



St Louis de Montfort's School Aspendale

2021 Annual Report to the School Community



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Minimum Standards Attestation

I, Carmel Stutterd, attest that St Louis de Montfort'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.

15/04/2022

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

We are a Faith Community who bring life to the Gospel in our search for Truth, Beauty and Goodness.

We foster a culture of deep learning by providing powerful and authentic opportunities and challenges through co-design.

We influence the hearts and minds of self and others to lead hope-filled lives of impact

School Overview

St Louis de Montfort's School is a co-educational Catholic parish primary school located in the Melbourne bayside suburb of Aspendale on the Mornington Peninsula. We are committed to providing a curriculum that will ensure the intellectual, social, physical, aesthetic and moral development of all students.

The school is on a site of 3.4 hectares (8.5 acres), approximately 1.2 km from Aspendale railway station on the Frankston line. The school is within a kilometre of the beach and is only two kilometres from Mordialloc. At the rear of the school is a municipal bicycle path and a secondary drain, which leads to the Edithvale Wetlands. Aspendale Gardens, on the far side of the secondary drain is linked to the school by footbridges. Road access is via Mordialloc or Edithvale.

The structure of the school comprises 27 classes, all of which are straight grades, with an average of 22 students per class.

St Louis de Montfort's aims to honour the sacred dignity of students; both as learners and people and ensure that all members of our learning community are empowered, engaged and connected. We believe in creating a culture of learning and collegiality that focuses on expert teaching, inclusive practices & improved student achievement. We aim to foster inclusive practices that respond to learning diversity so that all students are positively engaged in learning.

Parish Links

Fr Andrew Jekot is Parish Priest at St Mary of the Cross MacKillop Catholic Parish of Mordialloc and Aspendale. He resides at St Brigid's Parish House and his office is located at St Louis de Montfort's Church.

We continued to build on our strong Parish relationship, with Fr Andrew Jekot, celebrating Mass with students and continuing to provide rich celebrations for our families through our Sacramental program. As a school we examined how we integrate the teaching of Religious Education with our Inquiry Units of work and refined our planning processes to reflect this.

Family Background

St Louis de Montfort's provides a dynamic sense of community and fosters a welcoming family atmosphere. St Louis de Montfort's has a strong parent group, who are vital to the sense of belonging in the school. Parents are welcome to participate in all aspects of the school, with the main support coming through the Parent and Friends Association, Parish Education Board, Canteen, Uniform Shop and individual contributions in the classrooms through literacy helpers, and assisting with swimming, excursions or for special school events.

St Louis de Montfort's School community is predominantly Anglo-Saxon, with Language Backgrounds Other than English (LBOTE) of 0.82%. The school has a Direct Measure of Income (DMI) rating of 103 with a classification as a middle income area. The percentage of families on Education Maintenance Allowance (CSEF) is 3.44%. Student Prep to Year 6 retention rate is 96.7% and 87% of Prep enrolments are Catholic.

Additional Learning Support

St Louis de Montfort's is committed to providing an inclusive learning program for all students. This includes students with disabilities, with learning difficulties and those requiring extension and enrichment. Programs are aimed at promoting optimal participation in the mainstream curriculum for all students, and achievement of each individual's potential. The Student Support Group (SSG) consists of our Senior Leadership Team, and Learning Diversity and Wellbeing Leader. The SSG

provides support and resources to students, teachers and families to identify student needs and develop appropriate adjustments and strategies to address these. In 2021, 86 students received support through the Nationally Consistent Collection of Data (NCCD) funding, and a further 36 were included in our NCCD count.

Principal's Report

It is with great pleasure to present the 2021 Principal's Report to the St Louis de Montfort's School community. It is a report built from a deep sense of fulfilment and gratitude for all that has been achieved in 2021.

I would like to begin by thanking everyone - students, parents, carers and staff - for their contribution to St Louis school life. The impact of COVID-19 was felt at every level across our school and undeniably our world. Life as we knew it changed with new societal norms and ways of living being placed upon us. What was once certain and comfortable, became unpredictable and surreal. Through all the disruptions and restrictions associated with COVID-19, it is important we recognise and celebrate how as a school community at St Louis de Montfort's we continued to support and strengthen our students and also one another throughout the pandemic.

