



St Margaret's School Geelong East

2021 Annual Report to the School Community



Registered School Number: 1489

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Minimum Standards Attestation

I, Rosa O'Beirne (Acting Principal), attest that St Margaret'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.

28/03/2022

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 that 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, enhancing 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

Our School Vision and Mission

St. Margaret's Primary School

Living our Catholic faith,

Engaging passionately in learning,

Connecting with and shaping our world

Living our Catholic Faith

To create a welcoming Catholic community where we promote commitment, service, respect, justice and compassion for all.

To involve and educate our community in Our Catholic Story and beliefs about the life of Jesus and St. Margaret.

To actively reflect Jesus' values in our decisions, choices and actions.

Engaging Passionately in Learning

To promote a collaborative culture that creates engaging and meaningful learning opportunities.

To provide rich, rigorous and relevant experiences that meet the needs of all students and the whole school community.

To use contemporary tools to maximise learning and teaching success.

To personalise learning, creating passionate, life-long learners.

Connecting With and Shaping Our World

To build purposeful connections between home, school and the wider community.

To shape our local and global world through positive action.

To recognise and respect multiple perspectives and views.

School Overview

Year Established1949
Student Enrolments.....232
Foundation Year Students.....38
Socio-economic status.....94
Language Background Other than English.....11
Index of Community Socio-Educational Advantage.....1058
Number of Teaching Staff (Full-time equivalent).....24

St Margaret's School is one of four primary schools in the parish of St Mary of the Angels, in the regional centre of Geelong, 77 km south-west of Melbourne. The integration of school and parish is particularly indicated by solid professional networks across the schools, faith formation for school staff led by the parish priest and commitment to the parish's partnership with the parish of Mary the Immaculate, Viqueque, Timor-Leste.

The school has maximised the potential of its corner site with synthetically surfaced areas, attractive play equipment, well-maintained gardens and arrangements with the local government to access the neighbouring playing fields. Renovations and extensions to the original two-storey school building since 2015 have created contemporary learning environments. Learning areas are housed in zones for general classrooms and specialist areas for teaching Physical Education, Visual Arts, Performing Arts, Italian, Social and Emotional Learning and STEM. There are also designated learning breakout spaces to implement Reading Recovery, Levelled Literacy Instruction, and Phonics based intervention approaches. An exceptionally maintained Library also serves our community well.

St Margaret's learning environments are very well resourced. A significant investment in digital technologies has improved student learning and engagement. Staff and students maximise the potential of the many Chromebook, Netbooks, desktop computers, Apple TVs and iPads spread across the year levels, with senior students enjoying 1-1 iPad access.

The parish church opposite the school is no longer a place of worship for the community with the merger of St Margaret's parish into the parish of St Mary of the Angels. As the school has been offered the use of the building by the parish, St Margaret's is seeking approval and grants from MACS to develop this facility as a creative art and physical education precinct.

St Margaret's endeavours to continue the great work of those who came before us as we build on the story of Catholic Education for the community of East Geelong.

Our strategic intent for the next four years of school improvement includes the following objectives:

To develop an authentic and personalised learning culture inclusive of St Margaret's School Community. Our Catholic Faith underpins this learning culture and is enacted by aligning Catholic values and beliefs to sustainable citizenship.

EDUCATION IN FAITH

Goal: *To further develop and promote the Catholic identity of St Margaret's School.*

Intended Outcomes:

- Students and families are actively involved in their faith formation
- To develop further Catholic teachers' understanding and knowledge of the Pedagogy of Encounter
- That Catholic values are fostered and enacted through Gospel teachings, Sustainable Development Goals (SDGs) and authentic Christian relationships
- Prominent visuals, icons and symbols enhance the Catholic identity of the school.

