

St Elizabeth's School

Dandenong North

2022

Annual Report to the School Community



Registered School Number: 1762

Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report3

Vision and Mission4

School Overview5

Principal’s Report7

School Advisory Council Report9

Catholic Identity and Mission10

Learning and Teaching12

Student Wellbeing17

Child Safe Standards21

Leadership23

Community Engagement27

Future Directions30

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Minimum Standards Attestation

I, Christina Ferguson, attest that St Elizabeth'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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

10/03/2023

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

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

St. Elizabeth's Parish School is a Catholic Parish Primary School striving to make faith real in the world for all within our care. Parents and Staff support our students to grow to their full potential as active participating members of the faith community following Christ's example.

Our school is focused on safety for our school community in all areas, including the physical, the relational and the digital environment.

Our educational purpose is to meet the needs of the current generation by supporting all our students to become independent and self-motivated. We encourage them to be learners who have a deep understanding about themselves, others and the world around them. We strive to develop their capacity to build and maintain relationships and actively and positively contribute to the global community.

As teachers, we see ourselves as a community of lifelong learners committed to the provision of innovative learning opportunities for every student. We believe that focused teaching brings about powerful learning. We take advantage of contemporary tools and learning environments to support the provision of relevant, rich and personalised learning opportunities.

School Overview

St Elizabeth's Parish Primary School is a Catholic school offering education to all people of faith, but focusing on faith as experienced within the Catholic tradition.

Our school is situated on the boundary of Dandenong North, Noble Park North and Mulgrave. Set in a natural setting with large grounds and modern buildings, we offer a well-resourced learning environment to all our Foundation to Year 6 students.

Most of our enrolments come from within our Parish, but some of our students come from a wider area. Many families appreciate that we are just around the corner from Nazareth College, and they like the fact that all their children can attend schools close to each other. Others come from families who have had a close association with the school as past students themselves, or they enrolled their children here and continue their enrolment even after moving out of the area because the school offers them what they seek in a primary education.

Whilst the majority of our students come from a Catholic faith background, we also have children from families with other faith traditions. We welcome, respect and acknowledge that these faiths have great value whilst we affirm the fact that we are proud to be part of the Catholic Education system of Victoria. Our multi-cultural nature ensures that we have a rich and diverse community, with a close spiritual connection. Our church is attached to our school, so we see ourselves very much a vital part of our St Elizabeth's Parish community.

Our school was built over 40 years ago to educate a growing number of children, but once the development of the outer south-eastern growth corridor began, the school slowly dropped in numbers. Now the area is again going through a period of change as house prices rise in the area. This has attracted people who can afford the investment and appreciate the ease of access to the Monash Freeway and Eastlink for access to the city. We welcome people of many faiths, and are a school of choice for many due to our diversity. We currently have an enrolment of just under 210 children.

St Elizabeth's is contemporary in its approach to education. We strive to provide our students with an education that will enable them to continue to be active learners all their lives. We educate our students for an uncertain future, but we do so with an emphasis on ensuring their well-being and encouraging their personal happiness. We educate them for their future, not our past. This has resulted in a great focus on student engagement, purposeful learning, a contemporary approach to use of the physical environment and the seamless integration of technology.

Our most valuable resources are our teachers and support staff. They are committed to our vision and have a strong understanding of the importance of enabling each child to reach their own potential. This means offering learning at the stage they need it and treating each child as an individual learner. The staff has excellent pathways to professional learning, where all our staff are provided with professional learning on what are best teaching and learning practices and supporting them in implementing this. This has been crucial in improving student outcomes.

The school is organised into communities of learners with 3 classes or home-groups in each community. Class sizes range from 14 to 22 depending on the year level. Having teachers work together in a community means that we get greater efficiency of learning and better use of teacher skills, understanding and knowledge.

We offer Specialist programs in Visual Arts; Performing Arts; Physical Education; Chinese. We are also very fortunate to have seven Learning Support Officers assisting teachers in helping our students achieve success. We also offer Mathematics and Literacy intervention and extension programs.

Finally, we see ourselves as partners in the learning process with parents. Parents are and will always be the primary educator of their children. Working on a basis of trust we work together to encourage and support each child to become the very best person that they can be.

At St Elizabeth's all children are known and provided with the best opportunities and support to flourish.

Principal's Report

2022 was the year as a school we were hoping to regroup from the impacts of COVID and endeavour to rebuild and capture many of the things that were not achieved in 2021. Even though we had challenges with illness and resetting our lives back to normal school life, we were able to achieve this.