We've learned this year that life can be challenging and as in previous years, the mental health and well-being of our students and staff remains at the forefront. I would like to express my thanks to all members of our community for the care, understanding and commitment carried out to maintain connection and provide continuous learning. Our strong partnership between home and school is a credit to each and every person. Together, we have worked through the uncertainties, challenges, opportunities and successes of Remote and Flexible Learning and Return to School.

I wish to acknowledge the staff of St Louis for their utmost professionalism during a time where overnight they were asked to rethink and redesign how they meet the needs of their students in the online world. With this, they held closely that the learning and teaching during a pandemic were of importance, and as well that the health, safety and wellbeing must come first at all times. As a school, we operated with the understanding of the complexities of home lives and the mental, emotional and physical strain our communities were facing. Through all of this, our staff continued to work strategically on our goals on the Annual Action Plan, meeting the wellbeing and learning needs of students, providing a robust curriculum delivery plan and continuing to develop each child's relationship with God.

I also wish to thank our parents and caregivers for supporting your children and our staff during the time when children were learning from home. While home learning was not without its challenges, you showed enormous commitment to working in partnership with staff to ensure our children continued to flourish.

To all our students at St Louis, what a year it has been for each of you. 2021 was not quite what you expected, in fact, it looked nothing like you expected. From the learning experiences you were looking forward to, to simply being able to interact face-to-face with your peers and teachers - no one would have ever thought that schools would be closed and you would be asked to learn from home. Thank you for persevering, bringing your best self and looking at the good that each day brought. You are amazing!

Through all of this, we had some great achievements and were also able to participate in some events, incursions/excursions, sports days, sacraments and transition programs and camps - even if they were modified. My hope is that in reading this Annual Report you too feel a great sense of accomplishment and are proud to be a part of this school community.

I am incredibly honoured to lead this great school, a school where faith, learning and wellbeing continue to be our mission. I feel so very grateful to work alongside our remarkable students, staff, parents, caregivers and community members.

Carmel Stutterd

Education in Faith

Goals & Intended Outcomes

Education In Faith

St Louis de Montfort's goals in Education in Faith are to:

- honour the sacred dignity of our community including students, staff and families.
- appreciate the value of Catholic faith and to respect other faiths and worldviews that permeate Australia's diverse society.
- create a common vision for learning that is dynamic, transformative and hope-filled.
- Enhance our Catholic Identity through leadership, relationships, high-quality contemporary programs all whilst operating in the context of our Catholic faith.

Intended Outcomes

- Foster an appreciation and deep understanding of the richness of the Catholic Tradition
- Nurture an openness to 'encounter' where rich and relevant connections are made possible.
- Explore ways to express the Gospel in our daily lives as alive and authentic
- Cultivate spiritual, social and emotional growth in a safe and protective environment
- Engage in diverse and meaningful experiences of prayer

Achievements

Religious Education is the key learning domain unique to Catholic schools. The course content is outlined in documents produced by the Religious Education Department of the Catholic Education Office, Melbourne and further developed by staff at St Louis de Montfort's. The Religious Education experiences are designed to support students to make connections with life and faith.

There have been a number of activities and events in 2021 relating to the Catholicity of our school, which 'add value' to the achievement and spiritual development of our community. Unfortunately many of our planned events were impacted by the restrictions imposed by Covid-19 and so were celebrated virtually, in a reduced capacity or in a creative manner.

VALUE ADDED

These include:

- Whole school Masses/Prayer Services, such as Beginning of Year Mass, Ash Wednesday, St Louis de Montfort's Feast Day, Mission Mass, End of the Year Mass of Thanksgiving and Graduation Mass.
- F.I.R.E Carrier Smoke Ceremony linking our faith with Indigenous beliefs

- Students made artistic representations of The Stations of the Cross set up in the Church for parishioners to also view
- Whole School Mass and activity day to celebrate 200 years of Catholic Education
- Sacramental Faith Education Nights, Family Activity Nights and Reflection Days
- Sacramental celebrations of Year 5 First Eucharist (carried over from 2020 due to Covid), Reconciliation and Confirmation
- Working with Faith and Social Justice Student leaders to prepare for school based liturgical activities
- Social Justice fundraising and awareness activities were also organised for those less privileged such as Project Compassion, Can Drive and St Vinnie's Christmas Hampers
- Reporting on Religious Education in our twice -yearly student reports has continued.
- Daily Class Prayer each morning, where the whole school begins the day in prayer
- PLC on Prayer and Spirituality focussing on praying a Labyrinth and Visio Divina
- Professional development has continued around curriculum, with a focus on developing our knowledge and understanding of the Pedagogy of Encounter
- Implementing a new Religious Education Planning Proforma incorporating the Pedagogy of Encounter and making links with Inquiry