LEARNING AND TEACHING

Student Efficacy and Agency

Goal: *Student self-efficacy and agency are developed through engaging, trusting and dynamic teaching and learning relationship.*

Intended Outcomes:

- Provide opportunities for teachers and students to develop a common understanding of self-efficacy and student agency, and its desired impact
- Students are actively involved in generating and monitoring SMART goals

Data Literacy Intervention Plan

Goal: *To develop and implement a systematic approach using the Intervention Framework model that identifies and targets the needs of all learners.*

Intended Outcomes:

- Commence implementation of the systematic process outlined in the Data Literacy Intervention Plan with all staff
- Develop an ongoing central tracking document for recording and reviewing Tier 1 & 2 assessments (Response to Intervention Model)

STUDENT WELL-BEING

Student Efficacy and Agency

Goal: *Student self-efficacy and agency are developed through an engaging, trusting and dynamic teaching and learning relationship.*

- Students feel empowered through a variety of opportunities for voice and choice in their learning.

SCHOOL COMMUNITY

Student Efficacy and Agency

Goal: *Student self-efficacy and agency are developed through an engaging, trusting and dynamic teaching and learning relationship.*

Intended Outcomes:

- Students and parents have a greater understanding of various dispositions of a learner and use students' strengths to maximise their outcomes.

Data Literacy Intervention Plan

Goal: *To develop and implement a systematic approach using the Intervention Framework model that identifies and targets the needs of all learners.*

Intended Outcomes:

- Generate ongoing Student Profiles which identify and target student needs for Tier 1, 2 and 3.

LEADERSHIP AND MANAGEMENT

Professional Growth and Empowerment

Goal: *Professional Growth and Empowerment enriches the cultural identity of St Margaret's School.*

Intended Outcomes:

- Leaders are further equipped with skills and strategies to enhance and build teacher capacity.
- Professional learning and mentoring promote teacher capacity, which is both personal and authentic.
- Learning Support Officers (LSOs) and professionals are provided with professional learning and mentoring tailored and specific to their roles.
- Professional learning encompasses a wide variety of agencies, experts and facilitators.

Principal's Report

The impact of the worldwide COVID 19 pandemic continued to have far-reaching effects on St Margaret's community. The adaptability of our educators was called upon even more so than in the first year of the pandemic. The quick turnaround from Remote Learning to On-site Learning showcased the importance of collegial team planning, making the transition possible.

Even though similar Remote Learning challenges were presented in 2021 as the previous year such as;

- some students' reluctance to participate in online learning
- parents struggled with juggling employment and home-schooling
- the mental well-being of students, staff, and students.

There were some good gains, as many students were more engaged in learning online than in the regular classroom. This was attributed to the shorter time frame for instruction and flexibility of a school day. The most significant impact was writing, as teachers weren't physically present. Our teachers did a remarkable job during COVID teaching.

Staff reflected that the success of online learning could be translated into more listening required of the teacher. This gave teachers a better understanding of what students were thinking and what they were not understanding. The remarkable support provided by our families to assist their children in understanding the task was also noted.

COVID consolidated that most students were more confident at navigating social media, partly because they use it all the time. Students demonstrated more willingness to talk to teachers and their peers about what they did not know and discuss their misunderstandings on social media platforms.

Students who continued to struggle in 2021 were the most dependent on the teacher, regardless of achievement. Some of our brightest students were dependent on their teachers. Teachers needed to think more about the gradual release of responsibility. They needed to teach the students how to self-regulate, understand their learning progress and set personal goals.

Some of these students required on-site learning for their ongoing education and well-being. Not surprisingly, student agency and students' voices are a critical focus in our four-year strategic plan.

Teachers utilised the Google platform and Seesaw App as primary tools to facilitate learning. With Google Meets, teaching teams planned and produced comprehensive learning and teaching programs that catered to individual needs. Students were engaged in explicit learning and teaching workshops and learning conversations with educators. Parents involved in Google Meets reinforced and supported their roles as educators. The school's remote learning program was built on a framework that provided equity for all learners.

As a school, we reflected on the impact of remote learning and the increased work demand on all teaching staff as more children presented as vulnerable. More students who required face to face contact meant flexible and creative rostering of staff to address teacher workload. Appropriate guidelines were also established to assist teachers' ongoing availability to parents while maintaining and building upon positive relationships.

