

St Elizabeth's School

Dandenong North

2021

Annual Report to the School Community



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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 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.

21/03/2022

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. 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 multicultural 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 233 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

2021 was the year as a school we were hoping to regroup from the impacts of COVID and endeavour to rebuild and capture many of things that were not achieved in 2020. Unfortunately COVID had a mind of its own, and we embarked on another year of ups and downs and remote learning.

It was another year that made us reflect on who we are as educators, but most importantly as humans. The pandemic certainly tipped us all upside down, making us realise that change can be enforced on us at a moment's notice and that we all needed to be flexible, adaptable, resilient and creative in how we managed this mandated change, in both our professional and personal lives.

2021 saw our students, staff and parents embark on another year of remote learning and the new challenges this presented. The whole school community in this second year became more agile and really worked together to support one another through this challenging time, especially when some started becoming despondent. The dedication, persistence and resilience was remarkable from all. For the many negatives that the pandemic bought with it, the positives far outweighed these.

As a school community, we had to re-imagine what our expectations and remote learning program would look like to ensure our children were receiving the best. We never ever lost sight of what was the most important part of all of this: the children. The staff redesigned and tailored the curriculum to suit the needs of our students, ensuring there was much more focused teacher and online interactions with one another to ensure that everyone still felt connected.

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.

The staff are to be commended on this, making themselves accessible to students and other staff to ensure that our students and family still felt connected, as well as offering a remote learning program that captured what was important for each child.

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.

Student wellbeing was paramount during this time. As a school we continually looked at how our children were going through discussions with them in video calls or from the work they were completing and adjusted this accordingly for each individual student and their families. We found that connectedness was crucial, therefore increasing our face to face time with our children via Google Meets. This saw high engagement levels across the school, averaging 95% attendance and engagement in learning each day.

As parents were most often working alongside their children at home, this added another layer of complexity. We were not just responsible for the wellbeing of our children but also our parents and families too. This led to us continuing our Fun Fridays where the day was a wellbeing day, where families could catch their breath and not have the rigour of remote learning breathing down their necks.

As a school, we had to re-evaluate and look at our plans and see how they could be adapted and incorporated in this new way of teaching and learning.

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

We were able to achieve many of these, but they required a different lens to make them happen. Strategies and processes that were used in the past to enable this success had to be changed and adjusted, which enabled for this success. We didn't achieve as much as we would've liked in accordance with the outlined goals, but had a great deal of learning in many other areas.

2021 was another unforgettable 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

2021 started with challenges and great uncertainty for our school year as we transitioned back to remote learning. 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 online.

I would like to thank the education board members 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, shown even when faced with another year of disruption from COVID 19.

Thank you to the Board 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 Parish Education Board'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 2021, although already passed in 2020 but needed to be reviewed due to COVID and how it impacted families in our community.

Yours Sincerely,

Remco Kleinman

Chairperson

Education in Faith

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

2021 began with great hope and high expectations. The goal was to make faith real for our students by increasing their opportunities for prayer and learning more about their faith through Scripture. We achieved this goal for the most part by finding innovative ways to connect with our students online.

The Religious Education Leader provided professional development on the RE curriculum via regular Google meets and ensured that the planning used the Pedagogy of Encounter model. This meant that our students were provided with secular and religious provocations which led them to question and think deeply about their beliefs. Teachers provided opportunities for prayer each morning and found different ways to engage students in this.

The continued restrictions from COVID-19 meant that we could not always gather as a school in the church. The Religious Education Leader organized liturgies with class levels around themes and the classroom teacher led these liturgies either in their own classrooms whilst on site or online.

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.

We were fortunate enough to be able to celebrate the Sacraments of Reconciliation and First Eucharist with the children from 2021 and those who missed out in 2020. Weekend masses were attended by our candidates in very small groups to adhere to COVID guidelines.

We also prepared our Year 6 children for the Sacrament of Confirmation which was celebrated on October 17 by Bishop Tony Ireland. Once again our 2020 candidates were able to attend.

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. These all took on a different approach due to the restrictions in place due to various lockdowns. Our Minnie Vinnies leaders from Year 6 painted a beautiful canvas for the residents of the nursing home and made them Christmas cards for them at the end of the year.

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.

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 and COVID-19 restrictions
2. Beginning and end of year whole school Masses
3. Ash Wednesday Liturgies in class levels
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 & 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

Although 2021 was not the uninterrupted year we had hoped for, we still managed 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. 2021 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.

