



Trinity Catholic Primary School

Narre Warren South

2021

Annual Report to the School Community



Table of Contents

Contact Details	2
Minimum Standards Attestation	2
Governing Authority Report	3
Our School Vision	4
School Overview	5
Principal's Report	6
Catholic Identity and Religious Education	7
Learning and Teaching	9
School Community and Student Wellbeing	12
Child Safe Standards	17
Leadership	19
Future Directions	22

Contact Details

ADDRESS	103-129 Oak Grove Drive Narre Warren South VIC 3805
PRINCIPAL	Kathryn Pepper
GOVERNING AUTHORITY	Diocese of Sale Catholic Education Ltd
TELEPHONE	03 9704 1970
EMAIL	principal@trinitynarre.catholic.edu.au
WEBSITE	www.trinitynarre.catholic.edu.au
E NUMBER	E4040

Minimum Standards Attestation

I, Kathryn Pepper, attest that Trinity Catholic Primary 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

As we entered with hope into 2021 we were again confronted by the impact of COVID-19. The experience of 2020 went some way to enabling us to positively address the challenges that this presented. Again, the strength of our staff, students and their families is to be commended as we moved into the second year of this pandemic.

Diocese of Sale Catholic Education Limited (DOSCEL), now in its fourth year of operation, continued to work tirelessly to ensure our schools and faith communities thrived through this challenging time.

Our school communities and the DOSCEL Secretariat continued their strong focus on ensuring high quality outcomes for the students and worked to maintain a safe and supportive learning environment. The resilience shown by DOSCEL staff, parish priests, students, parents and guardians over the past year has been extraordinary. Schools have fully embraced the way of working and learning within this remote environment, ensuring colleagues, students and their families were encouraged and supported, giving witness to our Catholic faith.

Investment in school staff and their leadership teams is of the utmost importance. We continue to collaborate with and involve all members of our school communities in the pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

The focus on expert learning and teaching in support of the full implementation of the Victorian Curriculum and the Diocesan Religious Education Curriculum, *To Live in Christ Jesus*, allows our teachers and school leaders to provide educational opportunities for every student to grow, to be nurtured, to enable them to encounter God and to develop a knowledge of the Catholic faith and tradition.

Developing and maintaining rigorous reporting and accountability structures that comply with our regulatory requirements is a core focus of our organisation. With pastoral support from our parish priests and expert advice from the DOSCEL Secretariat, our highly-committed school leadership teams were able to maintain their focus on creating safe and welcoming learning environments, whether at school or remotely.

I am thankful for the contributions of everyone involved in Catholic education in our Diocese and commend the commitment of our staff and leadership teams in nurturing and empowering the children in our care to grow into independent adults with faith in their future.

Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

Our School Vision

School Vision

Trinity Catholic Primary School is committed to providing Catholic education that develops the whole person. We believe that the social, emotional, moral, spiritual and physical wellbeing of our students is pivotal to student health, safety, learning and success.

School Mission

At Trinity Catholic Primary School we:

- Inspire students to develop a close personal relationship with God and challenge members to deepen their understanding of the Catholic Faith.
- Ensure learning is relevant, challenging and engaging.
- Ensure a love of learning is nurtured.
- Motivate students to be confident, to own their learning and to seek learning challenges.
- Accept responsibility for creating a welcoming, safe, inclusive, respectful and just community.
- Encourage participation in leadership that actively contributes to the growth in learning of all members of the Trinity community.
- Build relationships between family, school, parish and the wider community

Strategic Intent

At Trinity Catholic Primary School our Design Principles reflect our Strategic Intent:

- Every leader an instructional Leader
- Every teacher an expert teacher
- 100% of students, 100% of the time
- Improve student opportunities & outcomes

School Overview

Trinity Catholic Primary School is part of Our Lady Help of Christians Parish and is governed by the Diocese of Sale Catholic Education Limited (DOSCEL). Trinity services families in the Narre Warren South area. We commenced the 2021 school year with 508 students with 3 learning areas - Junior (Foundation to Level 2), Middle (Level 3 & Level 4) and Senior (Level 5 & Level 6).