Continuation of our termly focus of our School Values aligned with Scripture:

- Collaboration - 'For as in one body we have many members, and not all the members have the same function' (Romans 12: 4-8);
- Community - 'Let the little children come to me' (Luke 18: 15-17);
- Innovation - 'You are the light of the world' (Matthew 5: 13-16);
- Respect - 'In everything do to others as you would have them do to you; for this is the law and the prophets' (Matthew 7: 7-12).
- Professional learning was undertaken in developing our knowledge and understanding of the Pedagogy of Encounter- Is our Society Just and Fair presented by Dr Adrian Lacey.
- Year One students writing letters to the parishioners
- Pre-recorded Mass and Graduation Celebration
- Acknowledgement of special days ie: Bully- No Way, Harmony Day, ANZAC Day, Remembrance Day.

Learning & Teaching

Goals & Intended Outcomes

Goals

- That a deep knowledge of curriculum, expertise in learning and teaching and the ability to make relevant and rich connections is established and provided.
- That learning and teaching occurs in response to the needs of each student.
- That data is used in real, responsive and meaningful ways to inform learning and teaching and ensure improved student achievement.

Intended Outcomes

- Establish a curriculum delivery plan.
- Develop a culture that recognises and explores new pedagogies for deep learning that are evidence-informed.
- Build capacity of instructional, high impact teaching strategies.
- Establish a common understanding of assessment practice to maximise student learning outcomes.
- Strengthen a data plan for learning and teaching, incorporating summative and formative data.
- Use assessment practices to ensure growth and progress for all students.
- Adapt early identification, assessment and intervention to support all students.

Achievements

The unprecedented impact of COVID-19 continued to take its toll during 2021. Whilst the beginning of the year enabled our students to return to school, we entered another lockdown on the 13th February for five days. It was from then that the rest of the year continued to be a rollercoaster of uncertainty with our school community experiencing periods of learning at school or online. It was wonderful to see our community rally together and support each other through it all.

We need to celebrate the strength of our partnerships that only continued to develop as the year progressed. 'Together we achieve more.'

There continues to be much to celebrate at St Louis de Montfort's in the area of Learning and Teaching including the following:

- Beginning of year units planned and implemented to focus on our school values and student wellbeing
- Encouragement of student voice to guide learning in our inquiry units of work
- Continued focus of the connection between our student's wellbeing and learning

- Introduction of an Environmental/Science Teacher in the G2K program and a more targeted program directed at Year 3 and 4
- The introduction of STEM classes for all year 5 and 6 students
- Introduction of chromebooks to our Year 3 and Year 4 cohorts and relevant workshops to support our students in this place
- Data conversations are an integral part of team and level planning
- Individual writing goals created for all students in the Junior school
- A learning intervention room to target students at their point of need was established.
- Tutoring commenced in targeted learning and teaching in numeracy.. Support for Literacy using LLI continued for targeted students
- Individual learning needs were addressed through focussed planning sessions, the development of Individual Learning Plans and varied intervention programs (onsite and remotely).
- Focussed attention on the High Impact Teaching Strategies, in particular, Learning Intentions and Success Criteria (content and skill).
- Embedded yearly overview for learning areas and capabilities aligned to the school values continued
- Genuine focus on current pedagogy in Mathematics and planned professional learning. Whole staff professional development day with Rob Vingerhoets
- Professional development in Smart spelling was provided for staff across the different levels of the school
- Professional Learning for all staff in the 'Intervention Framework Module.'
- Embedding of online learning and pedagogy: Google Classroom , Seesaw, Screencastify, Google Meets, etc.
- Further Adaption of assessment and reporting expectations to meet the remote and flexible leaning requirements
- Used data to differentiate the curriculum, pedagogy and learning environments to suit student needs.
- High-quality research to inform planning and practice and to improve teacher practice and student learning outcomes (led by the school Research Lead).
- Developed understanding of online learning and pedagogy: Google Classroom , Seesaw, Screencastify, Google Meets, etc.
- Various events and celebrations such as: District Swimming, St Louis Feast Day, Catholic Care Family Week, Feast of the Sacred Heart Mass, Science Week, 100 Days of Prep, Book Week with virtual visits by different authors, Learning Conferences, Easter Bonnet Parade, Y6 camp to Phillip Island under canvas, Confirmation, Y5 Eucharist and Y3 Reconciliation, Special Lunch Days, St louis Cross Country, Introduction of swimming squad training.