At St Margaret's, I could not be more impressed with the adaptability of our staff in continuing to make a difference during challenging times.

Education in Faith

Goals & Intended Outcomes

Goal: *To further develop and promote the Catholic identity of St Margaret's School.*

Intended Outcomes:

- Students and families are actively involved in their faith formation
- To develop further Catholic teachers' understanding and knowledge of the Pedagogy of Encounter
- That Catholic values are fostered and enacted through Gospel teachings, Sustainable Development Goals (SDGs) and authentic Christian relationships
- The Catholic identity of the school is enhanced by prominent visuals, icons and symbols.

Achievements

Our Catholic Identity at St Margaret's continued to be promoted within our community during 2021. Opportunities presented as the platform and flexibility for communication and activities to be accessed by families became more readily obtainable. The Catholic culture of our school was strengthened during the remote learning period, as family members were able to participate in faith formation together.

Of particular note was the engagement level built upon the previous COVID year, 2020. Religious artefacts that were co-created in family units were shared online and then celebrated and displayed once we returned to on-site learning in the later part of 2021.

Positive feedback from parents in the previous year about the ability to participate regularly in developing sacred spaces within the home encouraged us to make this a feature in 2021. The sacredness of these regular family prayer times expressed the essence of our Catholic community, and, despite not being physically present with each other, our spirituality was further defined.

Towards the end of the year, when COVID restrictions were reduced, we celebrated the sacrament of; Reconciliation, Eucharist and Confirmation. This included students who had previously, in 2020, missed the opportunity to partake in the sacraments.

The easing of COVID restrictions allowed our families to once again contribute and participate in sacramental information evenings. The importance of sacramental evenings to further educate parents about their critical role in promoting our Catholic faith was brought to the forefront once again.

These achievements were further enhanced by:

- class planners and daily slide shows
- staff professional learning conference, which focused on our Catholic Identity and reconnection

- school and classroom displays
- co-creating sacred prayer spaces
- participation in liturgy and prayer
- Professional Learning Teams were used as a forum to focus on implementing Faith Life Inquiry-based Learning
- use of prominent visuals, icons and symbols to showcase our Catholic Identity at St Margaret's School.

VALUE ADDED

Best practices identified that COVID years had impacted the connection between our staff and their well-being. Leadership prioritised the need to re-establish this connection and foster staff well-being by accessing professional learning based on Catholic Identity enacted through Gospel teachings, Sustainable Development Goals and authentic Christian relationships. This learning was facilitated by Lucy Carroll, a faith formation expert, over a two-day conference.

During this conference, time was spent with God's spoken word, where the Lectio Divina method was adopted when praying with scriptures. The opportunity for staff to enter into dialogue in the use of scripture with adults and children was provided. Staff concluded the two-day retreat by co-creating a prayerful liturgy which focused on celebrating St Margaret, our patron saint. There were numerous opportunities to self reflect and share on our faith formation and develop authentic Christian relationships.

The venue of choice allowed staff to be surrounded by the wonder and awe of nature (God's Creation).

Feedback from staff indicated that the experience promoted a connection to self, the environment and colleagues, particularly after two COVID years.

Learning & Teaching

Goals & Intended Outcomes

Student Efficacy and Agency

Goal: *Student self-efficacy and agency are developed through engaging, trusting and dynamic teaching and learning relationship.*

Intended Outcomes:

- Provide opportunities for teachers and students to develop a common understanding of self-efficacy and student agency, and its desired impact
- Students are actively involved in generating and monitoring SMART goals

Data Literacy Intervention Plan

Goal: *To develop and implement a systematic approach using the Intervention Framework model that identifies and targets the needs of all learners.*

Intended Outcomes:

- Commence implementation of the systematic process outlined in the Data Literacy Intervention Plan with all staff
- Develop an ongoing central tracking document for recording and reviewing Tier 1 & 2 assessments (Response to Intervention Model)

Achievements

St Margaret's School continued to promote a collaborative culture within our staff, students and parents, creating engaging and meaningful learning opportunities. We all have something of value that we can add to the world, and we can learn even better by listening and working together. Teachers aimed to provide rich, rigorous and relevant learning experiences that met the needs of all students and the whole school community. We worked together as a community to solve problems and to be positive, active, and productive citizens. St Margaret's learning experiences focused on being authentic, developing connections to real-world issues, and teaching students the skills they needed to succeed outside of school.