Our whole school learning focus is Ownership of Learning, encompassing the Design Principles for Learning:

- Every Leader an Instructional Leader.
- Every Teacher an Expert Teacher.
- 100% of Students 100% of the Time.
- Improve Opportunities and Outcomes for all Students.

In 2021, our aim was to continue to work in partnership with parents to develop the whole child through a comprehensive curriculum that includes contemporary, engaging, authentic and relevant learning opportunities and experiences. Staff began the school year with a shared Parish Mass and Staff Planning Day. Staff participated in First Aid Training - Anaphylaxis, Asthma & CPR, Child Safe Standards Modules and the Mandatory Reporting eLearning Module. Staff Professional Learning, as part of our whole school focus, included effective use of assessment and data to inform teaching and learning and catering for all student needs.

In 2021 Trinity continued to provide a welcoming Catholic community focused on providing a differentiated curriculum with high quality pedagogy. Despite the challenges of COVID-19 and Remote Schooling, staff continued to utilise Data and Assessment Schedules to accommodate and differentiate learning for student learning needs. 2021 programs to support student learning and wellbeing included Lego Club, BAS LLI (Benchmark Assessment Schedule - Levelled Literacy Intervention), LLLL (Little Learners Love Literacy), TOE by TOE (Phonemic Approach), Essential Numeracy and EMU (Extending Mathematical Understanding). These programs were continued throughout Remote Learning via Google Meet. In 2021 students were also offered lunchtime clubs such as Art & Drawing Club, Gardening Club, Discovery Centre, Sport, Chess Dance Club and Choir during Terms 1, 2 and 4 when students were onsite.

Principal's Report

Trinity is a wonderfully vibrant Catholic, multicultural community and a proud member of the Diocese of Sale. We pride ourselves on being a welcoming school where everyone is valued and respected. The committed and professional staff provide a safe, caring environment where we aim to engender a love of learning in every student. Trinity provides a comprehensive curriculum which caters for the individual needs of the students where contemporary teaching and learning is the major focus. Strong links between home and school are important to Trinity and parents are offered many avenues through which they can become actively involved in their child's education. The 2021 school year focused on building our Catholic Identity through our community outreach initiatives and ensured appropriate learning adjustments were provided for all students. Data was successfully used to inform evidence-based teaching and staff further unpacked the VCAA Progressions of Learning, setting high expectations for all students.

The impact of COVID-19 and Remote Schooling continued to provide unpredictable challenges throughout the year. During this time staff, students, families and the Parish supported each other, not only with Remote Learning but with the social/ emotional and spiritual aspects of life. The challenges of COVID-19 has made the Trinity community stronger and more united. We are very proud of our school and I hope that you thoroughly enjoy your involvement with Trinity. Please feel welcome to contact the Administration at any time should you wish to discuss anything in further detail than this Annual Report provides.

Catholic Identity and Religious Education

Goals & Intended Outcomes

Goal

- At Trinity, we know and understand the Catholic faith.

Intended Outcomes

- That the teaching of Religious Education centres on creating a recontextualised dialogical approach.

Achievements

Theme: *'I come that you have life to the full'* (John10:10)

During 2021, the staff further developed their use of the *To Live in Christ Jesus* curriculum. A great deal of work was put into creating a school approach, where all students across the school were working towards one common inquiry question, with access provided through their own provocations and questions. This invited the staff to consider how to cater for variability within the Religious Education Classroom. This work also promoted the consideration of how we can make our Religious classed relevant for all students, and consider how they can be successful. This is fundamental in delivering RE lessons that promote dialogue and recontextualisation.

The staff were led in professional learning about the Sexuality Curriculum released by the diocese. They explored the Church view and Secular view towards a number of topics and were able to explore the ENTER tool as part of this important work.