As a school community, we had to re-imagine what our expectations were post COVID, looking more so where each child was at in their learning journey, both academically and socially and the impacts of remote learning. Each week, staff would reflect on their expectations and practice and redesign the following week if required to ensure that our students were still receiving a quality education. This saw staff become innovative in their planning and delivery of lessons, as well as responding to the needs of their students from their demeanour, input and output.

As a school leader, it is very rewarding to be a part of a community that wants the best for all within it, where my role is to support, guide, nurture, facilitate and lead all in our community. I believe this important work can only be achieved if all members of the school and parish community work together as a team, as we did in this second year of the pandemic.

2022 was a year of reflection post COVID, but also a year when the school was undergoing review. It provided us with a great opportunity to reflect on the goals of the last four years.

Our four-year plan was to:

- enable our students to connect their faith to the real world through prayer and scripture
- develop an explicit and inclusive school improvement plan that underpins our Catholic identity
- analyse student data to improve teaching practices resulting in the improvement of student outcomes
- routinely evaluate the effectiveness of current teaching practices
- strengthen the alignment between curriculum, planning, assessment and reporting continue to build a stronger collegial culture of mutual trust
- continue to develop authentic community partnerships to improve the wellbeing of all

Upon our reflection process pre- and post-review, it was very evident that we were able to achieve many of these. It was rewarding to see that in the four-year period that strategies and processes that were used in the past to enable this success had to be changed and adjusted, which enabled for this success, where there was a great deal of learning in many other areas.

2022 was a very successful year, whereas a school we achieved so much more than we thought possible. It was a year like no other that has changed our view and practices on teaching and learning, which we carry with us moving forward.

Christina Ferguson

Principal

School Advisory Council Report

2022 started with challenges and great uncertainty for our school year as we transitioned back to learning back at school. On behalf of the Board, we would like to thank and congratulate Christina and the staff for the great work done to keep the students committed to learning and engaged in our faith, as well as coming up with new ideas to keep the students socially connected and giving opportunities for families to connect and share in prayer and celebrations.

I would like to thank the School Advisory Council for their ongoing commitment, enthusiastic views, and discussions, as well as their input and support to the school community over the last 12 months. Your dedication and passion is to be commended.

Thank you to the School Advisory Council members who left this year as their term came to an end. It has been a pleasure and your contribution to the Board has been a valuable one. I would also like to thank Christina, Luke and Jessica for their reports of the on-goings of the School.

I would like to thank Kate for updating us with the events and views of the parish, doing a marvellous job connecting the school and parish as a community.

I would like to praise the Parents and Friends Committee for their ongoing support and fundraising efforts.

The School Advisory Council's role is to advise and support the Parish Priest, Principal and school in decision-making processes that will ensure the school runs smoothly and successfully, meeting regularly with 2 meetings held each term.

This year the board unanimously reviewed and ratified necessary policies, along with reviewing and ratifying plans to increase the school fees in 2023.

Yours sincerely,

John Cacic

Chairperson

Catholic Identity and Mission

Goals & Intended Outcomes

- To enable our students to connect their faith to the real world through prayer and scripture
- To develop an explicit and inclusive school improvement plan that underpins our Catholic identity

Achievements

2022 enabled us to provide students with opportunities to connect their faith to the real world through prayer and scripture. In October Andrew Chinn, an Australian religious songwriter and singer, visited our school to share his songs with our children. Songs such as 'These Hands', 'Rainbow', 'An African Blessing' and 'Rise up!' are used in classrooms and liturgies around Australia and the world. Andrew engaged with the children in songs of praise and prepared each level for the afternoon concert which was well attended by parents.

St. Elizabeth's choir participated in the Greater Dandenong Combined Schools Interfaith Gathering. The aim was to promote peace, harmony and understanding between all cultures and religions. The choir performed at the Springvale Town Hall where the Mayor, Cr Jim Memeti gave the opening speech. Aboriginal Leaders and faith leaders from the Baha'i, Buddhist, Christian, Hindu, Jewish, Muslim and Sikh faiths were all present and the experience really taught connection to faith and others.

Our school based Sacramental program for Reconciliation, Eucharist and Confirmation has always been very much in partnership with our parents and with the students from Nazareth College.

Weekend Eucharist Masses were attended by our eleven Year 3 children who had completed their home/school preparation to receive the Sacraments.

