also be noted in the student's file.

If the student is absent on a frequent basis, the teacher informs the Student Wellbeing Leader who then consults the Principal. Together they will decide the next steps. In most cases this is to arrange a meeting with the parents, which usually result in support structures introduced for the student to attend school on a regular basis. If unexplained absences still occur, then the Manager of the Regional Office will be contacted.

During remote learning students were considered to be present if they checked in with their teacher in the morning. Parents contacted their child's class teacher if he or she was not able to complete work that day. If a student did not check in regularly, Wellbeing Leaders were informed and contact was made with parents.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	94.8%
Y02	95.2%
Y03	93.9%
Y04	94.0%
Y05	93.1%
Y06	93.7%
Overall average attendance	94.1%

Child Safe Standards

Goals & Intended Outcomes

St Anne's continues to hold the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the gospel. St Anne's acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

Throughout 2021 our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse

Achievements

During 2021, St Anne's Staff further developed their understandings of how to implement 'PROTECT' procedures. Leaders also completed learning modules that focussed on Responding to all forms of Abuse in Victorian Schools.

The embedding of policies and commitments into everyday practice

- Child Safety Standards remains a regular agenda item at School Board meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed.
- Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and students management, duty of care, and reporting requirements.

Training of teachers, non-teaching staff and volunteers

- All teaching & non teaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually.
- Volunteers are provided with regular briefings on acceptable behaviours and are required to read and sign the school's Child Safety Code of Conduct every time they enter the school site.
- Staff members have completed the Victorian Department of Education and Training 's on-line Mandatory Reporting module.

The participation & empowerment of students

- The school's Child Safety Action Plan focused primarily on the promotion and participation of student and safety. Education about healthy and respectful relationships and the development of resilience through participation in the Daniel Morecombe Foundation Keeping Kids Safe Program played a fundamental role in achieving this outcome. This culminated in the review of our 'Child Friendly Code of Conduct' developed and review by the Student Representative Council (SRC) and communicated to students via relevant learning opportunities and made available to the broader school community via the school website.

Consultation with the community

- St Anne's continues to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.
- The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via parent information nights, the school newsletter and website.

Human Resource Practices

- St Anne's continues to implement robust Human Resource practices ensuring the suitability of any staff member or volunteer permitted to participate in 'Child Connected Works'.
- To achieve this the school implements rigorous screening processes which have a child safety focus and include:
 - o Position advertisements
 - o Position descriptions
 - o Referee Checks
 - o Key Performance Indicators have a Child Safety focus
 - o Victorian Institute of Teaching Registration (VIT)
 - o Working With Children Checks & National Criminal Record Checks
 - o Screening of Casual Relief Teachers, Contractors and Volunteers.

St Anne's remains committed to ensuring the well-being and safety of all students under its care by actively implementing, reviewing and improving its child safety strategy

Leadership & Management

Goals & Intended Outcomes

That we are proficient in the use of data, through rigorous dialogue and analysis that informs practice

That we have a deep understanding of the progression of learning across years, subject areas and their interconnectedness to drive differentiation

We strategically reflect individually and collegially on our practice, in order to strive for continuous improvement

Achievements

Our enrolments stabilised at 640 students. We have 28 classes and the average size is 23

COVID meant we needed to be very creative leading the school. Many recordings were made to keep staff updated about the latest regulations and requirements. Expectations were also shared with staff as well as ensuring their wellbeing was a priority at all times. Leaders supported the teachers by overseeing planning sessions, facilitating level meetings with a focus on wellbeing as well as answering any questions particularly when there was a lot of uncertainty about remote learning. When planning, leaders focussed on discussing and planning the best online teaching practices ensuring continual student progress.

Professional Development was provided to ensure all staff was kept updated about best teaching practices. The focus of this professional development was to raise their awareness and capacity of effective online practices ensuring they are meeting the needs of all students in their class.

Our Student Representative Council (SRC) continued to have an input into various aspects of St Anne's. They promoted the National Say No to Bullying Day, informed students about several fund-raising initiatives, as well as facilitated numerous activities during recess and lunchtime breaks. The SRC held regular class meetings to ensure the students have had an opportunity to express their opinions and ideas to ensure St Anne's is the best school it can be.

Leadership Teams participated in Professional Development focussing on Agile Leadership with Simon Breakespeare. They also participated in coaching sessions with a GROWTH coach. This has helped them to develop their capacity as team members, given them confidence and the skills to have difficult conversations and set goals and strategies on how to achieve them.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Unfortunately, many planned professional learning opportunities were postponed due to lockdown. Even so many staff participated in online professional learning opportunities such as webinars.