Liturgical Celebrations

Unfortunately, again we had to hold online services for our Trinity Feast Day and Ash Wednesday Mass due to lockdown. This was disappointing as the connection between Parish and School is critical to us. We were however able to celebrate 200 Years of Catholic Education, with a special Mass at the Parish with the other Primary schools of the parish and St. Francis Xavier College. The highlight of the mass was the combined choir of the three Primary schools singing 'Faith in The Future' by Rob Galea, with the real highlight being the Google Meet rehearsal where we used technology to unite students across the three schools. Their faces and responses were priceless.

Remote Learning

A number of levels held Google meet sessions with Priests as an opportunity to hear about how they continue to practice their faith during lockdown. There were sessions with Fr Isuru from Our Lady Help Of Christians, but equally exciting, a few levels met with the first former Trinity student who has taken up the vocational calling of priesthood, Fr. Will Iuliano. The witness he provided was authentic and inspiring to our students.

VALUE ADDED

Sacraments

It was a remarkable demonstration of commitment by families within the school to absorb and show flexibility to ensure that all the Sacraments took place this year. Whilst there were many false starts and challenges faced, what it really demonstrated is the importance that families and the school community place of the Sacraments.

Social Justice

Trinity's commitment to social justice was promoted through the lens of Catholic Social Teaching Principles. These principles provide the 'why', and when our students and families understand this, the support is excellent, as demonstrated through our Caritas, and St Vinnies appeals.

In particular, our Christmas appeal generated an outstanding outcome, which would have enabled many families in the local community to have a better Christmas.

Guest Speakers

Technology allowed us to reach out to Fr Iuliano, Trinity's first former student as a priest, in his Queensland Parish. This provided our students as a model of not only vocation, but more importantly, what can be achieved when you want to commit to working to support others. Fr. Will's outreach and work with youth inspired all students from not only a religious, but also a personal and social learning perspective.

Use of Data

Staff and students completed surveys compiled by the Diocese, which provided rich data about our areas for opportunity as a school moving forward.

Recontextualised Prayer

We utilized the digital opportunities to enhance prayer, particularly whilst in remote schooling. Our subscription to Andrew Chinn's new website Butterfly House provided the opportunity for our students to engage with a range of prayer and religious music whilst at home or at school. This digital form enhanced their ability to respond to the music or prayer.

Learning and Teaching

Goals & Intended Outcomes

Goal

- At Trinity, every teacher is an expert teacher.
- Trinity will effectively use data to improve student outcomes.

Intended Outcome

- That there is a shared understanding of effective learning and teaching that is evidence based and informed by the Diocesan agenda.
- That teachers have a deep knowledge of the VCAA Learning Progressions and the Victorian Curriculum.
- That the wellbeing needs of students are promoted and enhanced through the explicit teaching of the Victorian Curriculum Capabilities.
- That leaders and teachers have the capacity to read; interpret and action data and evidence for improvement in school and student performance.
- That outcomes in English and Mathematics are improved for every student.

Achievements

During 2021, our learning theme continued to be Ownership of Learning. Despite the challenges of COVID-19 and Remote Learning, the staff at Trinity remained focused on ensuring a high-quality curriculum and evidenced based teaching practices were implemented to provide rich learning opportunities for all students.

The success of 2021 can be attributed to following statements:

- Students had the opportunity to engage in our Learning to Learn focus and demonstrated Ownership of Learning by actively participating in the set-up of their learning space, as well engaging with and learning about our Whole School Expectations (Resilience, Respect, Responsibility and Safe).
- Students had the opportunity to create and then share their learning goals throughout the year with their parents (developed through the lens of our Whole School Expectations).
- Staff continued to use Essential Assessment Data to plan for and target student learning in Mathematics and Literacy (even during Remote Schooling).
- BAS Fountas and Pinnell Running Records were effectively utilised to measure student learning and achievement in Reading. This data was actioned through literacy groups.
- Use of Raz-Kids Reading during Remote Schooling to measure student learning and achievement.
- Use of PAT Assessments to measure student growth in Mathematics (Levels F-6), Reading (Levels F-6) and Vocabulary (Levels 2- 6). This data is now being actioned through 2022 PLTs.
- Use of Google Meets and HAPARA Workspace to continue to provide targeted teaching and feedback opportunities for students during Remote Learning.