In 2021, a year still heavily impacted by COVID, the school had a focus on connecting with nature. Staff and students linked their education and well-being to local environments such as the Botanic Gardens, Geelong Waterfront, local bollards, You Yangs and the Queenscliff marine area. As well as fostering the vital link between a student's well-being and learning, connecting the environment with the classroom has helped deepen scientific inquiry, literacy and environmental stewardship. A mid-year staff retreat supported the importance of connecting with nature in Trentham, where the use of the environment was integral to unpacking the school's strategic intent.

As COVID protocols were easing, St Margaret's also looked to reconnect with the school community. Community events like the Beach Picnic were reinstated. Families connected to the school through excursions, such as the Whole School You Yangs Connection to Nature Day, where students learned more about indigenous traditions and ways of life. We also encouraged

students to celebrate their cultural heritage through our biennial Cultural Day, learning more about their family backgrounds and themselves.

Staff further developed their understanding of our Data Literacy Intervention Plan and Whole School Data Tracking Document. The creation of Individual Student Profiles helped inform teachers of the necessary changes required to most effectively and efficiently assess the needs of our students. The school was strong in its support of its National Consistency Collection of Data team and its connection with the Core Learning Diversity team in developing programs and making adjustments required to inform teaching and learning which catered to individual student needs.

Over the past year, staff have continued participating in professional learning opportunities. Literacy continued to be our primary focus in the junior area with training around the phonics-based approach Little Learners Love Literacy (LLLL). This approach, which is an evidence-based, structured literacy program, is being delivered to the students in 2022. Staff also undertook the Supporting Oral Language Development (SOLD) program and Developing Mathematical Understanding online.

STUDENT LEARNING OUTCOMES

Our Pat Assessment data rebounded in 2021 in both Reading and Maths. Our Pat Reading data indicated an average of 1.28 years of growth across the school in 2021 compared to 0.91 years in 2020. Our Pat Maths data followed a similar pattern indicating an average of 1.19 years of growth across the school in 2021 compared to 0.94 years in 2020. This was pleasing as much of the school year was impacted by COVID and remote learning. It is a credit to the diligent work of the staff, parents and the school community in coming together to support the students with their learning.

Growth	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024	Class of 2025	Class of 2026
F - Yr 1							1.03
Yr 1 - Yr 2					1.02	1.32	
Yr 2 - Yr 3	1.39	1.12		1.09	1.57		
Yr 3 - Yr 4	1.17	1.02	0.89	1.46			
Yr 4 - Yr 5	1.11	0.78	1.20				
Yr 5 - Yr 6	0.78	1.10					
Average Growth	0.91	1.28					
Year	2020	2021	2022	2023	2024	2025	2026

Growth	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024	Class of 2025	Class of 2026
F - Yr 1						1.21	1.22
Yr 1 - Yr 2					1.11	1.58	
Yr 2 - Yr 3	1.15	1.09	1.31	1.04	1.30		
Yr 3 - Yr 4	1.18	0.95	0.77	1.01			
Yr 4 - Yr 5	0.94	0.87	0.83				
Yr 5 - Yr 6	0.61	1.19					
Average Growth	0.94	1.19					
Year	2020	2021	2022	2023	2024	2025	2026

