



St Louis de Montfort's School Aspendale

2020 Annual Report to the School Community

Through Christ, **Dare to Love, Dare to Learn, Dare to Lead!**



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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 2020 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 School.

07/06/2021

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

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 24 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 2020, 75 students received support through the Nationally Consistent Collection of Data (NCCD) funding, and a further 46 were included in our NCCD count.

Principal's Report

It is with great pleasure to present the 2020 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 2020.

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. 2020 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 - 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

Goals

- That a disposition of openness to encounter is vital to engagement in religious education and faith development.
- That a deep knowledge of curriculum, expertise in learning and teaching and the ability to make relevant and rich connections is established and provided.

Intended Outcomes

- Explore and re-frame the purpose of encounter through questioning and dialogue.
- Establish a deep knowledge of the Religious Education Framework.
- Understand the pedagogy of encounter.

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 student's to make connections with life and faith.

What a year this has been, particularly in the religious life of the school. The year began as per usual with our Whole School Beginning of Year Mass, with soon after our Parish Outdoor Mass and Family Picnic at Braeside Park, the commencement of the First Eucharist Program and Ash Wednesday Mass. We implemented our new school values, aligned with Scripture. These are:

- 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).

Since then Covid19, and the resulting restrictions led us to be creative in how we celebrate as a community. As the year continued, we celebrated together through the pre-recorded celebrations such as Alleluia day, St Louis de Montfort's Feast Day and End of Year liturgies, Graduation liturgy (with limited numbers) as well as the pre-recorded combined masses with St Brigid's for the Feast of the Sacred Heart and the Feast of Mary of the Cross. Father Andrew also reimaged weekly mass and we saw the launch of his YouTube channel. While the preparations for the Sacrament of Eucharist had almost been completed, the actual celebrations did not occur and neither did the Sacrament of Reconciliation though the classroom preparation for each of these Sacraments had been completed. Confirmation (with limited numbers) went ahead on the 1st and 3rd of December. The Catholic identity of St Louis de Montfort's has been lived out and expressed through the many liturgical celebrations. Faith formation activity night connected to the Sacrament of Eucharist and other religious foci and the social justice activities (fundraising and awareness)

that have occurred throughout the year - Project Compassion, St Vincent De Paul Society Food Drive, Mission Month and Naidoc week.

The staff began the year by participating in a staff retreat day with the staff of the Parish and St Brigid's School where our focus was the charisms of St Mary Mackillop. As a staff, we have continued to deepen our knowledge of the Renewed Religious Education curriculum. There has continued to be a focus on integrating Religious Education with Inquiry.

VALUE ADDED

Faith Development Team (FDT)

- Working with the parish priest Fr Andrew Jekot, FDT and the Religious Education Teams from the two schools within the parish to plan and implement a sacramental program
- Together adapting the sacramental program and liturgical celebrations to continue in a Covid safe manner
- Combined (both schools and Parish staff) staff retreat focusing on the charisms of Mary Mackillop

Catholic Perspective

- Integration of RE with Inquiry
- Daily prayer - throughout the year including Remote Learning
- Use of the To Know Worship and Love as a core document throughout Remote Learning
- Family Week activity during Remote Learning - pictures of families made into a St Louis Family video

Masses and Celebrations

- Beginning of the School Year Mass
- Ash Wednesday Mass
- Holy Week Prayer Services (recorded)
- Pre-recorded Alleluia day, Anzac day and End of Year liturgies
- Graduation liturgy (with limited numbers)
- Pre-recorded combined masses with St Louis de Montfort's for the Feast of the Sacred Heart and the Feast of Mary of the Cross
- End of Year Thanksgiving Liturgy (recorded)

Catholic Social Teaching

- Project Compassion
- St Vincent de Paul Appeals
- Celebration of Anzac and Remembrance Days
- Letters to the Aged Care (Elly Kay Residential)

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 there is a focus on expert teacher practice.
- 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.
- Establishment of common language and expectation of teacher expertise.
- Build capacity of instructional, high impact teaching strategies.
- Establish a common understanding of assessment practice to maximise student learning outcomes.