- Professional learning opportunities were provided for staff in the areas of LLLL, Literacy, Mathematics, Religion, STEM, Curriculum (interpreting and actioning data), CPR/First Aid, Child Safety Standard, Whole School Approach to Positive Behaviour Support and Learning Adjustments. PLTs still continued during Remote Learning via Google Meet (as well as being held onsite).
- PSGs were still held through Remote Schooling. Goals were adjusted to be supportive of the Remote Schooling Environment.
- ESOs participated in PLTs. ESOs ran LLI intervention programs onsite and through the Remote Learning Space.
- Student learning was assessed and captured through Portfolios, Learning Samples, PAT Assessments, BAS and MAI Assessments, Essential Assessment Pre and Post Assessments and Teacher Observations.
- Extra-Curricular Opportunities - Incursions (during Term One and Term 4) and Year 4, 5 and 6 Camp *there were not many due to COVID.
-

STUDENT LEARNING OUTCOMES

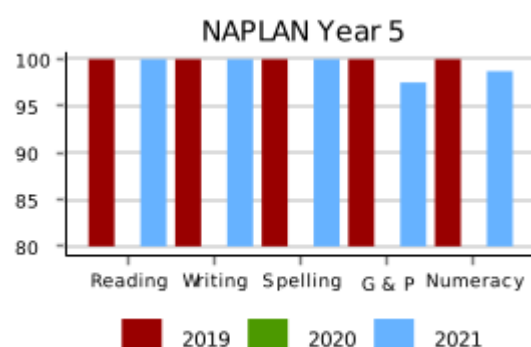
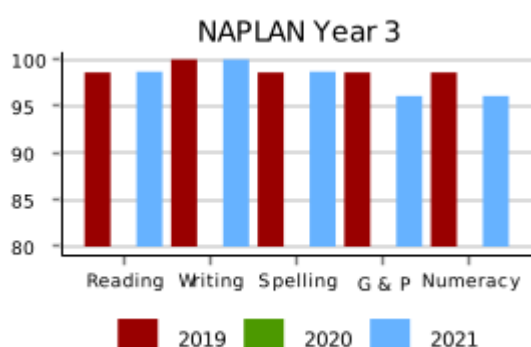
During 2021, Trinity utilised PAT Assessments to measure student growth in Mathematics (Levels F-6), Reading (Levels F-6) and Vocabulary (Levels 2- 6). These assessments were conducted in November and the data is currently being analysed and unpacked as part of the 2022 PLTs to ensure teaching and learning continues to be targeted. The 2021 NAPLAN Data was analysed and is being unpacked as part of the 2021/2022 PLTs to ensure teaching and learning continues to be targeted. Staff also used Essential Assessment (Mathematics and Reading), MAI Testing (Mathematics) and BAS Reading Benchmark System (Reading) to pre and post-test throughout the year. Student data provided a focus for forward planning.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	98.6	-	-	96.1	-
YR 03 Numeracy	98.6	-	-	96.1	-
YR 03 Reading	98.6	-	-	98.7	-
YR 03 Spelling	98.6	-	-	98.7	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	100.0	-	-	97.5	-
YR 05 Numeracy	100.0	-	-	98.7	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	100.0	-	-	100.0	-
YR 05 Writing	100.0	-	-	100.0	-

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

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

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



School Community and Student Wellbeing

Goals & Intended Outcomes

Goal

- Wellbeing needs of students are promoted and enhanced through the explicit teaching of the Victorian Curriculum - Capabilities.

Intended Outcome

- That the wellbeing needs of students are promoted and enhanced through the explicit teaching of the Victorian Curriculum Capabilities.