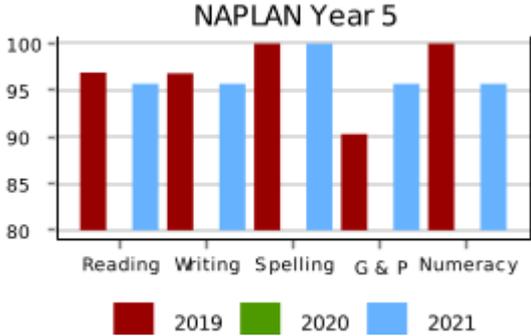
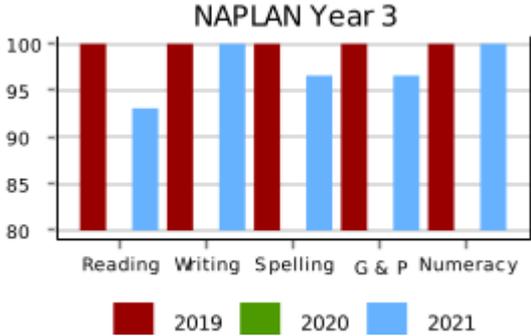
PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	96.6	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	100.0	-	-	93.1	-
YR 03 Spelling	100.0	-	-	96.6	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	90.3	-	-	95.7	-
YR 05 Numeracy	100.0	-	-	95.7	-
YR 05 Reading	96.9	-	-	95.7	-
YR 05 Spelling	100.0	-	-	100.0	-
YR 05 Writing	96.8	-	-	95.7	-

* 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

Student Efficacy and Agency

Goal: *Student self-efficacy and agency are developed through an engaging, trusting and dynamic teaching and learning relationship.*

- Students feel empowered through a variety of opportunities for voice and choice in their learning.

Achievements

Social and Emotional learning opportunities were provided for families during remote learning using provocations. These experiences were shared via pictures and videos, then incorporated into a slide show, shared and celebrated with our whole school community using ICT platforms. This promoted connectedness and a sense of belonging to St Margaret's and the wider community.

Group chat sessions were an extension of the previous remote learning period, which established and maintained relationships. The well-being learning experiences met the requirements of pastoral care. Educators and school leaders also provided time to facilitate sessions for both students and parents experiencing anxiety and frustration levels. We identified students who would benefit from on-site learning as a preventative well-being measure through these sessions. Parents were contacted by leadership to negotiate opportunities to access on-site learning.

The remote learning environment and experience tested our students' independence, confidence and resilience. It was evident that most of our students were very well-equipped to adapt and succeed in this environment. With teachers noting considerable growth in academic performance of some students with limited numbers regressing. It was very difficult to pinpoint the development of Foundation students due to their limited time at the school.

In 2021 the school continued to consolidate its focus on social and emotional learning, emphasising student behaviour, engagement, and connectedness. On returning to on-site learning, teachers integrated students with a particular focus on building stamina to learn and developing positive relationships. Staff reflected on 'what worked well' during remote learning and identified the best practice to maximise learning, including:

- shorter bursts of learning
- mindfulness throughout the day
- multimedia to assist different learning styles
- student agency fostered through a 'flipped classroom'.

Student agency assisted in developing leadership skills whereby students co-created workshops and outdoor programs that promoted well-being and personal formation. Students developed a

greater self-awareness of their personal capacities and dispositions as learners. This was fostered through experiences such as:

- designing a 3-day camp and accessing local community groups for support
- expos which highlighted the skills involved in the Design Thinking processes culminating in action
- building teachers' capacity to incorporate trauma-informed and mindfulness practices into everyday teaching and learning
- peer multi-age learning pods and Buddy Program.

Students' voice has continued as a focus within our senior-level regarding establishing an environment where personalised learning can flourish. We are consolidating processes that make explicit links between students setting their own goals and direction for learning and the concept that this is a further element of promoting students' voices. This focus is also apparent in the junior area of our school.

VALUE ADDED

During remote learning, there was an emphasis on student voice which catered to different learning styles. Well-being was addressed through various forms of expressions such as; visual, aural, verbal, physical, logical, social and solitary. Fun afternoons and days were structured into the learning week which encouraged family engagement.

On return to school, there was a recognised need for greater emphasis on providing well-being experiences such as circle time, mindful activities and reducing the cognitive load to build stamina for learning.

Positive reinforcement underpinned consistent approaches to the development of self-discipline and constructive behaviours. A range of structures such as Student Safety and Support Plans and programs that teach zones of self-regulation and positive behaviours enabled the school to address the range of students' needs.