Despite returning to remote learning, we maintained our focus to improve student literacy outcomes. Utilising the 2020 student, parent and staff feedback of our remote learning program, we streamlined the approach to teaching literacy online in a more integrated way; combining the curriculum areas of Reading, Writing and Inquiry allowed students to make connections and apply these ideas to their learning. Furthermore, we introduced more online, small group sessions than in 2020, whereby students could connect more often with their peers, their teachers and receive more targeted support. The majority of our students performed very well considering the educational upheaval they experienced, developing resilience, persistence and independent thinking skills much faster than previous cohorts.

Throughout remote learning, our Literacy Intervention continued, albeit in a different format, in order to continue to support and cater for the needs of our students.

Staff received professional learning in the areas of Developing Vocabulary, Guided Reading and moderating Writing assessments. Upon our return to face-to-face teaching, we were finally able to implement Guided Reading into our Literacy Blocks which supported students to further develop their reading skills. In 2022, we hope to fully embed Guided Reading sessions and refine the Literacy Blocks further in order to improve student outcomes.

Numeracy

2021 began with great enthusiasm to continue the work begun with our Southern Region Mathematics Leaders, Jan Walker and Mark Mudge in 2020, in how to plan, teach and assess Mathematics.

In 2020 the focus for teachers was to build teacher knowledge and understanding in the Mathematical Strand of Number and Algebra.

In 2021, the focus moved to developing this knowledge in the areas of Measurement and Geometry and Statistics and Probability. Alongside these two areas, teachers also worked on developing their understanding of both the written and mental strategies for addition and subtraction and multiplication and division.

At the end of 2020, leadership identified the need to develop the mathematical knowledge and confidence of our Learning Support Officers in the area of Mathematics.

With this in mind, Term 1 2021 witnessed classroom teachers and Learning Support Officers working with the Southern Region Mathematics Leaders via Google Meets. In Terms 2 to 4 the online PL sessions became twice a term in order to cover more content areas. Teachers also participated in an extra online Meets to work through the written strategies.

Once again COVID-19 continued to challenge both staff and students. Despite this, staff were able to continue offering the curriculum for their students via designated face-to-face teaching time instead of pre-recorded videos in 2020. Students were grouped and allocated time during the week to work with their classroom teacher. This benefited the students as they could ask questions and seek help straight away and teachers could see first hand where students were having difficulty or needed to be challenged. It also challenged teachers to think outside the box when planning, teaching and assessing the students.

Throughout remote learning, our Numeracy Intervention continued with student groups rostered during the week for face-to-face teaching.

In 2022, our initial focus is to consolidate the work with our Southern Region Mathematics Leaders and continue to embed and strengthen teacher knowledge of the Victorian Curriculum, Learning Progressions and Key Ideas into planning and assessment through collaborative planning.

Secondly, we will continue to create, administer and analyse short targeted pre & post tests and apply this information to plan targeted, engaging learning opportunities such as open-ended tasks.

Finally, we aim to strengthen student outcomes and feedback through developing Formative Assessment Rubrics that reflect the appropriate Victoria Curriculum Achievement Standards.

STUDENT LEARNING OUTCOMES

Literacy

Our focus for 2020 and 2021 has been to improve student Reading outcomes based on the student data collected over the past few years.

Through whole school development and implementation of the streamlined Literacy Block and introduction of Guided Reading, more than three quarters of our students have achieved the expected benchmark in Reading. Other standardised testing used such as PAT-Reading also supports this documented growth.

Our 5-year trend results for NAPLAN Reading have shown we are on an upward trajectory. Whilst our average scores are still marginally below the State average, we have made more growth in Year 3 and Year 5 than our State counterparts.

Our Year 3 Spelling and Grammar NAPLAN results continue to improve with the 5-year trend results showing our average scores are either AT or ABOVE the State mean and 2021 was no exception. Our Year 5 Spelling NAPLAN results showed a slight drop than in previous years, however our average results are on par with the State results. Our Year 5 Grammar NAPLAN results have improved slightly and have somewhat closed the gap between our results and those of the State.

Our Year 5 Writing NAPLAN results showed a slight drop from 2019 whereas our Year 3 Writing NAPLAN results have shown significant improvement whereby our average results are above those of the State.

After careful consideration and analysis of this data, in the first half of 2022 we will continue to build on the gains made in Reading and focus on integrated Literacy Blocks and Guided Reading. In the second half of 2022, we will be shifting our focus slightly to the Writing element within the Literacy Blocks and begin to introduce more targeted vocabulary instruction and how this can be a common thread within the Literacy time.

Overall, despite the challenges and disruptions our students and staff have faced in the last two years, the growth and results have been overwhelmingly positive. We anticipate further gains next year as the program continues, and classroom teaching remains onsite.