Achievements

In 2021, staff, students and the school community continued to build and strengthen positive relationships despite it being another challenging year for all. Throughout Remote Schooling, teaching staff contacted their students' families weekly to check in and provide support, both academically and emotionally. Students participated in two Google Meets with their teacher each day. Every Friday afternoon during Remote Schooling, students had the opportunity to attend a virtual school disco which helped to bring smiles to many of the students faces.

Whole School Approach to Positive Behaviour Support

In 2021, Trinity began to promote and embed our School Wide Expectations within our school community. Our four School Wide Expectations are:

- Be safe
- Be responsible
- Be respectful
- Be resilient

Throughout Learning to Learn, our Year 6 students had the opportunity to create our Whole School Expectations poster which would be used across the school and in the newsletter. All students from Foundation to Year 6 had the opportunity to vote for the poster they believe best represented our School Wide Expectations.

Students from Foundation to Year 6 learnt through the Victorian Curriculum Capabilities what it means to be responsible, respectful, resilient and safe.

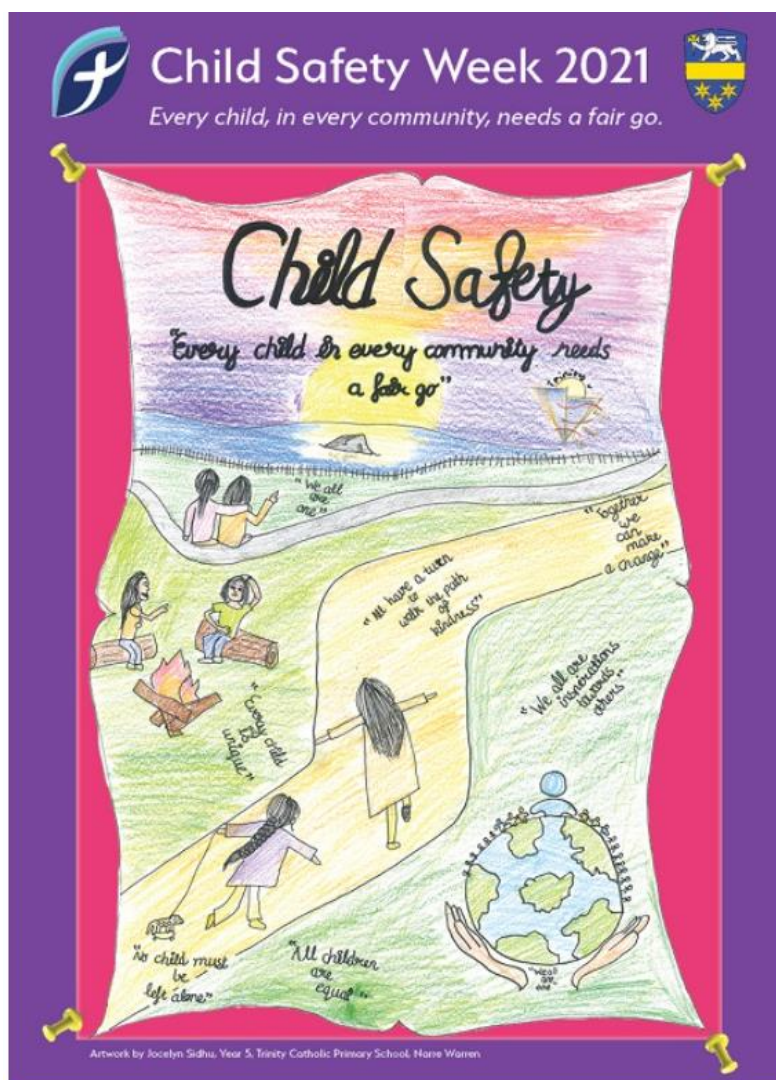


Day for Daniel

Day for Daniel is Australia's largest child safety education and awareness day. On Friday 29 October staff and students wore red to raise awareness of child safety. Students participated in a range of activities learning about the importance of being able to recognise, react and report if they feel unsafe. Students also had the opportunity to learn from three members of Victoria Police about how they can stay safe in the community and online.

