



St Anne's School Seaford

2021 Annual Report to the School Community



Registered School Number: 1671

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Minimum Standards Attestation

I, Roderick Shaw, attest that St Anne's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

02/03/2022

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 Anne's Catholic Parish Primary School inspires learning and creativity through purposeful contemporary education. We are a Catholic Faith Community where scripture and prayer guide the development of the whole child. St Anne's provides a safe and inclusive environment so that students will reach their full potential.

With this understanding our mission is to:-

- Be a committed faith community who sustain each other through our dedication to scripture and prayer.
- Provide a purposeful contemporary learning environment that challenges students in an ever changing global world.
- Develop a cohesive learning community to improve student learning outcomes.
- Provide a safe environment that develops the resilience, respect and self-confidence of our students.
- Foster a vibrant and welcoming environment where school/family partnerships enhance student learning.

School Overview

St Anne's Catholic Parish Primary School was opened in 1968 in the beachside suburb of Seaford by the Faithful Companions of Jesus. The school, from its very small beginnings, grew to a population of as many as 460 prior to the opening of St Joachim's school in Carrum Downs. 2020 saw a long awaited building refurbishment occur for what had been the junior wing and centre area of the school. This was funded through a \$1 million dollar grant from the State Government, heavily advocated by local member Miss Sonya Kilkenny, and school contributions over the next 15 years totalling half a million dollars. This has assisted us to provide the best of contemporary learning practices to ensure that St Anne's is truly a school of high student achievement that exemplifies the best that Catholic Education can offer. Although this year was again impacted due to the worldwide pandemic of COVID 19 we continued to work with a number of outside experts in enhancing Learning and Teaching and Wellbeing during this year. The school's funded enrolment for 2021 was 146 but in 2022 has climbed to 155 students. Growth in student population is expected over the next 5 years, with two Foundation classes for the first time since 2007 in 2021, with the school estimated to reach 175 students for 2023. Currently the school has a Language Other Than English-speaking background of 17%. The school consistently reviews its curriculum programs ensuring that literacy and numeracy are of the highest priority. The school physically reflects our drive to renew and enhance the learning spaces, both inside and outside the traditional classroom.

Principal's Report

St Anne's is a school where there is an expectation of student learning, with continual development and review of the teaching and learning programs offered, to address specific needs of all students. Community engagement between school and family is strong at St Anne's. During non-covid years this is reflected through regular parental engagement within the classroom and through social activities and events organised by the P&F and school throughout the year. Our school's weekly newsletters provide many examples of this. Learning should always be in partnership between home and school with parents acknowledged as the first educators of their children. Currently a number of technological apps are used to support this partnership including Seesaw and Operoo.

The school has developed strong student wellbeing programs to improve connectedness. A student who is well settled and happy is in the best place to begin their learning. This has resulted in better learning outcomes and improved student engagement. A variety of cross age activities have also enabled the students and staff to better know each other. St Anne's staff have implemented Prep-6 programs across all areas of the curriculum that cater to the learning needs of each and every child with explicit, point of need teaching. The strategic targeting of learning programs and curriculum that identifies and addresses student needs, we believe, is a factor in the significant growth for the majority of our students displayed through the norm referenced tests that we use to ensure our students' data is relative to other student's data across Australia.

Through developing teacher capacity, and with a stable and enthusiastic teaching staff, the structures and programs that are in place have created a cohesive, connected school where student learning is the priority. Data is collected to inform teacher practice so that we can better target individual need. We have strongly targeted those at-risk through focused teaching and we continue to implement further teaching approaches and activities that support those children at the other end of the spectrum with enrichment activities.

St Anne's has an excellent reputation as a provider of Catholic education across the Archdiocese. The school has developed, and continues to enhance, strong parish and community connections evidenced in the participation of our school community in the parish celebration of the Eucharist. We continue to have many of our enrolments coming from baptised Catholic children, with parents of the Parish seeking a Catholic education for their child. Our Religious Education program is an area of strength with a scripture-based approach. During non-covid times our classes, on a rotational basis, participate in either a Mass or liturgy each week which enhances their understanding of Church traditions. In all, 2021 has been a very positive, yet challenging due to COVID 19, school year. We have continued to see improvements in teaching and learning which have regularly been commented on by the school community as well as long awaited development of our school's physical environment.

Education in Faith

Goals & Intended Outcomes

The goal for Priority One in 2021 was: to deepen Catholic Identity through a clear and strategic approach.

These 5 intended outcomes were developed to achieve the goal.

- That the knowledge of staff will be increased in Theology, Faith, Culture. The purpose of this outcome was to identify the learning needs of the staff and work with them to further develop their understanding of Catholic Identity within the school. There will be reference to the Catholic Identity of the school in Policies and procedures and will be discussed at the school staff meetings under the Faith Sphere.
- That the pedagogical approach is consistent using the Pedagogy of Encounter. This outcome looked to develop a consistent approach across the school in developing and delivering curriculum in Religious Education.
- That Catholic Social Teachings underpin the Inquiry approach through real connections to everyday life. This outcome identified the students' needs to connect with the social teachings of the Catholic Church. It was planned to be used to develop student understandings of social justice and give a vehicle for the school to enact social justice undertakings that the students could identify with.
- That there is dialogue with the community to make the school a central pillar of the faith life of the Parish. This outcome identified the need for the school to work with the Parish and wider community to engage parents in conversations and experiences about faith, and the importance of it, in our school and to inform parents of the teaching and learning in RE through experiences in faith such as class mass and using technology such as Seesaw.
- That the students are nurtured in their faith to be agents of change who live out the Catholic Social Teachings. Teachers will develop lessons based on scripture and Religious Education curriculum set out by CEM. They will use the Pedagogy of Encounter to structure discussion about faith (HOH) that challenge student knowledge and encourage students to be agents of change. Teachers will make explicit what the Catholic Social Teachings are and give examples of living them and gave students regular opportunities to do this.

Achievements

2021 has been another tumultuous year, even though the Staff and students at St. Anne's had many

achievements in the sphere of Education in Faith.