Achievements

There is no doubt that 2020 was unprecedented and the arrival of COVID19 made its impact in Australia and on our lives in late March. The entire school community - students, families and staff found themselves in a deep learning pit when the words lockdown and remote learning became a core part of our reality and regular vocabulary such as 'If a student can learn from home, they must learn from home' were repeatedly stated. Our strong school partnerships were never more paramount to provide continuity for our student's wellbeing and learning. All stakeholders are to be acknowledged and commended for the work in ensuring positive experiences, success and progress for our students.

With all of this in mind, there is much to celebrate at St Louis de Montfort's in the area of Learning and Teaching including the following:

- The Renewed Religious Education Framework embedded.
- Embedded yearly overview for learning areas and capabilities aligned to the school values.
- Used data to differentiate the curriculum, pedagogy and learning environments to suit student needs.
- Focussed consideration of the strong link between positive wellbeing and learning.
- Focussed use of writing analysis through moderation of student writing pieces to ensure we know where students are on the continuum and next steps in learning are intentional.
- Focussed attention on the High Impact Teaching Strategies, in particular, Learning Intentions and Success Criteria (content and skill).

- 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.
- Establishment of the Online St Louis Library that included Comics, eBooks, Storytime, Premier Reading Challenge, Get to know an Author, Explore areas).
- Individual learning needs were addressed through focussed planning sessions, the development of Individual Learning Plans and varied intervention programs (onsite and remotely).
- Adapting assessment and reporting expectations.
- Various events and celebrations such as Bushfire Action Day, Kingston Division Swimming, Harmony Day, St Louis Feast Day, Catholic Care Family Week, Feast of the Sacred Heart Mass, Feast of St Mary of the Cross, Science Week, Lockdown Family Challenge, 100 Days of Prep, Remote Learning Wellbeing Day, Remote Learning Celebration Day, Book Week with virtual visits by authors Carol Vass, Mark Wilson and Tim Cope.

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.

The key literacy assessments included the Progressive Achievement Testing in Reading (PATR), Marie Clay Observation Survey, Lexile 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).

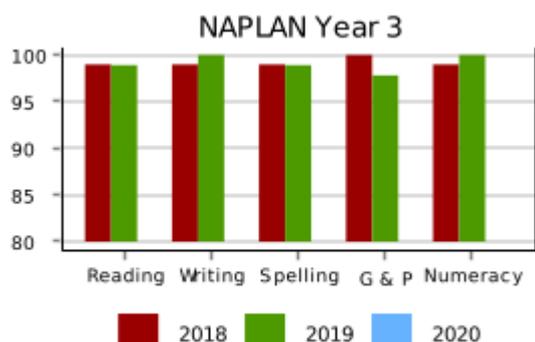
Due to the Covid Pandemic, there were no NAPLAN results to report in 2020 as the Australian Government decided that the NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	97.8	-2.2		
YR 03 Numeracy	99.0	100.0	1.0		
YR 03 Reading	99.0	98.9	-0.1		
YR 03 Spelling	99.0	98.9	-0.1		
YR 03 Writing	99.0	100.0	1.0		
YR 05 Grammar & Punctuation	100.0	97.1	-2.9		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	96.8	99.0	2.2		
YR 05 Spelling	100.0	99.0	-1.0		
YR 05 Writing	100.0	99.0	-1.0		

* 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

Goals

- That a whole school approach to wellbeing is evident.
- That there is a strong focus on child safety standards and its impact on student connectedness and wellbeing.

Intended Outcomes

- Strengthen the wellbeing culture through a focus on eXcel Wellbeing for Learning in Catholic School communities.
- Develop and strengthen student voice.