National Child Protection Week

As part of National Child Protection Week, students engaged in a range of age appropriate activities to learn about the importance being safe, both online and in the 'real world'. Trinity's Level 3 - 6 students participated in a live webinar conducted by the eSafety Commissioner exploring how to be safe online and what it means to be a bystander. All students had the opportunity to create a poster as part of DOSCEL's National Child Protection Week poster competition, responding to the prompt Every child, in every community, needs a fair go.



Lego Club Program

Throughout Term One, Two and Four, Trinity offered students the opportunity to participate in Lego Club, a social skills program. Lego Club aims to develop communication skills, joint attention and listening skills, problem-solving, turn taking, cooperating, patience, and give the child experience of being part of a group or team.

Lunch Time Clubs

Throughout Term One, Two and Four, Trinity offered the students an opportunity to express their creative talents through the following clubs: Dance, Choir, Chess/Rubik's Cubes, Library, Sports/Running, Art and Technology. These clubs and were run at lunchtime and were an opportunity for students to showcase their many different talents.

Social Justice

Our SRC and Social Justice Leaders promoted different events and initiatives throughout the year. Some of the events and initiatives our leaders promoted in our school community include, National Child Protection Week, Day for Daniel, Aboriginal and Torres Strait Islander Children's Day and Safer Internet Day.

Mary Ellen Davis Year 6 Workshops

During Remote Schooling, our Year 6 students participated in two workshops with Mary Ellen Davis who is a Psychologist. Mary Ellen supported students and gave them the opportunity to express how they were feeling and to ask questions. Mary Ellen also discussed the transition to high school and what students can expect, as well as strategies to support them with friendships and peer pressure.

Child Safe Standards

Trinity takes the responsibility of keeping all students safely extremely seriously. We continued to ensure that the whole school approach to the Child Safe Standards was adhered to and regularly reviewed. When students were onsite during Term One, Two and Four, students reviewed Trinity's Child Friendly Student Safety Policy and completed the Safety Audit.

VALUE ADDED

Camps

- Year 6 Forest Edge Camp
- Year 5 Rumbug Camp
- Year 4 Forest Edge Camp

Weekly Assemblies (onsite or via Google Meet), Masses (onsite or via Google Meet), Graduation Ceremony for Year Six Students, were all well attended by students, parents and family members. Overall there was a genuine sense of community and positive feedback from all sectors.

STUDENT SATISFACTION

The Insight SRC surveyed students from Years 3, 4, 5 and 6. Across the board there was an increase in student motivation and purposeful teaching. The students indicated that the teacher — student relationships remained positive and despite several lockdowns, their connectedness to their peers remained high. There was a slight decrease in learner confidence as students found it challenging at times to learn online. Once they were back in the classroom student confidence soon lifted once again. Throughout Terms 1, 2 and 4 the students continued to respond positively to the lunchtime activities provided, the opportunity to represent the school in different sporting domains and school camps and excursions.

STUDENT ATTENDANCE

The roll is taken twice daily as per compliance obligations. Parents register student absences via SIMON. A text message is sent after 9.30am to families if a child is away without an explanation. Teachers report concerns for non-attendance to the Principal, Deputy Principal or Student Support Coordinator, in addition to leadership monitoring. Parent meetings are held to determine the reason for non-attendance and support offered if applicable. Meetings are documented and student attendance continues to be monitored. If a family has planned an extended period of absence due to family holiday or other commitments, parents are asked to notify the principal in advance in writing.