- In collaboration with the Parish and St Joachim's Catholic Primary school, we have had 30 students receive Reconciliation, 29 Students receive Eucharist and 7 students Confirmed in the Faith this year. This encompassed the students that did not receive their sacraments due to COVID restrictions in 2020.
- Leadership worked hard to provide opportunities for staff to further develop understandings of Catholic Identity in a mostly online format. The Faith sphere was discussed weekly in Zoom

meetings and covered how to develop curriculum and deliver lessons in an online learning environment.

- Staff continued to develop their understanding of using the Pedagogy of Encounter to plan curriculum that was engaging and helped the students to recontextualize their faith.
- Staff St Anne's School Seaford regularly discussed the Catholic Social Teachings outline by CARITAS and used these to plan their Inquiry units.
- Prayer was an important part of preparing the lock-down lessons and the school continued to embed the Prayer scope and sequence throughout the year. Important Liturgies were also celebrated as a community using online resources such as Zoom and Seesaw.
- The first year of the Prayer Collective with St. Joachim's Catholic Primary school was established. The staff in the collective developed understandings of the Pedagogical and theological approaches to teaching prayer and shared these in staff meetings. Due to the online aspect of learning this year only some of the approaches were shared with the whole staff and used to engage the students. This collective will continue into 2022 and Galilee Regional Primary School will join the collective for 2022
- The school continued to engage the community in Religious Education through the use of the school newsletter and seesaw with an average of 96 reading the newsletter each week.
- Each week during the lock-down and subsequent restrictions the gospel was read and appropriate school work was sent home via Seesaw to enable the community to engage in their faith.
- The students were encouraged to participate in the community activities such as NAIDOC Week through on line activities.
- We have continued to embed a house structure that celebrates our faith and brings the community together through demonstrating the charism of the saints the houses were named after.
- Social Justice leaders have had the opportunity to promote initiatives within the school through the 'Our House Spirit'.
- The Religious Education Curriculum with an over-arching charter, 'Horizons of Hope' as prescribed by CEM, has continued to be embedded in the school with teaching staff developing their understandings through team planning so that lessons are delivered effectively and purposefully with scripture as the basis for the learning.
- Through Religious Education classes students have developed skills and knowledge that strengthen their faith and enable them to make just decisions about their lives. These can then be applied in their interactions with others in the school and the wider community.

VALUE ADDED

- Development of the 'Our House Spirit' leadership group to offer leadership throughout the school, and online particularly in the area of social justice
- The link between how we behave in a socially just way in context with our own lives is made explicit through Inquiry lessons.

- When the church was available classes had Mass/Liturgy. Staff planned for Class Masses and liturgies to identify the themes in the readings and make the Mass relevant to the children in their lives.
- The use of online learning spaces to connect with Liturgy and prayer.
- Development of liturgical prayer in an online world for secular days/celebrations such as Anzac Day/ Mother's Day etc
- Development of pedagogical and theological practices to enhance the teaching and learning of Prayer throughout the school with St. Joachim's in a Prayer collective overseen by MACS.
- High standard of the use of technology to create interesting lessons using Art to highlight the Religious Education program and Liturgical season.
- Strong focus on prayer in school assembly
- End of year Christmas Mass and concert/play
- Development of safe COVID practices for community based events such as Mass and Liturgical celebrations.

Learning & Teaching

Goals & Intended Outcomes

To create a learning community characterised by a shared vision and a strong sense of teamwork focused on improving student learning outcomes.

- It is intended that all students are engaged in their learning, develop confidence, experience success and become independent learners.
- It is intended that student learning outcomes in Literacy and Numeracy improve.

Achievements

Remote Learning

Due to Covid, we continue to innovate the way in which teaching and learning was delivered in order to facilitate Remote Learning. Staff planned and assessed explicit tasks that developed student content knowledge and created opportunities for independent work and

self-managed learning. The mode of delivery was a combination of online and hands-on learning, enabling teachers to follow our established Scope and Sequence documentation in English, Mathematics, Inquiry and Religious Education. In this way, teachers differentiated their programs to meet student learning needs, engaging in collegial practices including team planning and development of exemplars to use as worked examples. Teachers maintained a constant focus on student socio-emotional wellbeing and adapted their delivery and content to respond to student need. Students continued to benefit from use of established platforms including Seesaw and Google Classroom, with teachers successfully using these modes of delivery to assess student learning effectively and responsively. Learning Support Officers supported students both on site and online, delivering various intervention and support programs to target students at point of need under the supervision of the Literacy and Numeracy leaders. Throughout Remote Learning, staff maintained a strong Family School Partnership, demonstrated by the 119,000" home-school connections through Seesaw in 2021.

Teaching and Learning

In 2021, Annual Action Plans in the areas of Learning and Teaching, Literacy and Numeracy were designed to achieve goals set in the School Improvement Plan 2019 - 2023. The 'Horizons of Hope' (HOH) framework from MACS remained a foundation for all teaching and learning, guiding staff in the planning and implementation of programs which reflect the Catholic ethos. The learning schema within this framework incorporates three critical aspects of teaching: animating learners, enabling deep learning and engaging in powerful teaching. The HOH scaffolds our approach to Learning and Teaching at St Anne's and reflects contemporary practices in education. Religious Education underpinned all curriculum areas and clear connections continued to be made. Teachers engaged in reflective practices using a range of AITSL tools in order to set relevant, targeted goals. St Anne's continues to be part of the School Wide Improvement Forum in the Southern Region, working with MACS staff to target aspects of need using evidence from a range of sources. The area of Writing continued to be a major focus for 2021, which centres on the 'Powerful Teaching' strand of the Learning and Teaching rubric from MACS: 2.4 - Teachers plan targeted learning experiences. Over the year students made steady progress in Writing as evidenced by our whole school moderation of writing tasks using the Victorian Curriculum and

VOICES criteria. St Anne's continued to use Nforma to generate reports twice yearly for parents/carers. In response to contemporary practices and Remote Learning, we developed indicators acrosscore subjects and specialisms. This was well-received by the community and will continue in 2022.