We also prepared our Year 6 children for the Sacrament of Confirmation which was celebrated on October 16 by Bishop Tony Ireland.

Visible signs of living out the Catholic social teachings was through our associations with Regis Nursing home, outreach to Matutinao (our sister school in the Philippines) and St. Vincent de Paul Society. We converted the monetary donations given by the community into gift vouchers from the supermarkets which made a difference to many struggling families.

Providing Religious Education news in the school newsletter helped to keep our families informed about our work in this area and of course, about important feast days and Sacraments. Prayer was also featured in newsletters and as well some work completed by our students.

At school assemblies, the Religious Education Leader and the Year 6 Faith leaders led the school in prayer. The Gospel for that week was read and unpacked, and often we prayed together in song.

VALUE ADDED

At different times in the year we did offer the following events which continued to support the faith journey of our children:

1. Whole school celebrations according to the Church calendar
2. Beginning and end of year whole school Masses
3. Ash Wednesday, Feast day Masses, Sacramental Masses
4. Whole school prayer on Stations of the Cross during Lent
5. Year 6 Graduation Mass
6. Christmas Carols evening
7. Singing religious songs during specialist music classes

Learning and Teaching

Goals & Intended Outcomes

- To analyse student data to improve teaching practices resulting in the improvement of student outcomes
- To routinely evaluate the effectiveness of current teaching practices
- To strengthen the alignment between curriculum, planning, assessment and reporting

Achievements

Literacy

Our first year Post COVID enabled us to achieve some great growth in Literacy. This progress was only made possible by our dedicated staff and the resilience of our students and families. 2022 saw a continued focus on improving students' reading comprehension and highlighted the connections between reading and writing.

Through the use of mentor texts, students were exposed to the various ways authors structure their writing and use literary devices to entertain, inform and persuade. By identifying these features during the reading of exemplary texts, research suggests that students will utilise these same techniques and features when writing independently.

Staff received professional learning in the areas of Developing Vocabulary, Guided Reading and moderating Writing assessments.

Numeracy

In 2022, we received a grant of \$20000 from MACS, which enabled staff to be released as a level, for a whole day, once a term, to continue working with our school's Numeracy Leader, to consolidate their teacher knowledge of the Victorian Curriculum, Learning Progressions and Key Ideas, through collaborative planning.

Planning sessions were an opportunity for teachers to firstly revisit their Unit Planners and ensure the Key Ideas were still the focus of their teaching for any given unit of work and that the Learning Intentions and related Success Criteria matched.

Secondly, teachers were able to revise and edit their pre- and post-tests, designing questions that targeted the Key Ideas, and provided them with the data they required to drive their teaching practices and activities.

Thirdly, teachers created checklists that matched the questions in their pre- and post-tests and Success Criteria.

From the MACSSIS data, it was evident that students were not feeling engaged in their learning. With this foremost in our minds, the four teaching and Learning Leaders and the Numeracy Leader participated in MACS Professional Development related to Lesson Structure.

From this PL, staff learnt about the Inquiry model which encourages students to problem-solve and explain their reasoning. The model is called Launch - Explore - Summarise. Staff participated in this model through Professional Learning Team meetings and then implemented the model, where practical through their planning and weekly activities.

From our Review and teacher feedback, our goal for 2023 is to focus on Lesson Structure to improve student engagement.

STUDENT LEARNING OUTCOMES

Literacy

During 2022, after the many interruptions of the years that preceded, our Literacy focus has been to improve teacher pedagogical knowledge, planning and assessment as well as improving student reading outcomes through the use of the Systems of Strategic Actions (SOSA) and guided reading.

Through whole school professional development in Tiered Vocabulary and its use in texts, as well as mentoring in effectively using Fountas and Pinnell's Systems of Strategic Action strategies in small groups, our 5-year trend results for NAPLAN reading have shown we are remaining steady.

Whilst our average scores are still below the State average, we have made more growth in Year 3 than our State counterparts.

Our Year 3 Spelling and Writing NAPLAN results continue to improve with the 5-year trend results showing our average scores are either AT or ABOVE the State mean and 2022 was

no exception. Our Year 5 Spelling and Writing NAPLAN results showed a slight drop than previous years, meaning our average results are slightly below the State results.

Our Year 5 NAPLAN results showed a slight drop from 2021 whereas our Year 3 NAPLAN results have shown steady growth and improvement whereby our average results are above those of the State in Spelling.