Numeracy

Unfortunately, the effects of remote learning have been evident in our NAPLAN results. However, as there was no NAPLAN undertaken in 2020, it is difficult to ascertain the full extent.

Our Year 3 students overall achieved a Mean score of 386, which is 28 points below the State mean of 414. 41% of the Year 3 students were ABOVE the National Minimum Standard. 41% of the Year 3 students were BELOW the National Minimum Standard while 18% were AT the National Minimum Standard. Our Year 3 girls overall performed better than the boys. 69% of girls were AT and ABOVE the

National Minimum Standard compared to 42% for the boys.

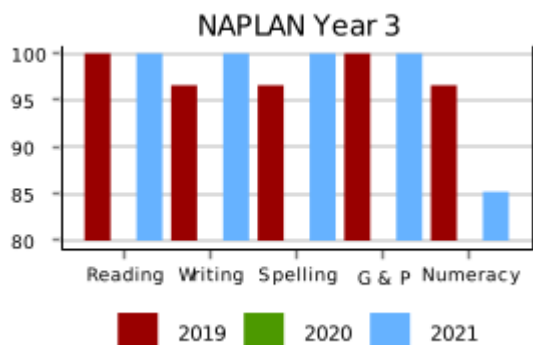
Our Year 5 students overall achieved a Mean score of 484, which is 22 points below the State mean of 506. 30% of the Year 5 students were ABOVE the National Minimum Standard. 33% of the Year 5 students were BELOW the National Minimum Standard while 30% were AT the National Minimum Standard. Our Year 5 girls overall performed better than the boys. 62% of girls were AT and ABOVE the National Minimum Standard compared to 59% for the boys.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	100.0	-
YR 03 Numeracy	96.6	-	-	85.2	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	96.6	-	-	100.0	-
YR 03 Writing	96.6	-	-	100.0	-
YR 05 Grammar & Punctuation	81.6	-	-	96.4	-
YR 05 Numeracy	100.0	-	-	92.9	-
YR 05 Reading	89.5	-	-	100.0	-
YR 05 Spelling	94.7	-	-	96.4	-
YR 05 Writing	97.4	-	-	96.4	-

* 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

Wellbeing for staff and students was a high priority for 2021. Constant disruptions to the year with lockdowns required student learning around social and emotional concerns becoming the first priority. The Student Wellbeing Leader was available to run individual and small group discussions with children who were experiencing friendship issues or general anxiety and regularly met with parents to discuss support strategies.

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 now 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,

During remote learning the wellbeing and engagement of each child was always the priority. Each teacher spoke to their students regularly through Google Meets, either in small groups or individually where the child often shared their concerns in a private forum. The children loved, not only learning the core subjects but enjoyed playing various games to help with their feelings of anxiousness and uncertainty.

Connections were made with families who struggled with remote learning for their child. Regular phone conversations or emails helped families to work through disengaged children or overworked parents. The school offered modified learning tasks or individualised plans to ensure that each child felt success and support from their teachers.

Maintaining staff wellbeing and connectedness saw many creative ways being implemented such as fun meetings where we played trivia or held art competitions online. These were well attended and gave the staff opportunities to have fun together.

At school, we ran lunchtime clubs where the children could join in for Lego, loom banding, choir, singing, art and Performance art. These too were well attended and gave our children a chance to play to bond with others from different levels.

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. Inter school sports
5. Cross country and district sports
6. School choir
7. Carols by Candlelight (remote)
8. On site Athletics
9. Colour Fun Run

STUDENT SATISFACTION

	2019	2021
Rigorous expectations	76%	77%
School engagement	54%	49%
School climate	65%	66%
Teacher-student relationships	76%	77%
School belonging	74%	79%
Learning disposition	79%	69%
Student safety	51%	65%
Enabling safety	53%	53%
Student voice	60%	60%
Catholic identity	66%	6%

The 2021 MACSIS data results were no surprise given that the year was so interrupted. Rigorous expectations and teacher-student relationship results did not change from 2019 to 2021 which showed our consistency in tying the two together. Children have always been very aware that we want them to achieve their very best.

Safety comes first, and the data was very positive in that the measure went up from 51% to 65%. 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.

The results for school engagement and learning disposition showed a decline and this was not surprising given that for months, the children had to manage online. They missed out on having the curriculum being delivered to suit their learning style.

Moving forward the focus will be on maintaining our positive growth but also strengthening student engagement and 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 decreased mainly due to lock-downs and not being able to participate in Masses and Liturgies. Children missed out on attending Feast day Masses and taking part in prayer in the classrooms, at Assemblies and at whole school functions. Given all these faith formation activities and opportunities to share in Liturgy once again, 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.