Targeted research-based programs, whether whole class, small group or individual, were designed and employed to enrich and extend students' personal and social capabilities.

STUDENT SATISFACTION

Students and parents valued the teacher-student relationships and saw these as extremely positive. These relationships allowed teachers to stay connected with our students and their

families during the lock-downs. We received an overwhelming amount of positive feedback acknowledging how our staff went above and beyond to stay connected.

This was evident by staff providing opportunities for:

- work packages to be delivered to families
- social connections with peers and significant adults by accessing on-site learning
- personalised one on one intervention to accommodate family needs
- check-ins between teachers, parents and students on a needs basis
- work further modified to engage student learning, particularly for families who had several students involved in remote learning.

Our students and families expressed gratitude and appreciation for all that we did for their children.

STUDENT ATTENDANCE

The school uses a computerised system for recording student attendance, SIMON, which generates automatic parent notification of student absences. Teachers closely monitor student attendance weekly. Parents are required to notify the school in writing of absences and the reason for the absence.

The school's Attendance policy stipulates that:

- daily attendance of each student enrolled at the school is recorded at least twice a day in our computerised system, SIMON
- any absences of a student from school, including classes, are identified
- reasons for each student's absence are provided and recorded in writing before 9.30 am by:
 - E-mail
 - Written communication
 - Phone message
 - PAM
 - School absenteeism form.
- explanations for absences that are provided are a reasonable excuse for the purposes of their responsibilities under the Act

- follow up on unexplained absences of a student by contacting the parent/guardian of the student on the same day using an automated SMS notification
- parents/guardians are notified promptly regarding a student's unsatisfactory school or class attendance
- if contact cannot be made with the parent, contact will be made with the emergency contact/s nominated on the student's file held by the school
- attendance improvement strategies, interventions and levels of adjustment are implemented where the absence is having a significant impact on a student's educational achievement and development, including an Attendance Student Support Group, Personalised Learning Plan, Student Absence Learning Plan and Return to School Plan
- referral processes are implemented to Child FIRST or Child Protection, MACS and the School Attendance Officer where required
- refer to Child Protection and Child Safe Standards (PROTECT).

During Remote Learning, normal attendance procedures took place for on-site students via ICON. Off-site Remote Learning students were marked as absent when there was no evidence of student participation in the program. The SMS procedure was not used for off-site students.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	92.6%
Y02	95.7%
Y03	95.8%
Y04	96.3%
Y05	93.9%
Y06	94.3%
Overall average attendance	94.8%

Child Safe Standards

Goals & Intended Outcomes

- To develop school community awareness of, and a commitment to, the Ministerial Order No 870 (Victorian Child Safe Standards)
- To develop school policies that can demonstrate the strong commitment of St Margaret's Primary School to the care, safety and wellbeing of all students at our school.
- To implement practices, procedures and strategies to keep students safe from harm

Achievements

St Margaret's used its Vision and Mission when addressing the CECV Commitment to Child Safety. The school has implemented a Child Safe Policy, Code of Conduct, and procedures for engaging volunteers and informing the community of the implications of the Child Safe Standards. It has identified strategies to remove the risk of child abuse and promote child empowerment and participation in its Social and Emotional Programs, focusing on Student Agency.

At St Margaret's, we are committed to ensuring Child Safe policies and practices are embedded into everyday life by:

- training teaching, non-teaching staff and volunteers in Child Safe Standards
- monitoring 'PROTECT' - Identifying and Responding to All Forms of Abuse in Victorian Schools
- addressing risk management practices when planning school activities and events
- implementing the development of 7 Child Safety Standards
- staff members reading, agreeing and signing the Code of Conduct (Standard 3)
- staff members were made aware of the protocols required for complying with Standard 4 (Identifying and Responding to All Forms of Abuse in Victorian Schools)
- staff members completing online Mandatory Reporting Modules and Disability Standards for Education
- staff briefings explaining the Ministerial Order 870 (Victorian Reportable Conduct)
- contractors and volunteers participating in induction briefing in promoting Child Safety policies and protocols
- providing incursions that promoted Child Safe standards
- assistance with accessing National Disability Insurance Scheme (NDIS) and making allowance for therapists to work on-site with students eligible for NDIS support
- parents remained informed via the school newsletter, website, and signage around the school about school expectations regarding Child Safety.