We explored the analysis of our PAT results in the area of Reading from 2-6. Tracking growth over the previous 12 months to:

- Celebrate student growth and their achievement
- Evaluate the effectiveness of our approach to teaching and professional learning
- Set targets and goals for the next 12 months

Students making 12 months growth 2021-2022	
Year Level	PAT-R
Year 3	50%
Year 4	71%
Year 5	48%
Year 6	68%
School Total	59%

After consideration and analysis of all the data, during 2023 our focus will continue on the path of Reading, ensuring we are up skilling teachers in the best practise and streamlined programs throughout the Literacy block. We will drive targeted vocabulary instruction and delve into Spelling as a whole school target. We will look at the timing of the Literacy block and the components from F-6 to ensure clarity and consistency throughout the whole school.

We anticipate with these approaches to see controlled growth throughout the next 4-year trend data, as well as improved student and teacher engagement.

Numeracy

In 2022, the mean score across the State, was below previous years, however at the time of the reports being delivered to the schools, there were no mean scores given for the State and Nationally, making actual comparisons difficult.

According to the Five-Year Trend Report, our Year 3 students achieved a Mean score of 392, which is 6 points above our Mean score in 2021. The Group Summary Report indicates that the Year 3 boys were slightly more ABOVE Standard than the girls, while more boys were BELOW Standard compared to the girls.

According to the Five-Year Trend Report, our Year 5 students achieved a Mean score of 468, which is 16 points below the State mean in 2021. The Group Summary Report indicates that the Year 5 boys were slightly more ABOVE Standard than the girls, while more girls were BELOW Standard compared to the boys.

We explored the analysis of our PAT results in the area of Mathematics from F-6. Tracking growth over the previous 12 months to:

- Celebrate student growth and their achievement
- Evaluate the effectiveness of our approach to teaching and professional learning
- Set targets and goals for the next 12 months

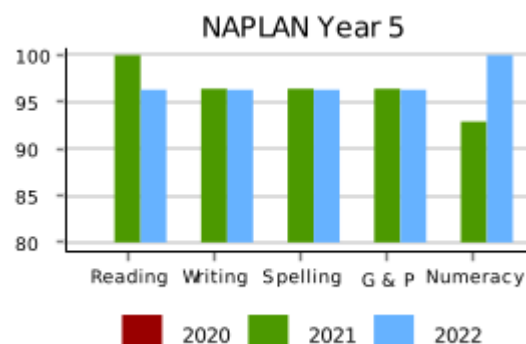
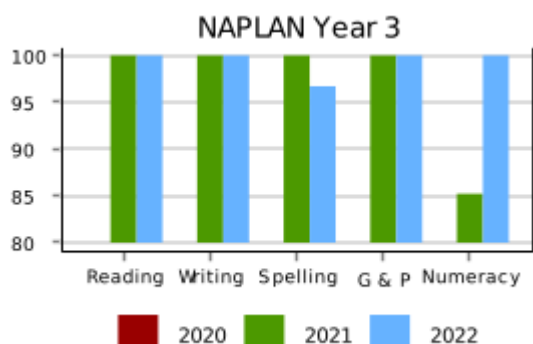
Students making 12 months growth 2021-2022	
Year Level	PAT-M
Year 1	61%
Year 2	45%
Year 3	62%
Year 4	55%
Year 5	41%
Year 6	62%
School total	54%

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	85.2	-	100.0	14.8
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	96.7	-3.3
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	96.4	-	96.3	-0.1
YR 05 Numeracy	-	92.9	-	100.0	7.1
YR 05 Reading	-	100.0	-	96.3	-3.7
YR 05 Spelling	-	96.4	-	96.3	-0.1
YR 05 Writing	-	96.4	-	96.3	-0.1

* 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 improve student wellbeing through school engagement, student safety and voice

Achievements

Staff continued to reinforce and enhance the learning from the Berry Street model. Strategies were drawn from the domains of Body, Stamina, Relationship, Character and Engagement to help maintain connection to peers. Other daily routines included the greeting circle, brain breaks, daily meditation and mindfulness and a discussion about how the day went. New staff were given PL to ensure the practice was consistent,

To improve social connections, we ran lunchtime clubs where the children could join in for Lego, loombanding, choir, singing, art and Performance art. These were well attended and gave our children a chance to play to bond with others from different levels.

We employed a school psychologist who worked once a week with children to manage anxiety, social exclusion, and low self-confidence. The Wellbeing Leader worked closely with the psychologist to ensure there was follow up

We celebrated main days such as Harmony day and R U OK day where the elements of getting along and checking in on one another became part of everyday learning.