STUDENT LEARNING OUTCOMES

St Louis de Montfort's used an in-depth and extensive assessment schedule that incorporated a range of formative and summative assessments to monitor and assess student growth and progress across the year. This schedule continues to be reviewed and altered to reflect research related to best practice.

The key literacy assessments included the Progressive Achievement Testing in Reading (PATR), Marie Clay Observation Survey, Fountas and Pinnell and Writing Moderation and Analysis. Some of the Key numeracy assessments included the Progressive Achievement Testing in Mathematics (PATM), Learning Framework in Number Assessment (LFIN) and Essential Assessment (Pre/Post Testing)

NAPLAN SPA Data

This year the NAPLAN Tests were back on the agenda. All of our Year 3 and 5 students completed the tests in the traditional form of pencil and paper.

The Year 3 NAPLAN data for 2021 indicates that we have outperformed the state mean in all areas - Reading, Writing, Grammar and Punctuation, Spelling and Numeracy. In Year 5, we have also shown higher or comparative median results in Reading, Grammar and Punctuation and Numeracy. Our median scores in Writing and Spelling are slightly lower than the state's median score.

NAPLAN data analysis and ongoing analysis of teacher assessments ensures that our Annual Action Plan reflects the areas of learning that require the greatest emphasis.. Professional development for teachers in the area of Spelling and Numeracy were a focus for 2021. Writing continued to gain momentum from the Professional Learning provided for members of our staff in 2020.

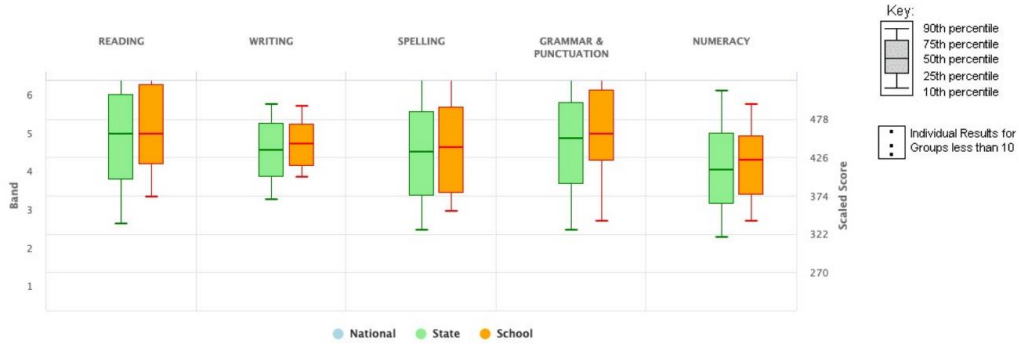
The following graphs shows the percentage of students at St Louis de Montfort's who achieved at, or above, the National Minimum Standard in Literacy and Numeracy.

School Summary Report

2021 | Year 3

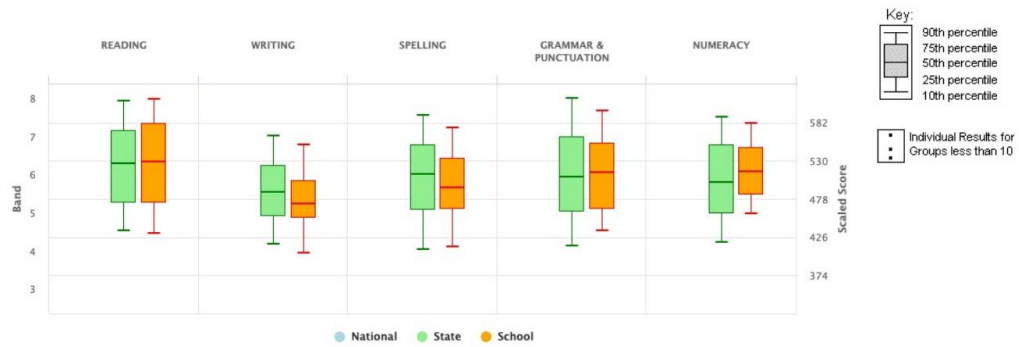
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School Summary Report