In response to the school's obligation to Standard 7, Social and Emotional Learning is taught as a specialised subject with a specific focus on student empowerment strategies with the following

programs taught: Zones of Regulation, We Thinkers, Social Detective and Superflex over a three-year cycle.

In Social and Emotional Learning classes, students develop a better understanding of self, others and relationships - over an extended education journey - a platform of greater emotional intelligence and other lifelong skills, including problem-solving and seeking help, is promoted. The school also engaged professional teams to support the Child Safe program and further develop our students' understanding about being safe and respectful relationships.

Leadership & Management

Goals & Intended Outcomes

Professional Growth and Empowerment

Goal: Professional Growth and Empowerment enriches the cultural identity of St Margaret's School

Intended Outcomes:

- Leaders are further equipped with skills and strategies to enhance and build teacher capacity.
- Professional learning and mentoring promote teacher capacity, which is both personal and authentic.
- Learning Support Officers (LSOs) and professionals are provided with professional learning and mentoring, which is tailored and specific to their roles.
- Professional learning encompasses a wide variety of agencies, experts and facilitators.

Achievements

St Margaret's leadership recognised the need for staff to engage in ongoing professional learning despite the continued disruption of the pandemic in 2021. It was considered vital that staff, just like students, moved into navigating online learning platforms and entered the 'learning pit'. Even though the sustained use of online platforms provided challenges, staff indicated that the need to connect with peers and experts was essential to their professional growth.

Of note, St Margaret's staff members were given time to reflect on their vocational role at our Catholic school. A two-day retreat focused on our Catholic Identity by participating in prayer, exploring our Community of Trust Touchstones and further deepening our understanding of St Margaret and her significance to our school.

Each morning commenced with prayer and reflection. This provided us with an opportunity to share a personal encounter with God and a stimulus for the focus of each day.

Through a range of group activities and individual reflection time, staff members were able to explore our collective story as a Catholic Community at St Margaret's School and identify the contemporary relevance of St Margaret in our community. Staff then committed to an action aligned with their deeper understanding of our patron saint. The retreat concluded with a co-created prayerful liturgy with a focus on St Margaret.

Our Leadership team participated in intensive two-day workshops and individual coaching sessions. The purpose was to build a high performing leadership team through collective learning and individual practice. Through a range of activities and individual reflection time, we:

- shared professional successes with colleagues to gain insight into conditions that led to those successes
- used research to identify dispositions and actions of high performing leaders

- built an understanding of the purpose of AISTL Leadership Profiles as the national framework for leadership practice
- reflected on personal leadership practice and undertook a self-assessment to target an area for development
- nurtured a mindset that looked to change and innovation
- used lateral thinking to generate new ideas for action
- built connection, collegiality and trust
- took an appreciative approach
- introduced a coaching approach to leadership development
- supported the development of individual leadership action.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Phonics-based Approach - Little Learners Love Literacy (LLLL) P-2
 Supporting Oral Language Development (SOLD) program P-2
 Reading Recovery
 English as a Second Language
 Developing Mathematical Understanding 3-6
 Re-imaging Languages
 Faith Formation (2-day Conference)
 Leadership High Performing Teams & Coaching
 Deputy Principal, Learning Diversity, Well-being, Maths, REL & Literacy, WESTech Networks
 Emergency Warden Training
 National Consistent Collection of Data
 Mandatory Reporting
 CPR and Anaphylaxis

Number of teachers who participated in PL in 2021	35
Average expenditure per teacher for PL	\$544

TEACHER SATISFACTION

Feedback from staff indicated that despite being an extremely difficult year in which to teach, they felt a high level of achievement for both themselves and their students. Throughout the remote learning periods and transition to on-site learning, they felt supported by their peers,

leaders and parents. They believed they were able to provide each child with the best possible opportunities for learning in an engaging and purposeful environment.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	89.4%
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ALL STAFF RETENTION RATE