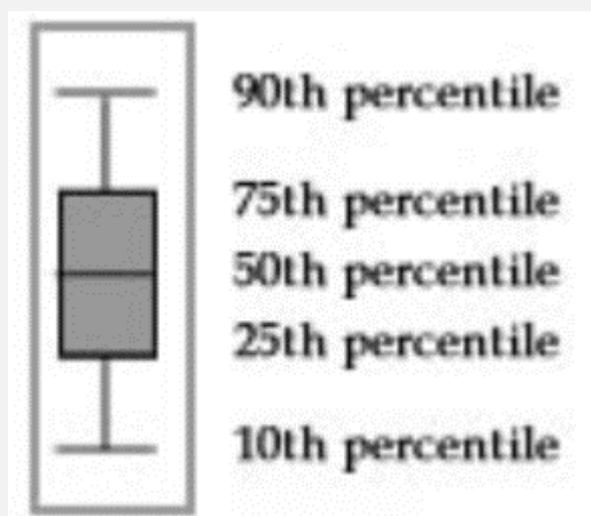
Tutoring

St Anne's received limited funding to provide some time for a staff member to work with those students who had not made expected growth due to the shift to Remote Learning. Approximately 20 participants were identified from Years 3-6 who made less than 12 months' growth from December 2019 to 2020 based on PAT data, reading testing and teacher judgment. The programs ran 3 times a week x 30 minutes. Over the course of 6 months all students made at least expected growth, with summative testing (PAT) showing that students met the expected level in Reading and Number for their relevant age group.

STUDENT LEARNING OUTCOMES

STUDENT LEARNING OUTCOMES

Below are the PAT test results for 2021 from Years 1 - 6. The students' achievement is on the left and the norm (all data from all students who did PAT around Australia) is on the right. Note that the lines going out from the box represent 15% of students, and the box is 50% of students.



Box and whisker guide. In the diagrams below, the red line indicates the expected performance mean according to PAT.

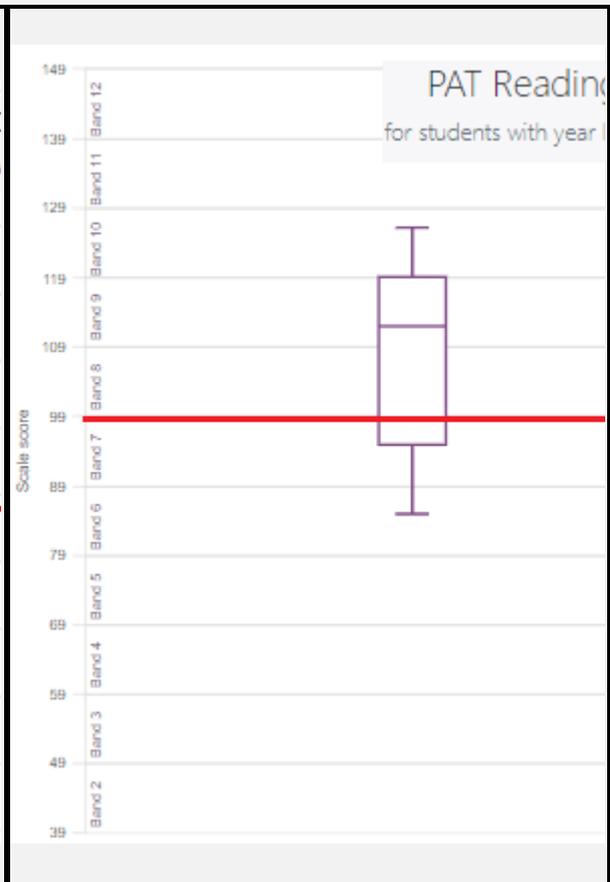
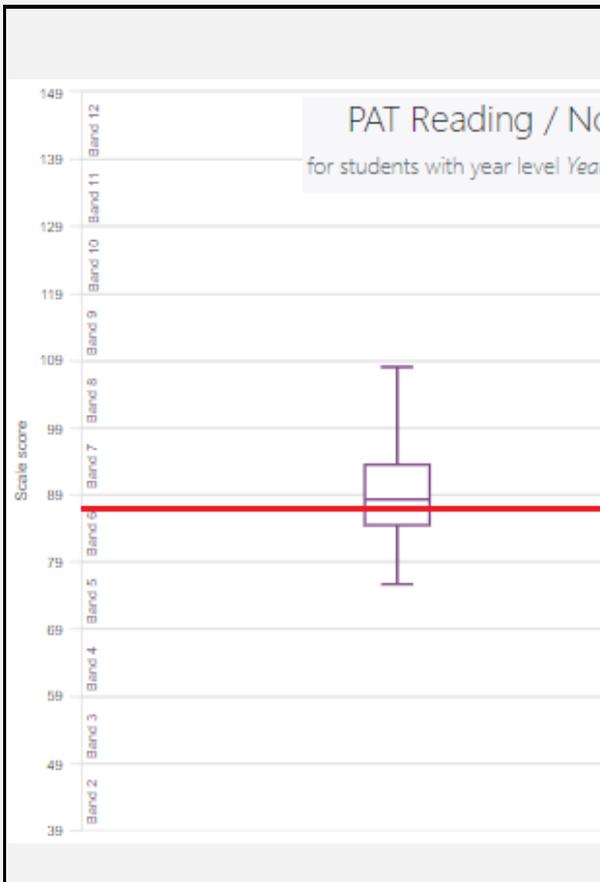
Analysis: Reading results 2021

In Reading, PAT data show that our teaching is quite targeted as the box and whiskers are closer together compared to the normed reference. This is shown by the fact that the top half (above the line) is generally closer together than the lower half. The left hand box and whisker

is St Anne's and the right is the norm nation-wide.