We introduced the Growth Mindset where we taught the concept that your mindset is your attitude- not what you can or can't do. We praised the effort children made, taught the challenges in life are opportunities and reinforced the use of the word 'yet'

We paired Year 6 children with a staff member and offered termly opportunities to have morning tea together and do fun activities in order to grow and foster relationships

VALUE ADDED

At different times in the year, we were able to offer the following Student Wellbeing events:

1. Transition programs with kindergarten and secondary school

2. Lunchtime activities to encourage social skills, interaction and positive relationships among students, e.g. choir, toy shed and Pop up Play run by the Leaders from Year 6
3. SWEL Week at the start of the year to build relationships between students and teachers
4. Interschool sports
5. Cross-country and district sports
6. School choir
7. Carols by Candlelight (remote)
8. On site Athletics
9. Colour Fun Run
10. Year 6/Teacher buddies

STUDENT SATISFACTION

	2021	2022
Rigorous expectations	77%	71%
School engagement	49%	43%
School climate	66%	62%
Teacher-student relationships	77%	75%
School belonging	79%	72%
Learning disposition	69%	69%
Student safety	65%	62%
Enabling safety	53%	54%
Student voice	60%	53%
Catholic identity	68%	63%

Overall, the 2022 MACSIS data results decreased minimally in all areas except in learning disposition where the results of 69% remained the same as in 2021. This was possibly because the students returned from remote learning and had to re-adjust to classroom delivery of the curriculum.

Safety comes first, and the data was very positive in that the measure went up from 53% to 54%. All staff adhere to the child safe standards and our school has very strict and clear protocols. In the classroom this subject is high on the agenda and matters of safety are taught explicitly and regularly

The results for school engagement, rigorous expectations, school climate and school belonging showed a small decline and this was not surprising given that for months, the children had to manage online the year before. Some students had a big adjustment back in the classroom, noting that teacher/student relationships went from 77% to 75% which was a fairly pleasing result as this is the foundation for learning.

Moving forward the focus will be on maintaining our positive growth but also strengthening the student voice. The role of the SRC will be given more time and depth and the issues for children in the school can be heard and addressed by this group. Results of meetings will be published and classes can choose the agendas.

The results for Catholic identity increased by 60% as children were able to participate in Masses and Liturgies. At Assemblies and at whole school functions. Opportunities for faith formation activities with parents and families will no doubt increase the Catholic identity of the school.

STUDENT ATTENDANCE

In Victoria, children between the ages of 5-16 years are required to be in full time attendance at a registered school unless they are in receipt of approved home tuition, are enrolled with correspondence education or have an exemption.

Schedule 2 (11) of the Education and Training Reform Regulations 2007 (Vic.) requires every registered school at which children of compulsory school age attend, to keep a register of attendance. At St Elizabeth's attendance is recording via Nforma, a Catholic Education Melbourne approved online platform to record attendance.

Schedule 2 (11) of the Education and Training Reform Regulations 2007 (Vic.) also requires the attendance of any child of compulsory school-age to be noted at least twice daily, along with any reasons for absences of the child from school. At St Elizabeth's, the attendance roll is marked by classroom teachers at 9am and 2.15pm, where any student who is absent marked accordingly.

Our parent community can ring the school or use the SkoolBag app on their smartphone to inform the school of student absences. Parents are encouraged to do this before 9am.

If a child is absent, contact is made daily at 10 am with any family of an absent student where an explanation for the absence has not been communicated via phone call or the school app.

Any child who arrives late, is required to sign in at the school office, where office staff then amend the attendance roll to a late attendance. Any child requiring to leave school before 3.15pm, also needs to be signed out, where this is then recorded as an early dismissal on the attendance roll.

All student absences are recorded and followed up by the Wellbeing Leader, especially with any prolonged or unexplained absences. This follow-up call enables families and the school to discuss ways in which the school can assist and support families to improve attendance.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	87.4%
Y02	88.0%
Y03	88.4%
Y04	87.1%
Y05	88.8%
Y06	88.9%
Overall average attendance	88.1%

Child Safe Standards

Goals & Intended Outcomes

St Elizabeth's School upholds the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school.