During Remote Learning, attendance was recorded through the class Google Meet each morning. If the students were unwell or having a day away from their learning they were asked to contact the school directly or via SIMON. Attendance for students attending onsite supervision during COVID was done through a Google spreadsheet.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	95.0%
Y02	95.1%
Y03	95.6%
Y04	96.1%
Y05	95.5%
Y06	95.1%
Overall average attendance	95.4%

PARENT SATISFACTION

The Insight School Improvement Survey sought feedback from randomly selected members of the school community. The results indicated that stimulating learning and student motivation remained high and was evident throughout the school. The data also indicated that parents found staff approachable and supportive which also aligned with the lift noted in student / teacher relationships. The ongoing challenges and restrictions of COVID-19, prevented families from being active within the school and a reduction in extra-circular activities being offered. Despite this, parents remained positive and could see how the school was focused on providing a rich, targeted curriculum to achieve the high standards set. The parent community noted that the partnership between home and school remained strong which supported the data around the students feeling connected to school.

Child Safe Standards

Goals & Intended Outcomes

Goals

- Staff are committed to Ministerial Order No. 870 and the Child Safe Standards.
- Wellbeing needs of students are promoted and enhanced through the explicit teaching of the Victorian Curriculum — Capabilities
- Staff are committed to providing an education that develops the whole person.
- The social, emotional, moral, spiritual and physical wellbeing of our students is central to our decision-making to ensure student health, safety, learning and success.

Intended Outcomes

- That the wellbeing needs of students are promoted and enhanced through the explicit teaching of the Victorian Curriculum Capabilities.

Achievements

To create and maintain a child safe organisation, Trinity Catholic Primary School complies with Ministerial Order No. 870 and adheres to the following Child Safety Standards:

- Strategies to embed an organisational culture of child safety
- A child safe policy (which includes a statement of commitment to child safety).
- A child safety code of conduct.
- Screening, supervision, training and other human resources practices that reduce the risk of child abuse.
- Procedures for responding to and reporting suspected child abuse.
- Strategies to identify and reduce or remove risks of child abuse.
- Strategies to promote child participation and empowerment.

The following policies are embedded with the organisation and are accessible to all in our school community via the Trinity Catholic Primary School website:

- Statement of Philosophy
- Commitment to Child Safety
- Child Safe Principles
- Child Protection and Safety Policy
- Child Safe Standard — Code of Conduct
- Pastoral Care Policy
- PROTECT Identifying and Responding to Abuse
- Protection of Children — Failure to Disclose

- Protection of Children — Failure to Protect
- Protection of Children — Grooming Policy
- Reporting — Child Protection OR Child First
- Child First

A child safety commitment statement is included in the Trinity Newsletter header and Staff Role Description header. As part of Child Safe Standard 4 — Staff Selection, Staff employment practices were updated to reflect Child Safe Standard regulations. Staff participate in an annual Professional Learning Day which includes First Aid Training - Anaphylaxis, Asthma and CPR, on-line Child Safety Modules and the Mandatory Reporting and Other Obligations eLearning Module. All parents and volunteers assisting within our school community must have a Working with Children Card, have signed the Trinity Code of Conduct and have completed the Trinity Parent Helper workshop. A register of parents and volunteers who have met these requirements is updated accordingly and kept in digital form on the school server and in a Child Safety Folder in the Administration Office. All contractors to Trinity sign the Trinity Code of Conduct and, where applicable, complete their work after school hours. An electronic sign-in procedure is used to register all staff and visitors to the school. All Child Safe Policies are continually updated as part of the VRQA process.

Students complete a Safety Audit each Term (Week 6) and the data from the safety audit is used to follow up on any incidents where a student may feel unsafe. Where relevant, further follow up may be required by way of meeting with the child's parents and/or contacting other professional support organisations such as Child First.

Leadership

Goals & Intended Outcomes

GOAL

At Trinity, every leader is an instructional leader.

Intended Outcomes

That the school's strategic intent and instructional vision drive leader and teacher practice.

Achievements

Trinity commenced 2021 by welcoming a new Deputy Principal / Religious Education Leader and three classroom teachers.

Leadership roles and positions of responsibility were shared amongst the staff of Trinity as we employed a team approach. Five staff assumed the leadership position of Level Leader, one staff member, Technology Leader, three Curriculum Leaders and one Learning Adjustment Leader.