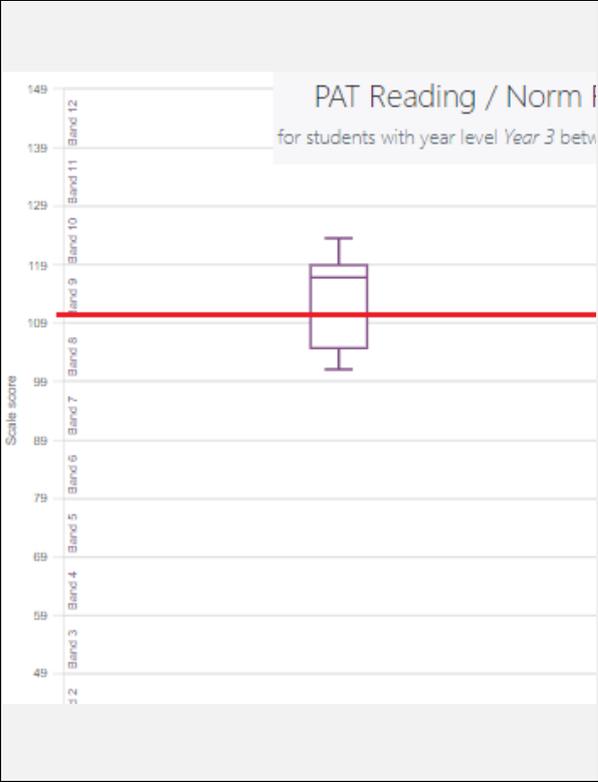
2021 Semester 2 PAT F

Whole School Spre



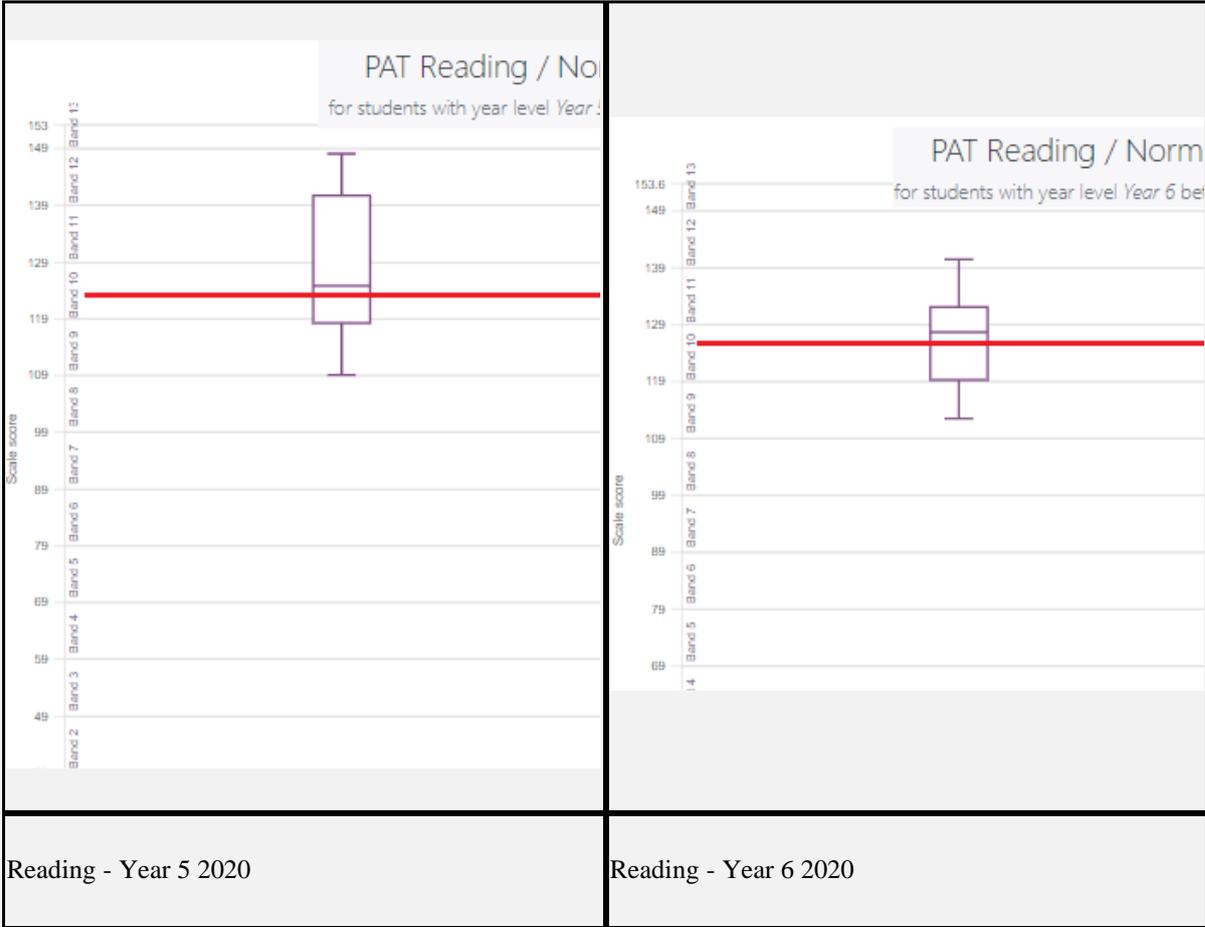
Reading - Year 1

Reading - Year 2



Reading - Year 3

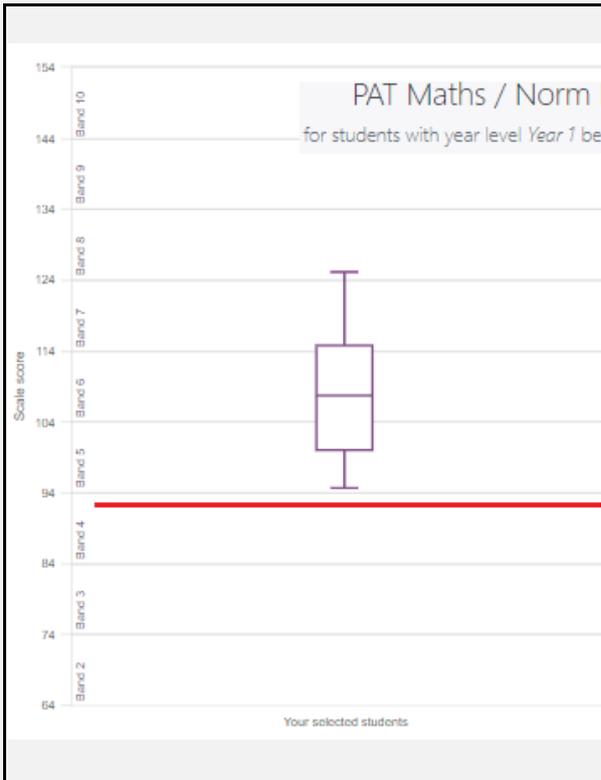
Reading - Year 4



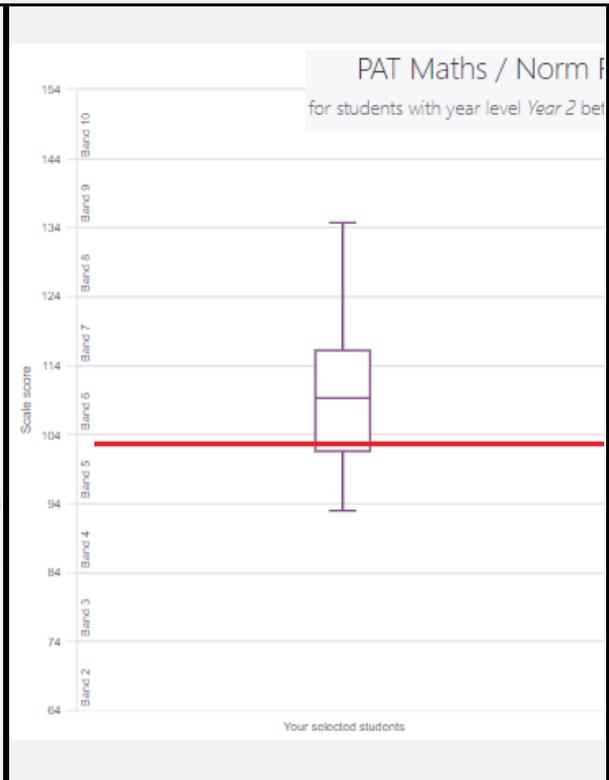
Analysis: Numeracy results 2021



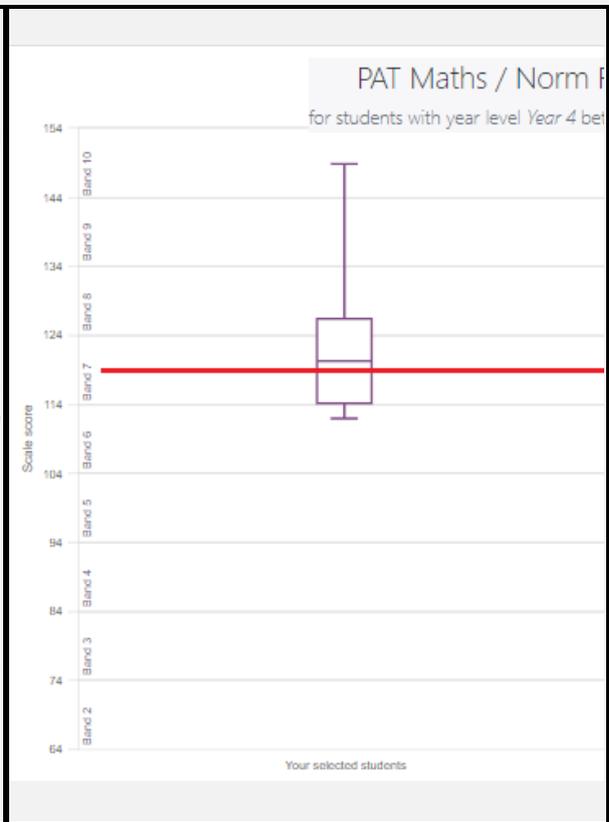
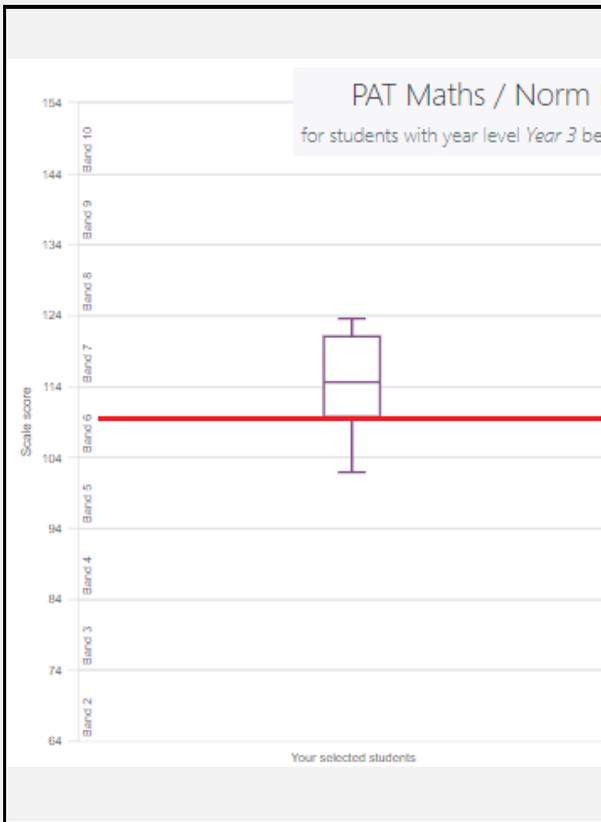
In Numeracy, PAT data from Years 1 to 4 show that most students have achieved a higher standard than then normed reference. The box in the middle of each diagram is quite small, showing a good level of targeted teaching that is reaching 50% of the students. Often, the top student exceeds the norm. Likewise, the lowest student result is much higher than that of the reference. This trend continues in years 6 and 6 with the exception of the lowest 15% of students, shown by the bottom 'whisker'. Overall, students are at or above expected levels.