As Catholic educators, we have a moral, mission and legal responsibility to uphold and actively promote the wellbeing and safety of every student entrusted in our care. Our commitment to the protection of students is enabled through a nurturing, respectful and safe community, where the uniqueness and sacred dignity of every young person is celebrated, and they are able to flourish in their learning and development. This vision is guided by the Gospel message of love, justice and abundance, beautifully reflected in the words of John: "I have come so that they may have life and have it to the full." John 10:10

At St Elizabeth's, we commit to embed the revised Child Safe Standards and meet the ongoing requirements of Ministerial Order No. 1359, by reviewing, developing, contextualizing and implementing policies, procedures and practices to create and maintain a child safe culture and environment.

Achievements

Throughout 2022, we continued to embed our child safety strategies, reviewing and then implementing policies and practices.

We presented the updated Child Safety Standards that were introduced in July 2022 in accordance to Ministerial Order 1359 to:

- Our staff through briefings, staff bulletin items and professional learning
- Parent Community through newsletter, volunteer screening practices
- Students through designed learning experiences on elements of safety, reporting and inclusion
- Review and update implementation of a Child Safe Policy and practices
- All members of the community signed the St Elizabeth's Code of Conduct
- Fortnightly updates in the school newsletter regarding Child Safe Standards
- Weekly updates in the staff bulletin and staff meetings regarding Child Safe Standards
- Liaising and informing the staff and the school community of child safe expectations and policies

- Child Safety Standards remains a regular agenda item at Parish Education Board meetings
- Leadership attended professional learning in PROTECT protocols, Out of Home Care protocols, Child Information Sharing Scheme and Reportable Conduct
- Staff professional learning in PROTECT protocols
- All staff complete mandatory child reporting training in Term 1 Embedded understanding of Reportable Conduct through training for staff
- Improved our practices on Risk Management and implement a volunteer protocol for excursions
- Education provided on the Information Sharing Scheme to staff as well as the community through newsletter and staff bulletin
- Professional Learning provided to staff to offer them an understanding of their responsibilities and the process required to be followed under the information sharing scheme (CISS + FVISS)
- Child Safe Standards policy and documentation is easily accessible on school website Child safe school statement woven into the website, newsletters, social media, email signatures and signage around the school
- Use of all three data sets from MACSSIS to identify areas for improvement and growth
- Updated the Working With Children Check protocols and procedures to ensure all adults who are on the school site have been screened and deemed as safe to be around children
- Employment of any new staff follow the guidelines from Catholic Education Melbourne Employment guidelines, which has strict protocols on child safe practices that need to be adhered to in regard to the employment of a staff member
- Annually reviewing, updating and implementing the risk assessment of all practices within the school
- Creating and embedding a Parent Code of Conduct in conjunction with the Parish Education Board that adds further expectations to parents from the Acceptable and Unacceptable Parent Code of Conduct

Leadership

Goals & Intended Outcomes

- To continue to build a stronger collegial culture of mutual trust

Achievements

2022 was a year when the voice of staff was a focus. Staff were invited throughout the year to be a part of many decisions and initiatives in regard to what was in the best interests of students to help them flourish, especially during remote learning.

An environment of respect and trust was created, where staff were able to voice their opinions and ideas that went through a consultative process at leadership meetings to determine its impact.

With the change in the role of the teaching and learning leaders, empowering them more with leadership tasks than just managerial tasks, this saw more professional learning in the pedagogy of teaching and learning.

In 2022, staff continued with the Learning Sprints model of professional development. Using the AITSL standards to guide their practice, by choosing one of the standards that they wished to work on. Each term teachers would work in their teams to work on their goal, reflecting along the way over the 3-4 work period called the 'sprint' phase. At the end, they came together with the school principal and deputy principal to discuss how the sprint went, successes they had and possible future directions. The whole time being guided by reflection on their practice with the idea that this will in turn have a positive impact on the students in their care.

Student data is a crucial piece of the puzzle in how we measure the success of the programs we run in our school. However, there is a need to understand the whole child, beyond a score or set of numbers. Therefore, in 2022 we continued with our Case Management model as a platform to discuss student data and find high-impact teaching strategies that may support their learning needs. Case Management meetings focus on Literacy & Numeracy goals for students as well as Wellbeing, as we value growth for the whole child.

In the Case Management meetings, teachers discuss their students, giving background knowledge on who they are, what their learning disposition may be as well as their likes and dislikes. These are important factors before moving to the piece of data that is used to look at what support may be required. The meeting draws on the expertise of all in the group, and

everyone’s voice is given equal footing. The strength of the Case Management approach is the collective wisdom and knowledge of the group.