2021 | Year 5

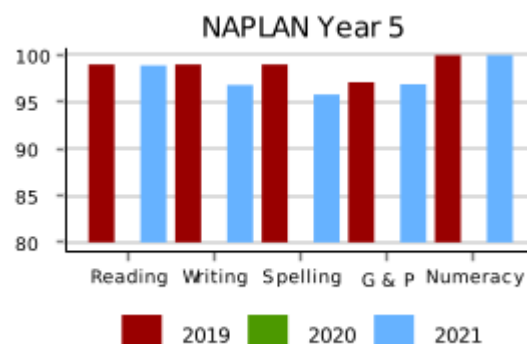
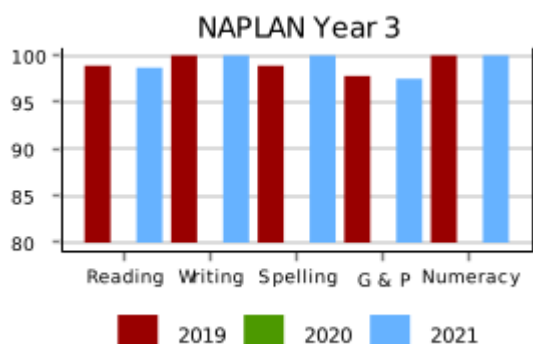


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	97.8	-	-	97.5	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	98.9	-	-	98.7	-
YR 03 Spelling	98.9	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	97.1	-	-	96.9	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	99.0	-	-	98.9	-
YR 05 Spelling	99.0	-	-	95.8	-
YR 05 Writing	99.0	-	-	96.8	-

* 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

Wellbeing:

Goal: That a whole school approach to wellbeing is evident.

Intended outcomes:

- To meet the needs of student wellbeing and issues arising from the pandemic
- To strengthen our approach to tailoring SEL to student points of need.
- Develop and strengthen student voice and agency in the classroom and throughout the school.

Achievements

Throughout 2021 St Louis has deepened the understanding of our strategic plan and coordinated approach to supporting student wellbeing through classroom, school and extra-curricular support programs by:

- Relationship building unit of work for the beginning of the school year to forge strong, trusting and supportive relationships between teachers and students and students and peers.
- Regular meetings with our SSG (student Support Group) with teachers to identify children at risk and support the academic achievements and wellbeing.
- Use of multiple resource packages to build SEL(Social and Emotional Learning) opportunities targeted at point of need for students.
- Set up of our wellbeing room the HIVE with a focus on emotional regulation for students.
- Implementation of Positive Behaviour Management Policy and procedures through positive psychology and positive behaviours lens.
- Implementation of a new school wide behaviour matrix in light of a focused pro-social curriculum.
- Continued development of Student Representative Council encompassing students from P-6 to promote student empowerment and an active space for student voice.
- Continued work within students leadership onsite and online to promote students engagement and agency through the school.
- Providing support groups for students with social emotional challenges both onsite and online.
- Utilising the eXcel framework to support our school community with specific challenges through COVID pandemic and lockdown periods.

VALUE ADDED

St Louis has continued with a strong focus on student wellbeing and is committed to the professional development of staff in supporting our students. In 2021 there was a need to focus on creating a safe and enabling classroom environment both at school and in an online environment. Through the COVID 19 pandemic in 2020 and then again in 2021 and a move between remote learning and onsite St Louis drew on our strategic plan objectives to make a whole school approach to wellbeing evident and took wellbeing virtual providing additional support to our school community through difficult and complex times.

Through 2021 we modified our approach to wellbeing to make our support accessible from home these included but were not limited to;

- Wellbeing Days for the whole school with activities promoting positive emotions and connection.
- Online disco's sessions to engage our school community
- Online afternoon connection activities including cooking, gardening and Yoga/Mindfulness
- Classroom focus on wellbeing check ins and follow up with students in need.
- Online Peaceful Kids program

STUDENT SATISFACTION

Feedback from our school community was collected during the 2021 school year to enable us to be adaptive to the needs of students and parents. Acting on this feedback we were able to increasingly cater for individual needs through the online presence of teachers and student support staff. Communication with parents was a high priority to enable us to support the learning of students at home with the use of phone calls directly to parents initially used to promote connection and then continued to support students learning in the home environment.