Maths - Year 1

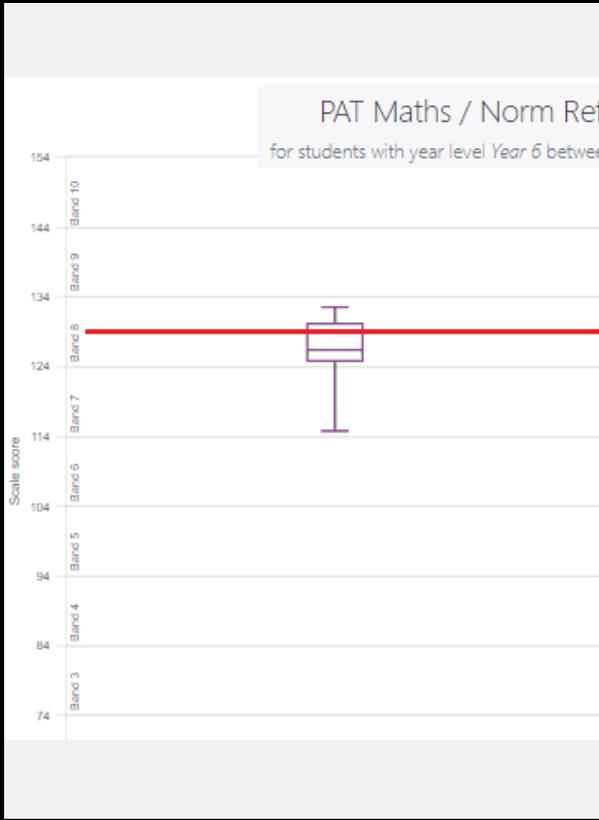
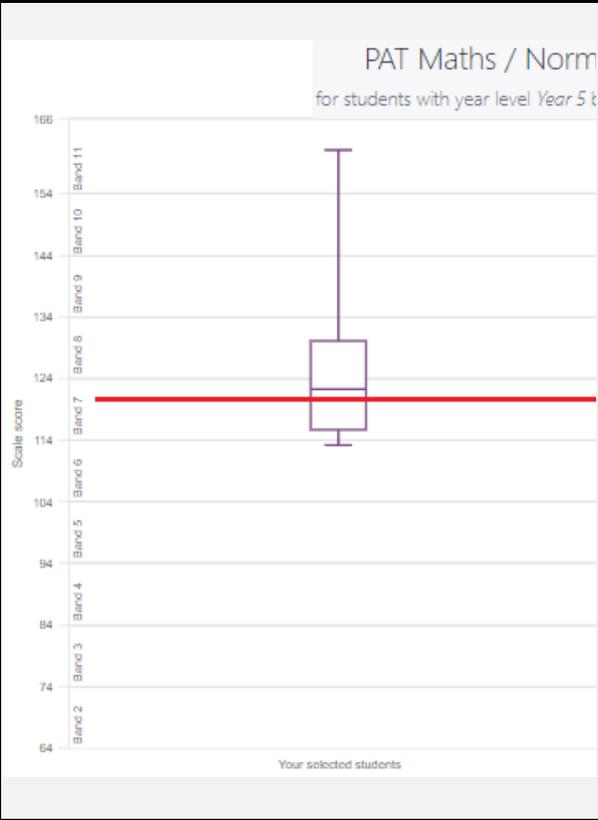


Maths - Year 2



Maths - Year 3

Maths - Year 4



Maths - Year 5

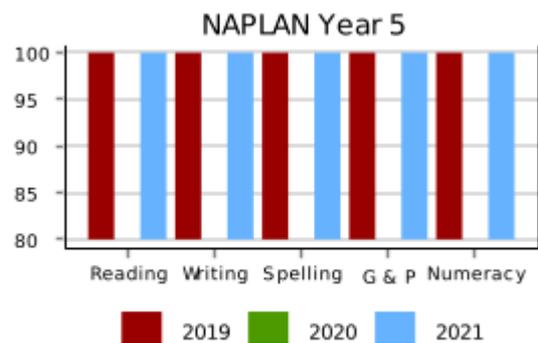
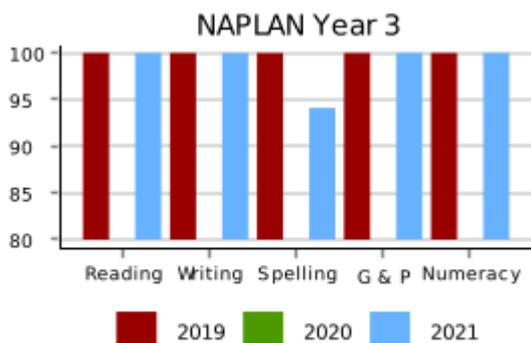
Maths - Year 6

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	100.0	-	-	100.0	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	100.0	-	-	94.1	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	100.0	-	-	100.0	-
YR 05 Numeracy	100.0	-	-	100.0	-
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.



Student Wellbeing

Goals & Intended Outcomes

Priority 2: Goal to have clear and consistent student management across the whole school.

Achievements

With our new building ready for us to use we opened our Wellbeing Hub. This is a wonderful addition to the many resources we already utilise to look after and support our children's wellbeing. A staff member is assigned to this space at both playtimes. The purpose of the Wellbeing Hub is to have a place where children can go if they need some quiet time or time to reset themselves. Some children find being outside in the noisy playground for all of break times a little overwhelming, the hub provides an alternative for children who need a balance of quiet time and outside time. The hub has many activities the children can take part in, mindfulness colouring, lego, reading, blocks, board games, a chat with staff and other children, and a favourite is drawing on the whiteboard tables. Data is kept about which children attend the hub and for what reasons. This helps us put in place any extra interventions that may be needed.

Opportunities are always taken to discuss social skills and emotions when they arise, for example when children have experienced conflict or are having trouble regulating their emotions. In addition to this, explicit teaching of social and emotional skills is given to all children each week for an hour. In 2021 we developed our own scope and sequence for Social and Emotional skills incorporating the Bounce Back program and Respectful Relationships program. Where the opportunity arises we incorporate these sessions with our inquiry units. Using a combination of resources to assist in the planning of our social and emotional lessons has allowed us to deliver richer learning experiences for our students.

As part of our commitment to helping children feel safe we acquired the assistance of Roar Australia Personal Safety Education for children. All students attended a workshop facilitated by trained educators about personal safety and child abuse prevention in an age appropriate way. We also provided a parents' session, run by the facilitators, to allow our parents to hear the message the children were given, and continue to support this in their homes. In continuing our quest to educate our children on how they can feel safe, we participated in Bully No Way day. On this day we explored the concept of what it means to be an upstander and how they can do this in a way that they are comfortable with. The message from this day about being an upstander was something that became shared language around our school as the year went on and will continue to be a focus in 2022.