Together, strategies are shared and while the classroom teacher selects 1 or 2 strategies they will implement, together the team plans how these can be put into the classroom. From this point, teachers implement the goal, presenting it to the student in a way they can access before coming back to the group in 4 weeks time to evaluate the effectiveness of what was chosen.

We also established professional meetings for Specialist teachers and Learning Support Officers to support best practice teaching and learning. This raised the profile of these staff members, enabling their voice in what was required to enable all to flourish.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- CPR and Anaphylaxis Training
- Child Safe and "PROTECT" Training
- RE: Pedagogy of Encounter
- Mathematics: Intensive Leadership Strategy MACS (8 days)
- Literacy: Literacy block
- Literacy: Fountas and Pinnell understanding the SOSA wheel
- Literacy: Guided reading
- MACS Network meetings
 - Teaching & Learning
 - Literacy
 - Numeracy
 - Religious Education
 - Learning Diversity
 - Student Wellbeing
 - Principal and Deputy Principal networks

Number of teachers who participated in PL in 2022	34
Average expenditure per teacher for PL	\$1700

TEACHER SATISFACTION

Our 2022 MACSSIS data was very favourable, demonstrating high teacher satisfaction in all areas.

We have maintained or improved in most areas, with a slight decrease in some areas. Feedback has been identified as an area to continue to work on, as this has been identified by staff as an important aspect to improve their practice.

The areas that have decreased, are areas that the through the school review process were highlighted to work on within the next four-year plan, in particular instructional leadership of middle leaders.

	2021	2022
Student safety	81%	82%
School climate	95%	92%
Staff-leadership relationships	98%	96%
Instructional leadership	80%	71%
Feedback	67%	47%
School leadership	86%	78%
Staff safety	88%	74%
Psychological safety	86%	76%
Professional learning	67%	60%
Collaboration around an improvement strategy	74%	84%
Collaboration in teams	83%	85%
Support for teams	82%	71%
Collective efficacy	93%	93%
Catholic identity	75%	76%

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	92.4%
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ALL STAFF RETENTION RATE

Staff Retention Rate	85.3%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	10.0%
Graduate	10.0%
Graduate Certificate	0.0%
Bachelor Degree	90.0%
Advanced Diploma	25.0%
No Qualifications Listed	5.0%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	28.0
Teaching Staff (FTE)	18.9
Non-Teaching Staff (Headcount)	11.0
Non-Teaching Staff (FTE)	9.7
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

- To continue to develop authentic community partnerships to improve the wellbeing of all

Achievements

A sense of belonging, purpose and connectedness to school is imperative for children to flourish. As a family friendly school, we foster this by ensuring that our school is welcoming and inclusive of all in our community.

At St Elizabeth's we create a sense of belonging when we enable the strengthening of our community by:

- Proudly celebrating our diversity
- Engaging our parents and community in learning partnerships to enable our children to be compassionate, supportive and well-informed citizens e.g. Local Kindergartens, Primary and Secondary schools and Aged Care residence
- Welcoming and embracing parents to work in partnership with children to support learning e.g. information evenings, excursions, classroom helpers, hot food days, sporting events, fundraising
- Engaging parents and parish representatives on our School Advisory Council to support school improvement
- Engaging parents on our Parents and Friends to organise, implement and support our fundraising efforts
- Hosting school based social events for school families and local community e.g. colour fun run
- Providing special events e.g. Grandparent's day, school production, school assemblies, Mother's and Father's Day celebrations
- Organising regular visits with our Kindergartens and Aged Care residences where our children engage in fun learning and social activities
- Learning partnerships with Nazareth Secondary College

Our school community is rich in different languages and cultures but united in supporting events and activities across the school year. Many of our parents work long and difficult hours of work and do not find it easy to attend events. That does not mean that we lack support.

On the contrary, we have a very engaged group of parents who work in the Parents and Friends activities, even though we didn't have many activities due to the amount of time spent in remote learning, the hot lunches and Christmas raffle we were able to provide upon our return were very successful. Money raised by the Parents and Friends in 2022 will be used to go towards the completion of our sensory garden.

We always have a good attendance at weekly assemblies each Friday afternoon and at Goal Setting and Goal Progress Interviews. Our Parent Teacher interviews we held both online and onsite, where we had 98% attendance in comparison to 75% attendance in previous years when they have been onsite. Parents commented on how convenient and easier it was for them.