Staff Retention Rate	84.4%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	0.0%
Graduate	0.0%
Graduate Certificate	0.0%
Bachelor Degree	93.8%
Advanced Diploma	31.3%
No Qualifications Listed	6.3%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	27.0
Teaching Staff (FTE)	20.0
Non-Teaching Staff (Headcount)	17.0
Non-Teaching Staff (FTE)	11.1
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Student Efficacy and Agency

Goal: *Student self-efficacy and agency are developed through an engaging, trusting and dynamic teaching and learning relationship.*

Intended Outcomes:

- Students and parents have a greater understanding of various dispositions of a learner and use student's strengths to maximise their outcomes.

Data Literacy Intervention Plan

Goal: *To develop and implement a systematic approach using the Intervention Framework model that identifies and targets the needs of all learners.*

Intended Outcomes:

- Generate ongoing Student Profiles which identify and target student needs for Tier 1, 2 and 3.

Achievements

COVID restrictions played a significant part in diminishing parents' physical presence in the school, and the availability of school activities and events was restricted due to COVID guidelines. Despite the lock-downs encountered, many educators commented that the Google platform and contemporary use of technology allowed them to build a greater partnership with parents that had previously not existed. Upon reflection, this technology has been incorporated into ongoing practice, which has permitted time-poor parents to be involved at short notice with parent-teacher meetings.

St Margaret's educators also provided a scope of teaching and learning activities focusing on parent engagement. This involved cooking, construction, problem-solving and physical activities. Many parents emphasised the value of these experiences and are maintaining these during 'normal' post-COVID schooling. Parents identified that they became more aware of their child's preferred learning styles, strengths and challenges. Thus, the aim of strengthening collaborative partnerships continued to be met during the challenging times of 2021. Parents as co-educators were highlighted further during this time.

In between lock-downs, St Margaret's School held some limited community activities. As a school, we look forward to greater future engagement.

PARENT SATISFACTION

Feedback from members of the School Board and the Parents and Friends indicated that the Remote Learning Program presented to parents and students was effective.

Parents gave positive feedback about the following:

- effectiveness of the Google platform and Google Classroom
- dedication and professionalism of teachers
- catering for a diverse range of students learning needs
- success of Google Meets
- provision of specialist lessons
- availability to provide a variety of teaching materials and resources
- students identified as vulnerable or whose parents were authorised workers being given access to on-site learning.

Parents expressed their gratitude for the commitment of teachers and support from the school. Gratitude ranged from teaching and learning programs to teacher and well-being support provided by the school.

Parent comments:

Thank you for the amazing effort you and your staff put in everyday to help us. The support we received from you all is exceptional.

We appreciate everything you and the staff are doing for our kids. It's a challenge for all; however, this pandemic is proof that you and the teachers are amazing and are doing a great job.

I wanted to say thank you, and I appreciate you all. You have helped keep my children safe through your actions. As we know, safety does not solely rely on sanitising and social distancing.

Future Directions

A recent School Review guided our strategic intent in 2021 as outlined in our School Improvement Plan.

Improve teaching practice by strengthening the capacity of leaders to:

- Develop their leadership capabilities as defined in the AITSL standards
- Ensure timely, frequent, and improvement focused feedback supports staff efforts to improve their practice through mentoring, coaching and observation of practice
- Support teachers to model the role of specialist, witness, and moderator in integrating Faith, Life, and Culture.

Embrace the diversity of all learners by strengthening teachers' capacity to:

- Develop a shared understanding of effective teaching practice
- Evaluate the impact of their teaching practice using cycles of inquiry
- Plan for teaching based on targeted assessments that identify the specific learning needs of a diverse range of students
- Ensure the fidelity of targeted interventions and adjustments.

Develops student self-efficacy and agency in their learning by:

- Deepening students' and parents' awareness of the various dispositions of a learner to help;
 - students to become confident and involved learners
 - Empower student voice through SMART goal-setting and collaborative learning.