Weekly Staff Learning Meetings and Professional Learning Team Meetings focussing on Literacy, Numeracy and Student Voice

RE - Mr Ange Virgona - Answering the Call - our commitment to be teachers in a Catholic school

- Simon Breakespeare - Agile Leadership
- Pauline Zappulla - Positive teams and Professional Learning Plans for all staff
- Behaviour Management - Dan Petro
- ASD - anxiety, triggers, FBA
- NCCD - Adjustments to support learning
- Network Meetings focussing on Literacy, Numeracy, Learning and Teaching

Number of teachers who participated in PL in 2021	45
Average expenditure per teacher for PL	\$1500

TEACHER SATISFACTION

Feedback from staff indicated that when we returned to remote learning there was a lot of angst, uncertainty and high levels of stress. As the staff quickly reverted to remote learning and continued to develop their technology skills their morale and satisfaction stabilised. This was due to staff members feeling very supported by their leaders

Staff members feel there is a greater opportunity for formal and informal processes that enable them to receive feedback and how they are performing in their roles. Staff members feel they can approach leaders to discuss issues and leaders have a good understanding of the challenges they encounter while teaching at St Anne's .

They feel there is good teamwork amongst all members with good communication and that colleagues can be relied upon when support and assistance is required. Staff members feel they have a clearer understanding of what is expected and required of them.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	78.6%
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ALL STAFF RETENTION RATE

Staff Retention Rate	94.2%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	15.9%
Graduate	15.9%
Graduate Certificate	2.3%
Bachelor Degree	86.4%
Advanced Diploma	22.7%
No Qualifications Listed	0.0%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	57.0
Teaching Staff (FTE)	47.1
Non-Teaching Staff (Headcount)	38.0
Non-Teaching Staff (FTE)	30.1
Indigenous Teaching Staff (Headcount)	1.0

School Community

Goals & Intended Outcomes

To continue seeking diverse and authentic partnerships that enhance learning outcomes for all.

That families are actively engaged in the life of the school

That authentic and strategic partnerships are developed within the community, based on identified needs.

Achievements

During COVID it was vital that we worked in partnership with our parents and school community. We quickly realised that if our students were to have a positive experience we needed the support of our families. Many regular videos were sent to parents to keep them informed about the latest restrictions, learning expectations and well-being information. Teachers were also aware of the need to keep our parents informed, and we received a lot of positive feedback that they were aware of the expectations of remote learning, and they felt very connected to their child's teacher.

In an attempt to keep our families morale high, we sent home 'fun' videos each week. This included our Tic Toc dancing and our CCI Investigation episodes. We had a whole school virtual movie night to celebrate the end of the term. We continued to provide many fun activities that families could complete together. We tried to maintain our special events by providing online opportunities for families to celebrate Mother's and Father's Day, Grandparents Day, our Feast Day and Footy Day.

Parents were invited to attend webinars focussing on cyber safety. These webinars supported our parents with ideas and suggestions to support their children as they were participating in remote learning. We received very positive feedback from our parents.

We continued to liaise with CERES about our sustainability, Scienceworks and the Catholic Education Office for our STEM initiatives and Hume Council for our gardening initiatives.

The School Advisory Committee (SAC) and the Parish Education Board (PEB) continue to support the school as it aims to meet all the goals set in the Annual Action Plan.

PARENT SATISFACTION

Parents have indicated they are very satisfied with the school. There continues to be an increasing sense that the school is receptive of, and understands the views and concerns of parents.

They feel they have a greater opportunity to engage and collaborate with staff. They also indicate that the school has had a greater focus on improving its performance. Throughout 2021, they felt supported and were appreciative of the efforts all teachers made to ensure remote learning was successful, engaging and accessible for their families.

Future Directions

To strengthen our school's identity as a place where Catholic faith is integrated with everyday life That students diverse issues, experiences and thinking are brought into dialogue with the Catholic tradition

- That staff has knowledge and commitment in presenting and enacting the Catholic tradition in the context of the faith community
- That families are engaged in authentic opportunities to come into dialogue with their faith and Catholic traditions

To embed our knowledge of highly effective teaching practices so we can ensure continuous growth for all

- That we are proficient in the use of data, through rigorous dialogue and analysis that informs practice
- That we have a deep understanding of the progressions of learning across year, subject areas and their interconnectedness to drive differentiation
- That we strategically reflect individually and collegially on our practice, in order to strive for continuous improvement

To continue seeking diverse and authentic partnerships that enhance learning outcomes for all

- That families are actively engaged in the life of the school
- That authentic and strategic partnerships are developed within the community, based on identified needs