The Transition program from Kindergarten into Foundation was very well attended and this is showing results in the seamless way our students move from Orientation one year to Foundation classes in the next year. In 2022, we were unable to have our four transition sessions, we were able to provide two smaller sessions which helped our kindergarten students transition.

Our Year 6 Graduation involves an evening Mass, followed by a Presentation Ceremony and a formal dinner for the students and their parents.

Our Minnie Vinnies children from Year 6 chose to be in that Leadership group as they wanted to make a difference to others in the local community. These children were unable to visit the residents of Regis Aged Care, so they created cards and letters from other students to be sent to them, which the residents greatly appreciated.

PARENT SATISFACTION

This year in our MACSIS data we were able to capture 29 families' perceptions in comparison to the 51 families in 2021.

Our MACSSIS results were still very favourable, considering since the last survey we have had 2 years of COVID, really limiting parental involvement and engagement. The data reflected this, and this is one of key areas to work on in the coming year. It was also reaffirming to see that our Catholic identity stayed the same, considering only a third of our families are Catholic.

	2021	2022
Family engagement	49%	48%
Barriers to engagement	67%	76%
School fit	85%	76%
School climate	94%	93%
Student safety	84%	82%
Communication	84%	77%
Catholic identity	69%	68%

2022 saw the school reengaging with families, where they were invited back into the school now that the restrictions had been lifted.

Parents were invited to come and engage with their children in their learning, via learning afternoons in literacy and numeracy. We also had our amazing Art Show, where 95% of our families were in attendance, where they were all blown away with the dazzling art pieces the students had created.

We also were able to celebrate Mother’s and Father's Day breakfasts and our big community event, the Christmas Carols, where we had 97% in attendance where food trucks were in attendance for our families to mingle, re-connect and socialise.

Future Directions

St Elizabeth's school will continue to ensure that all members of our community flourish.

We will provide continual support, encouragement, guidance and nurturing to enable this. Through our constant reviewing and reflection on our practices, the children of our school are at the forefront of all decisions that are made.

After our School Review this year, we identified that our focus for the next four years is:

At our school we strive to provide quality teaching and learning practices to support the development of wellbeing, faith and leadership outcomes for all.

Embedding R.E

To strengthen faith engagement through quality RE pedagogy

- continuing to embed the Pedagogy of Encounter supporting teachers to plan and introduce the lesson with an open-ended question or provocation to lead the discussion
- supporting teachers to build their capabilities to engage students in philosophical discussion around their faith where greater agency and voice is focused on dialogue and faith formation
- building the capacity and knowledge of teachers to embed and assess quality religious education integrated into inquiry-based units.

Quality Teaching & Learning

To engage in evidence based practices that develop voice and agency for all

- developing and embracing greater voice and agency in students' learning and gathering student feedback as part of informing conversations around data to inform teaching
- using an evidenced based approach to providing more challenging learning experiences to extend all students
- engaging in professional learning, including feedback, coaching and mentoring, to establish best practice for students to monitor their learning in daily goal setting aligned to the success criteria of a lesson
- aligning professional learning goals to monitor and improve teacher practice, engaging in collaborative learning sprints and peer observation opportunities.

Building leadership capacity

To develop leadership at all levels through professional development, action and feedback

- providing leaders with professional development in coaching and mentoring professional development to enable teaching teams to link learning and teaching to professional goals and peer observations
- developing the capacity of middle leaders to research evidence based instructional models for learning and teaching, to then support teachers to implement it.
- building upon teachers' capabilities include student feedback in data literacy conversations
- establishing higher expectations for students at or above the expected standard, by including challenging learning experiences.

Student Wellbeing

To enhance teacher knowledge of wellbeing and continuing to build on teachers' knowledge and confidence to plan, implement and embed wellbeing programs aligned to whole school approach

- integrating Catholic social teachings, social justice and sustainability programs as part of student engagement and wellbeing
- supporting student leadership groups to build voice and agency celebrating student's achievements and promoting social justice and sustainability programs in assemblies and across the school media platforms

Success of these goals will be evident when our students, staff and parents see themselves as lifelong learners, contributing not just to their local community but the global community as well. Through a growth mindset and high impact teaching strategies, we should see everyone flourish.

Many of the initiatives undertaken in 2022, will continue and be built upon to ensure that every student has the best opportunities possible.

St Elizabeth's will always provide multiple opportunities for all of our children to extend themselves beyond the classroom, where they can broaden their skills and talents through a wide range of opportunities.