During our return to onsite learning specific focus was placed on supporting students through our eXcel framework to successfully transition back into the school environment. Communicating with parents still remained a high priority and with the use of Google Meets we were able to continue with reporting to parents with online Parent Teacher interviews and the use of online Parent Support Group meetings.

STUDENT ATTENDANCE

- Teachers mark student attendance by no later than 9:30am, with the understanding that if a child arrives in the classroom after 8:45am they are marked late. Rolls are then remarked after lunch.
- Students who arrive after 8.45am are required to obtain a 'Late Arrival Pass' from the school office, to be handed to their classroom teacher. • In the event of parents wishing to collect their child early from school they will be required to report to the school office to complete an 'Early Withdrawal Pass' and present this to the class teacher before a child can be released. In this way the class teacher can be assured that all appropriate notification has been observed and that the child's whereabouts are fully known.
- Parents are encouraged to communicate an absence either via email to the classroom teacher or the office, or they can record a message of absence on the phone absentee line and these absences will be noted on Accelerus by the administration staff.
- If a child is absent and the parent has not contacted the classroom teacher or office, they will be marked as Absent, Reason Type: Unexplained. If the parent calls the office later in the morning, the office staff will update the roll for the classroom teacher for that student. However, if there is no communication about a student's absence from a parent, a call will be placed to parents indicating an unexplained absence.
- Should a child be away for more than three days without any explanation, teachers are encouraged to ring to check on the child's wellbeing.
- Parents planning a holiday within school time are asked to send a note/email to their classroom teacher.
- Unexplained absences and high levels of absenteeism are investigated by the Principal or Deputy with the view to developing and implementing strategies to minimise absences.

During Remote Learning student attendance requirements were modified as students were learning remotely. Each day our attendance roll was marked. Those students who attended onsite learning were marked as present, all other students were marked as offsite due to the Pandemic.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	94.3%
Y02	95.8%
Y03	94.5%
Y04	95.7%
Y05	95.3%
Y06	95.3%
Overall average attendance	95.1%

Child Safe Standards

Goals & Intended Outcomes

Goal

- That there is a strong focus on child safety standards and its impact on student connectedness and wellbeing

Intended Outcome

- St Louis de Montfort's intends to create a robust culture of child safety within the school community. The Victorian Child Safe Standards highlight the critical importance of schools fostering an environment of openness, inclusiveness and respect where children and young people feel valued.

Achievements

At St Louis de Montfort's, we aimed to create and maintain a safe and inclusive environment for all students throughout our school. As an organisation that is committed to the implementation of the child safe standards, throughout 2021, the school looked at and reviewed Professional Development opportunities and policies to seek to improve practice and inform future pathways.

Some of the strategies and steps taken to bring about cultural change in the school community included:

- Professional Development on child safety standards with regular links through staff meetings to meet individual standards.
- Reviewed practices in managing risk in regards to student safety, professional development that raised awareness and provided clarity to staff of acceptable and unacceptable behaviour.
- Provided support and assistance to children who disclose child abuse, or are otherwise linked to suspected child abuse.
- Provided increased avenues for student voice and agency through student leadership and the Student Representative Council.
- Staff training provided to equip staff to identify and manage such incidents with ongoing supportive professional development, such as Mandatory Reporting.
- Continue to ensure that contractors that involve child-connected work for the school are informed about the school's child safety practices.
- Continue to implement a sign in procedure for visitors/volunteers onsite compliant with child safety standards.
- Continued use of the 'Resilience, Rights and Respectful Relationships' curriculum to support social emotional learning and the personal and social capabilities and protective behaviours.
- Child Safety Code of Conduct signed by all staff.
- Employment of new staff involving a focus on the Child Safety Standards.
- Continue Professional Development in the PROTECT protocols.

Leadership & Management

Goals & Intended Outcomes

Goals

- That a narrow and sharp school improvement agenda brings life to the school vision.
- That a school agenda, in alignment with the MACS and DET, is delivered through an effective, instructional and distributive leadership structure.

Intended Outcomes

- Respond to school performance data.
- Adapt and evolve leadership in response to the school and diocesan needs.