Attendance during remote learning

During remote learning attendance was marked daily by the amount of work submitted.

Students were required to submit daily their literacy and numeracy task via their online platform of Seesaw or Google Classroom. Students were also expected to attend their Google Meet with their class.

Students who did not submit their work or attend Google Meets had phone calls made to the families by the Student Wellbeing leader or Principal to offer support and adjustments to the remote learning program as required. Many times, families did not answer phone calls or respond to emails sent to the family, therefore making the student marked as absent.

Overall most students attended regularly during remote learning.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	91.0%
Y02	91.6%
Y03	93.5%
Y04	93.1%
Y05	91.5%
Y06	91.9%
Overall average attendance	92.1%

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

Achievements

Throughout 2021, we continued to embed our child safety strategies, reviewing and then implementing policies and practices.

- 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
- 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 MACSIS 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 & Management

Goals & Intended Outcomes

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

Achievements

2021 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 2021, staff were introduced to 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. Last year, Case Management was introduced 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 2021

- CPR and Anaphylaxis Training
- Child Safe and "PROTECT" Training
- RE: Pedagogy of Encounter
- Mathematics: Direct School Support from CEM (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 2021

33

Average expenditure per teacher for PL

\$1700

TEACHER SATISFACTION

	2019	2021
Student safety	79%	81%
School climate	89%	95%
Staff-leadership relationships	100%	98%

Instructional leadership	84%	80%
Feedback	67%	67%
School leadership	88%	86%
Staff safety	84%	88%
Psychological safety	81%	86%
Professional learning	67%	67%
Collaboration around an improvement strategy	59%	74%
Collaboration in teams	69%	83%
Support for teams	79%	82%
Collective efficacy	87%	93%
Catholic identity	76%	75%

Our 2021 MACSIS data was very favourable, demonstrating high teacher satisfaction in all areas.

We have maintained or improved in most areas, with a slight decrease in 4 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.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	92.6%
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ALL STAFF RETENTION RATE

Staff Retention Rate	90.6%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	5.0%
Graduate	10.0%
Graduate Certificate	0.0%
Bachelor Degree	90.0%
Advanced Diploma	20.0%
No Qualifications Listed	5.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	26.0
Teaching Staff (FTE)	17.9
Non-Teaching Staff (Headcount)	11.0
Non-Teaching Staff (FTE)	13.7
Indigenous Teaching Staff (Headcount)	0.0

School Community

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 Parish Education Board 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 2021 will be used to go towards the sensory garden.

We always have a good attendance at weekly assemblies each Friday afternoon and at Goal Setting and Goal Progress Interviews. Assemblies were videoed and sent out each Friday, where each week we had over 200 views, considering we are school of 200 families. Most families watched these assemblies as another way to stay connected.

Our Parent Teacher interviews we held online, 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 2021, were unable to have our four transition sessions, where 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 then a Disco for Year 6 students. We were fortunate enough that the restrictions had eased enough for the students and only their parents to attend the Mass and then the students to have their disco.

Our Minnie Vinnie 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 51 families' perceptions in comparison to the 31 families in 2021. This was due to strategic reminders being sent out to complete the survey whilst families were in lock down and had the time to complete the surveys.

Our MACSIS results were 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 an increase in our Catholic identity, considering only a third of our families are catholic.

	2019	2021
Family engagement	52%	49%
Barriers to engagement	93%	67%

School fit	82%	85%
School climate	90%	94%
Student safety	79%	84%
Communication	76%	84%
Catholic identity	65%	69%

During remote learning, our parents communicated regularly with the school on how supported they felt during the remote learning period. They stated on numerous occasions that the dedication of the staff enabled their child to continue with their learning the best they could.

Families were appreciative of staff reaching out to individual families to offer support and help structure the remote learning program around the needs of the family.

They were also appreciative for the constant, clear communication of what was happening and expected of students and families. This helped reduce any anxiety families may have had.

Most parents were extremely grateful for all things that the school enacted and enabled to make the year not only bearable but a success for their children.

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.

We will continue to work on:

- Developing a culture of learning, that underpins our Catholic identity
- Developing a data rich culture where we analyse student data to improve teaching practices resulting in the improvement of student outcomes
- Embedding dialogue and strategies on pedagogical practices differentiating the learning needs of all students from Foundation — Year 6
- Evaluating the effectiveness of current teaching practices and pedagogy to ensure high impact teaching
- Building a culture of trust, resilience and connectedness for all members of the school community
- Developing authentic community partnerships to improve the wellbeing of all

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 2021, will continue and be built upon to ensure that every student has the best opportunities possible. We feel this is imperative considering the disruptive nature of 2021.

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.