We have reviewed our behaviour management policy. We reflected on what we would like our guidelines to be and how we could ensure a school culture of inclusiveness and fairness that incorporated values and beliefs from the Berry Street Education Model, Bounce back program and Respectful Relationships program. As a result new protocols will be introduced to students in 2022 and we will seek their thoughts and suggestions on what these shared expectations and protocols will look like. Part of our behaviour management policy that has worked effectively this year has been the tracking of student reported incidents and this will be continued and refined in 2022.

We used the PAT wellbeing survey for the first time this year. This will be the beginning of another way for us to gather data to inform our decisions on how best to support our students' wellbeing and where to direct our focus.

As we were plunged into remote learning again this year our focus for a big proportion of the year was on the wellbeing of all members of our community. Technology such as Google meets and Seesaw were a big part of this process. During remote learning we ensured that children's wellbeing was specifically targeted and focused on during google meets. Extra google meets were facilitated for children who needed a little bit more support in this area. We had one day a week where specialist classes were held as we received feedback from parents that this was a good way of supporting our family's wellbeing. Teachers regularly checked in with families and were reminded that wellbeing was the highest priority to be looked after. We planned fun days such as footy day, science day and celebrated RUOK? Day to help children keep as motivated and connected to school as possible.

VALUE ADDED

- Opened a Wellbeing Hub to allow for accommodations to be made for children who required quiet time at playtimes.
- Developed and implemented a 2 year cycle Social and Emotional Learning scope and sequence incorporating Bounce Back program and Respectful Relationships resources.
- Continued to use the Berry Street Education Model to guide our teaching and facilitation of supporting our students.
- Ensured Social and Emotional Learning was a priority by timetabling lessons where these skills are explicitly taught for 1 hour a week.
- Held staff meetings and allocated time on Curriculum days to focus on developing a shared understanding and knowledge of best practice in terms of student wellbeing
- Showed consistency with behaviour management policy and kept up to date data in regards to this
- Continuation of Pop up Play and opened the garden at break times.
- Implemented the PLAY program
- Mindfulness practiced each day by everyone
- Implemented point of need wellbeing programs and supports for individuals.
- Sensory aids, mindfulness and calming techniques were practised.
- Reviewed our behaviour management policy
- Outside experts were utilised to educate staff and students.
- Google meets were used to support student wellbeing
- Seesaw allowed for support and communication with families during lockdown in particular.

- Information and expert opinions about wellbeing were shared in the newsletter weekly
- Engaged in international days focusing on wellbeing eg. RUOK day and Bully no Way day

STUDENT SATISFACTION

We were thrilled with data from our Student MACSSIS survey showing significant growth in student's Teacher Relationship domain. Our score grew from 69% in 2019 to 80% in 2021, above the MACSSIS score of 76%. We are proud of this figure given the time we spent focusing on connections and relationships with students during lockdowns. Our score in the School Belonging domain grew from 2019 to 2021 going from 64% to 67% and is something we will continue to focus on next year.

STUDENT ATTENDANCE

Our normal process is:-

- All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent.
- Parents have a responsibility to ensure that their children attend school regularly and are only absent if ill or if absolutely necessary.
- Parents have a further responsibility to communicate with the school explaining why an absence has occurred.
- The Principal has a responsibility to ensure that attendance records are maintained and monitored at school.
- All student absences are recorded on the electronic attendance roll and the Administrative staff enter it onto SAS2000 roll daily.
- If students are absent without notification the school seeks to contact families and/or emergency contacts to clarify this
- Staff are asked to inform the Principal if a student is away for more than 2 days if reasonable reason not notified.
- The Class Teacher and Principal have a further responsibility to ensure that unexplained absences are investigated and that high levels of absenteeism are adequately explained.
- The Principal, or representative, will contact parents of students with high levels of unexplained absences, with a view to developing a plan to return to school and implementing strategies to minimize absences.
- Ongoing unexplained absences or lack of cooperation regarding student attendance may result in a formal conference being organized. Unresolved attendance issues may be referred to D.H.S.

- "ITS NOT OK TO BE AWAY" will be promoted on a regular basis
- Student absences will be noted on the formal school report - Semester 1&2.
- During COVID remote learning our students logged on to the remote learning and this was updated to our digital system. Any child attending on-site had their details logged on as being on-site.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	93.9%
Y02	95.3%
Y03	93.5%
Y04	95.6%
Y05	92.7%
Y06	94.6%
Overall average attendance	94.2%

Child Safe Standards

Goals & Intended Outcomes

During 2021 Child Safety documentation and processes were revised to ensure the school meets Ministerial requirements as part of the change in Governance structure with local Catholic schools no longer being controlled by the Parish Priest, but rather by MACS (Melbourne Archdiocese Catholic Schools) under the leadership of Archbishop Peter Comensoli.

- The intended outcome is that through these policies and practices we will provide a safer learning environment for all of our students.

Achievements

1. The embedding of current policies and commitments into every day practice
2. Continued Training of teachers, non-teaching staff and volunteers
3. Consultation with the community through the School Advisory Board and through the school newsletter and website
4. Improvement in our Human Resources practices inclusive of having a digital sign in system for visitors
5. Student participation and empowerment strategies through class discussions
6. Child safety - exploration of appropriate Risk Management approaches.
7. Training in Reportable Conduct for staff
8. Revision of Mandatory Reporting for all staff

Leadership & Management

Goals & Intended Outcomes

To create a cohesive learning community characterised by a shared vision and a strong sense of teamwork focused on improved student learning outcomes.