Achievements

Achievements

- Continuing to navigate the constantly changing landscape due to COVID19, that impacted all operations to school life.
- Transfer school Governance to MACS
- Completed all new MACS policies
- Supporting staff through lockdown periods with staff wellbeing initiatives and regular check ins.
- Supporting onsite student supervision in lockdown periods.
- Engagement of the Leadership Team to the Southern Region School Wide Improvement Forum in 2021.
- The leaders focussed on building a culture of collaboration through formation and implementation of a PLC structure focused on improving student outcomes in Mathematics. This included developing teacher designed goals using evidence to inform practice.
- Whole School foci on the Teaching and Learning cycle to improve student numeracy outcomes and teacher practice.
- Implementation of a Science teacher in the G2K program for Year 3 and 4
- Introduced STEM as a subject for Year 5 and 6, facilitated by a specialist STEM teacher and classroom teacher to support and to extend during the week.
- Staff undertook a variety of Professional Learning activities. The school ensured that we met compliance through professional learning in a number of areas, including emergency management, first aid, mandatory reporting and child safe standards.
- Regular Senior Leadership, Leadership and Lead Learner meetings that allowed us to sharpen our improvement focus. This also included managing the ever-changing landscape that COVID19 brought.
- NCCD gathering of evidence, staff expectations, professional learning in this area and funding approved.

- NCCD support meetings with individual staff and learning diversity leader to support their documentation process
- Focus on Child Safe Standards and embedding our focus through staff professional learning, supported through agended item at all staff and leadership meetings.
- Focus on AITSL teaching standards and high impact teaching strategies.
- Implementation of FISO in PLCs
- Creation of an OHS team with termly OHS walks to ensure compliance. This included a tree audit and care undertaken on the school grounds to manage the health of the trees and ensure safety of the school community.
- Playground audit of our 6 playgrounds
- OHS focus supported through agended items at all staff and leadership meetings.
- Creation and launching of new website with weekly communication from leaders and classroom teachers
- Creation of Staff and Student portal on website for communication, daily operation and learning and teaching resources
- Employment of Personal Assistant for the leadership team to assist with compliance and emergency management and VRQA compliance.
- Employment of full time ICT Manager to support our digital technologies implementation and maintenance of ICT infrastructure.
- New macbooks for all teaching staff to assist with planning and implementation of teaching programs.
- Implementing a chromebooks program for Year 4 students and Year 3 students in semester 2.
- Employment of a full time gardener/learning support officer to maintain the grounds, sustainability garden and assist in student wellbeing initiatives.
- Creating opportunities for Prep orientation and transition under changed COVID circumstances.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

In 2021, the St Louis de Montfort's staff undertook a range of professional learning activities internally, externally and online.

It included Zone and Regional Network meetings, Professional Learning Team meetings, collegial planning, speakers, courses and professional reading.

With the challenges of COVID19, the staff found great opportunities in diving deep into building their capacity and up-skilling in the area of technology and teaching through the online world. The range of professional learning activities that staff at St Louis de Montfort's have undertaken include:

- ICON Workshop
- School Wide Improvement Forum (SWIF)
- Religious Education Network
 - SRO Spirituality Day for leaders
- Religious Education Accreditation
- Ferocious Warmth - Tracey Ezard workshop
- Wellbeing Network
- Deputy Principal Network
- Peninsula Principal Network
- Respectful Relationships Lead School Forum
- Research Lead Pilot
- Cued Articulation and Phonological Awareness
- Reading Recovery- Literacy Improvement Training
 - Mathematics Online Forum: Using dialogue to promote deep thinking in the mathematics classroom
- Annual Mathematics Association of Victoria Conference
- Southern Digital Education Network
- Running Records for Prep-Year 2 teachers • Literacy Pro for Year 3-6 teachers
- OHS and Dynamic Training for Leaders
- VIT Code of Conduct
- eSafety Training
- First Aid Training
- Mandatory Reporting Training
- VIT mentor training

Number of teachers who participated in PL in 2021	51
Average expenditure per teacher for PL	\$240

TEACHER SATISFACTION

The St Louis de Montfort's staff are dedicated and committed professionals in their field and have a personal approach towards the education of our students. Their interest in their work, the support they demonstrate for one another, and their ability to work collaboratively has ensured we have an engaging, positive culture.