The Leadership Team meet weekly (via VC during lockdown) to monitor and discuss the progress of the school and to guide future direction. The 2021 Leadership Team consisted of the Principal, Deputy Principal / Religious Education Leader, Learning Adjustment Leader, Curriculum Leaders, Technology Coordinator, five Level Coordinators and an ESO representative.

The staff participated in Professional Learning to continue to improve their skills and to ensure that the children were presented with the most up to date and comprehensive curriculum. As well as the Diocesan Collective Initiative, staff participated in weekly Staff Meeting and Professional Learning Team meetings where the emphasis was on Data Analysis, Targeted Teaching and Learning Adjustments. These continued via VC throughout Remote Learning. Diocesan Network days were attended by School Leadership to support our initiatives and our focus on capacity building. These were held remotely. Within this environment, staff challenged each other to provide the best possible learning opportunities they could to the children by focusing on improving their teaching techniques, using data to inform their practice, learning from each other, coaching, feedback and being accountable for improving student learning outcomes.

Courses to improve leadership skills were encouraged at all times. Four staff members were engaged in Master's Degree qualifications — Masters of Evidence Based Teaching. Staff Insight Data saw the Clarity pillar being the highest, demonstrating a strong connection between the work of the school leadership team and the teaching staff in enacting the school's vision.

The school continued the Induction Program for all new teachers articulating the school's priorities and the expectations of all teachers.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

- First Aid — CPR, Asthma, Anaphylaxis.
- Mandatory Reporting eLearning Module.

- Child Safe Standards
- Choice Theory Training (4 days for new staff).
- Graduate Induction
- Learning & Teaching Network Days
- Curriculum Review and Planning Day
- Gippsland Primary Principal Conference.
- Masters of Clinical Teaching.
- 2021 Staff Planning Day.
- Little Learners Love Literacy Training
- Collectives
- Principal Formation
- Diocese of Sale Leadership Program
- COVID Marshall / COVID Safety Training
- SIMON Learning Management Training
- WIAT Assessment Training
- Emergency Management Training
- Whole School Approach to Positive Behaviour Support
- Curriculum and EAL Webinars
- REL Formation
- Seesaw Training
- Sexuality in Catholic Education
- Inquiry Planning and Teaching in To Live In Christ Jesus curriculum
- OHS in Schools training
- Deputy Principal Formation sessions
- Analysing Naplan through ACARA

Number of teachers who participated in PL in 2021

33

Average expenditure per teacher for PL

\$584

TEACHER SATISFACTION

The Insight SRC survey conducted during Term 2 indicated that staff felt extremely supported by the school's leadership team and that curriculum processes remained a strength for the school. Staff engagement and ownership remained high, indicating that staff clearly understood their roles within the school and that they felt confident that they had the skills to carry out their pastoral care responsibilities. This was particularly important with the impact of COVID-19 on

the school community. Despite a slight decline in adaptive behaviours, staff were able to overcome the challenges presented during Remote Learning to ensure all students continued to have the best opportunities to learn.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	86.1%
--------------------------------	-------

ALL STAFF RETENTION RATE

Staff Retention Rate	93.0%
----------------------	-------

TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	33.3%
Graduate	6.1%
Graduate Certificate	6.1%
Bachelor Degree	87.9%
Advanced Diploma	3.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	38.0
Teaching Staff (FTE)	31.9
Non-Teaching Staff (Headcount)	23.0
Non-Teaching Staff (FTE)	15.2
Indigenous Teaching Staff (Headcount)	0.0

Future Directions

In 2022, we look forward to:

- Continuing to build the capacity of all staff to effectively interpret data to inform Targeted Teaching
- Continuing to utilise the expertise of our Masters of Clinical Teaching students to inform and guide expert teaching practice.
- Implementing the Whole School Approach to Positive Behaviour Support.
- Building a new, permanent Art room and Library space.
- Ensuring the Learning Adjustments made for all students are based on evidence and data.
- Implementing the Government Tutoring Program to support student disadvantaged during COVID-19.
- Continuing to ensure the school is COVID safe and compliant.