- It is intended that all members of the school community know, understand and are committed to enacting the school vision.
- It is intended that all decisions and practices have a positive impact on student learning outcomes

Achievements

- Continually adjusted our curriculum delivery throughout the year showing great flexibility due to the COVID pandemic
- Completed a major refurbishment of the school in 2021
- School Advisory Board that contributed to the improvement of our school; particularly the school environment and communication.
- Leadership Team, which has expanded, who have strengthened their capacity and whom work effectively together.
- Embedding of meeting protocols for all meetings within the school.
- Review of all staff role descriptions.
- Meeting schedule that focuses on the achievement goals established for the 2021 Annual Action Plan.
- Team approach for staff leading curriculum areas.
- Commencing the implementation of a structured Performance and Development Culture within the school.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
Description of Professional Learning undertaken in 2021
<ul style="list-style-type: none">• Goal setting and follow up meetings• JPC Principals' cluster meetings• 'Family School Partnerships' clusters• 'RE Leaders' Clusters • Catholics and the Eucharist Inservice• Reading Recovery network meetings St Anne's School• Learning Diversity Leader network meetings

- Respectful Relationships' cluster meetings
- 'SWIF' meetings • 'Berry Street model of Education' in-services
- Principals Network meetings
- Review of Safe schools and Reportable Conduct documentation
- Mandatory Reporting Training and completion of DSE modules
- Parish Priest and Principal Briefing
- Governance Meetings
- First Aid Refresher Training
- NCCD meetings with consultant
- NCCD moderation
- Frankston TEN meeting
- Deputy Principals cluster meetings
- CEM Admin Officers' meetings
- 'Our House Spirit' meetings
- Dynamiq Warden training for Emergency Management
- Ceres Resource Smart In-service
- Respectful Relationships PD
- SDEN- Southern Digital Education Network Meeting

Number of teachers who participated in PL in 2021	23
Average expenditure per teacher for PL	\$89

TEACHER SATISFACTION

2021 MACSIS Data

Areas we made significant improvement in our staff's perceptions since 2019 have been through our Feedback culture, Collaboration around an Improvement Strategy and in our Support for Teams.

Areas where we significantly exceed the MACS average are through our Staff- Leadership Relationships and through our Feedback Culture.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	95.3%
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ALL STAFF RETENTION RATE

Staff Retention Rate	90.9%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	7.1%
Graduate	21.4%
Graduate Certificate	14.3%
Bachelor Degree	71.4%
Advanced Diploma	21.4%
No Qualifications Listed	7.1%

STAFF COMPOSITION

Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	18.0
Teaching Staff (FTE)	14.7
Non-Teaching Staff (Headcount)	9.0
Non-Teaching Staff (FTE)	7.1
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

That families will feel that St Anne's is a great place to learn for their children. CEMSIS Families Target for School Fit will grow from 76% in 2019 to 80% in 2021 (to 84% by 2023)

Achievements

Across our school there has always been a strong belief that parents are active partners in their child's learning. A high priority has always been placed on regular communication with parents, engaging them with their child's learning and building relationships with families. In 2021 the expanded use of Seesaw allowed all of these priorities to be done more efficiently and effectively, particularly during COVID lockdown. During lockdown Seesaw was a proficient way for communication between families and staff to occur as well as student's learning to be set and monitored. It allowed for relationships and connections to be maintained during lockdown because multiple staff could look and comment on children's work, messages could be sent quickly and children could see each other's work maintaining connections with peers.

During 2021 there was an expectation that staff use SeeSaw to engage parents with their children's learning even after lockdown was lifted. Families were sent photos of what their child was doing at school and could also feedback the teacher had given. This led to more awareness of what the learning intentions of lessons were and how their child was fairing with their learning tasks. In another strategy to engage parents is now and carers was our fortnightly Learning Links letter which was written by each unit and sent out via Seesaw. The goal of this letter was not only to inform the families of what the children are learning but to give prompts about how they can continue and support the learning of the child at home. It is hoped that the knowledge of what is happening in the classroom will assist parents to be able to ask specific questions about the child's learning that week eg: 'Did you do any work with shapes today?' rather than 'What did you do today?'

Maintaining relationships and connection within our community was very important to us during lockdown. We regularly held Google meets with classes to assist with maintaining connections. We held a multiage google meet as well to give students from across levels an opportunity to interact with each other during lockdown. A zoom meeting was offered for parents as well to give them the opportunity to share their experiences and challenges during lockdown so that connections within our families could be maintained or built at that time.

Community activities were held to promote connection within our community. Some examples of these were photos sent in by families wearing different colours to create a mosaic artwork or aboriginal artwork photos sent in by the children to make a slide show. A powerpoint show casing lots of the work completed by children was constructed and sent out each Friday. This was a lovely way for families to stay connected, see what each other had produced during the week and for children to feel pride in seeing themselves in the powerpoint.

Feedback from parents was particularly important this year given the time that was spent conducting remote learning. Families were given opportunities to share their feedback with school. It was mentioned regularly in the Principal's address in the newsletter and teachers sent out communication regularly via Seesaw encouraging parents to give feedback about the remote learning experience. As this feedback was gathered over the course of the year staff reflected and acted upon this keeping community connections strong, giving everyone a voice and ensuring that partnerships remained strong. Student voice and feedback were regularly sought in relation

to many matters in school operations. Children were given opportunities to share their thoughts and opinions in situations, helping them feel that they are valued and able to be part of solutions to concerns they may have.

Our House Spirit program allowed our grade 6 student leaders to give feedback and action their ideas and thoughts through things such as Flow time activities, Dress to Impress day and Celebration day. Our school values building positive relationships and awareness of being present, centred and grounded. The idea of "Flow time" can be understood through knowing what activities you participate in which seem to just flow while you do them. Our students identified these and incorporated them into the activities they set. Many ways and platforms were used during 2021 to maintain community connections, build relationships and engage families in their child's learning.

PARENT SATISFACTION

Our Families' feedback from the MACSIS 2021 Survey.

The school significantly improved families perceptions, with an increase in the school's positive endorsement from them.

Our school has made significant improvement in the area of School Fit (families perceptions of how well a school matches their child's developmental needs), School Climate (families perceptions of the social and learning state of the school) and Communication (the timeline, frequency and quality of communication between the school and the home).

Our school significantly exceeded the MACS average in terms of Barriers to Engagement (the degree to which families are partners with school), Barriers to Engagement (factors that can hinder a family's interactions or involvement with their child's school), School Fit, School Climate and Communication.