In another year like no other, the staff are acknowledged for the incredible work that they were involved in the education provided during 2021. Their commitment to our school and the continuity of our children's education, while trying to navigate their own personal worries and family circumstances has again been exceptional. We appreciate the care, understanding and dedication of our staff to maintain connection with our students and families and provide continuous learning.

We worked conscientiously in 2021 to continue our strong partnership between home and school. The connection that teachers were able to develop is a credit to each and every person. Together with our families, the staff have worked through the uncertainties, challenges, opportunities and successes that online learning brought. We adapted to a Return to School that provided new ways of operating and we met the challenge of ensuring we all adhered to the COVID Safe Plans. We continued to provide robust learning programs despite the challenges. Throughout the year, the leadership team at St Louis' kept in regular dialogue with staff and families, hearing different perspectives and feedback. This feedback provided the Leadership Team with great insight to make continuous improvement for our students, families and staff.

In 2021, we welcomed the following staff members to St Louis': Eva Traynor, (class teacher) Anna Kolodziej (class teacher) Brendan Ellul (class teacher), Wendy Mertens (G2K teacher) Marylene Douglas(REL), Leah Hancock (LSO), Soraia Robello (LSO), Giselle Doyle (LSO), Sherry Shi(LSO).

We also farewelled the following staff members: Krystelle Martin; Steven Edkins, Yue Ren, Krystal Oodoomabsaid, Teresa Aitken, Krystyna Wrzesinski, Marg DeVries, Kellie Caulfield, Jodie Sneikus, thanking them for their dedicated service and wished them well in their new endeavours.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	81.4%
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ALL STAFF RETENTION RATE

Staff Retention Rate	92.7%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	13.5%
Graduate	21.6%
Graduate Certificate	8.1%
Bachelor Degree	67.6%
Advanced Diploma	37.8%
No Qualifications Listed	10.8%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	57.0
Teaching Staff (FTE)	46.5
Non-Teaching Staff (Headcount)	31.0
Non-Teaching Staff (FTE)	29.6
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

School Community

Goals

- That the school fosters a culture of welcome.
- That leaders build positive relationships across the school community.
- That there is a clear alignment of learning outcomes with effective community.

Intended Outcomes

- All families and visitors feel welcomed, that they belong and their contribution matters.
- Students and families feel a strong connection between school and home.
- Quality learning and teaching experiences and partnerships are developed that help our students to engage with their learning and the greater community.

Achievements

- Online Parent-Teacher Meetings and Learning Conferences
- Weekly communication from teachers to families
- Adapted Family Faith Nights and Sacramental Programs
- Live-streaming of Confirmation
- Recording of masses and liturgies
- Graduation online
- Online Garden to Kitchen Program
- Resource Smart Victorian School Gardens
- 2020 ResourceSmart Finalist for ongoing sustainability practices
- Continued restoration of the Melbourne Tram to be a feature of our school playground as a well-being hub.
- Sporting Schools Grants.
- Online family cooking sessions
- online yoga sessions
- New website
- Introduction of a Social media platform-Facebook
- Update Prospectus for new families

- Update staff handbook
- Updated parent handbook
- Employed another office staff for M & T
- Working bees
- Playground audit
- Introduction of School Advisory Council

PARENT SATISFACTION

Throughout the year, St Louis de Montfort's kept in regular dialogue with families to provide support and gain insight. Anecdotal feedback from parents and carers showed that the majority of our community was very happy with the regular communication and learning provided prior to and during remote learning. Families were also appreciative of the school's support in terms of providing access to technology, and all grade 3 and Grade 4 students having their own devices which gave greater access to online platforms and the clear, differentiated, easy to follow guidelines for the children and families when learning from home. Families also showed great appreciation for the wellbeing and pastoral support provided by the school.

Upon return to school in Term 4, certain elements of remote learning continued including regular communication with families, online Parent Teacher interviews, video of events such as the End of Year Thanksgiving Liturgy and live-streaming of Year 6 Confirmation and Year 6 Graduation. Feedback from the school community was overwhelmingly supportive and positive.

Throughout the year, St Louis kept in regular dialogue with staff, students and families to hear different perspectives and feedback from all stakeholders. The Even Better Ifs and What's Working Well provided the Leadership Team with great insight to make continuous improvement for our students, families and staff. St Louis de Montfort's has been proud of the strong partnership between home and school during such a challenging time and the strong parent involvement in learning.