Achievements

Throughout 2020 St Louis de Montfort's deepened the understanding of our strategic plan and coordinated approach to supporting student wellbeing through classroom, school and extra-curricular support programs by:

- Implementation of a '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 their academic achievements and wellbeing.
- Utilisation of multiple resource packages to build SEL opportunities targeted at the point of need for students.
- Continued review of Positive Behaviour Management Policy and procedures through positive psychology and positive behaviours lens.
- Development of a new school-wide behaviour matrix in light of a focused pros-social curriculum.
- Continued development of Student Representative Council encompassing students from P-6 to promote student empowerment.
- Continued work within student leadership onsite and online to promote students' engagement and agency through the school.
- Maintained support groups for students with social emotional challenges both onsite and online.
- Utilised the eXcel framework to support our school community with specific challenges through COVID19 pandemic and lockdown periods.

VALUE ADDED

St Louis de Montfort's continued with a strong focus on student wellbeing and committed to the professional development of staff in supporting our students. In 2020 there was a need to focus on creating a safe and enabling classroom environment both at school and in an online environment. Through the COVID19 pandemic and a move to remote and flexible learning the school 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 2020 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 and Yoga sessions to engage our school community.
- Various fundraising stalls to support those in need.
- Check In phone calls to families.
- 12 Day Family Challenge (Remote).
- 'With Gratitude, we Celebrate' Whole School celebration Day.

STUDENT SATISFACTION

Feedback from our school community was collected during the 2020 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. The school also introduced online meetings with families to further support and work in partnership with students and parents.

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. Students were consulted on their experiences with the online environment and some components were continued in Term 4 to support student needs. 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.

The 2020 average student attendance rate by year level:

- Prep 92%
- Year 1 90%
- Year 2 91%
- Year 3 91%
- Year 4 92%
- Year 5 92%
- Year 6 91%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.9%
Y02	96.1%
Y03	96.2%
Y04	96.6%
Y05	95.7%
Y06	96.7%
Overall average attendance	96.2%

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 2020, 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.
- Ensured that contractors that involve child-connected work for the school are informed about the school's child safety practices.
- Implemented 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.
- 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 CEM 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

- Adjustment to the Leadership Team structure to accommodate an Acting Principal. Adaptations continued throughout the year with the movement of two Middle Leaders as well as the need to introduce an eCoach in Semester 2 to provide further support to the school community with online learning. In Term 4, the school warmly welcomed our appointed Principal Mrs Carmel Stutterd.
- Navigating the constantly changing landscape due to COVID19, that impacted all operations to school life.
- The Leadership Team was committed to the Southern Region School Wide Improvement Forum in 2020. The leaders focussed on setting priorities, meeting the needs of the school community through uncertain times and working on the school goal that focused on improving pedagogical practice in literacy.
- Whole School foci on the Teaching and Learning cycle to improve student writing.
- 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 occurred. This also included managing the ever-changing landscape that COVID19 brought.
- Whole School Professional Learning Days: Mary MacKillop Staff Retreat, Evidence of Learning and Analysis of Data PL, Moderation and Report Writing Days.
- NCCD gathering of evidence, staff expectations, professional learning in this area and funding approved.
- Focus on Child Safe Standards and embedding our focus through staff professional learning.
- Focus on AITSL teaching standards.
- Installation of a new Junior School Playground.
- Modifications to the Water Tank Playground to ensure greater safety and accessibility for students and staff.

- Installation of a restored Melbourne Tram to form part of our school playground.
- Completion of the new school fencing and gates to provide greater safety for our students and protection of our school grounds.
- New walk pathways and gardens were constructed at the front entrance of the school.
- Tree audit and care undertaken on the school grounds to manage the health of the trees and ensure safety of the school community.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

In 2020, 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
- Religious Education Accreditation
- New Principal Induction Program
- The Infinite Game with Simon Sinek
- Nuance Conference with Michael Fullan (ACEL)
- Dare to Lead Program with The Leadership Sphere
- Wellbeing Network
- Deputy Principal Network
- Peninsula Principal Network
- Respectful Relationships Lead School Forum
- Research Lead Pilot
- Southern Region Writing Years 3-6
- Writer's Workshop - The Teaching & Learning Cycle
- 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 - A 2020 Vision Engaging Mathematics
- Southern Digital Education Network
- Creating a Collaborative Culture of Learning - The Third Teacher
- Running Records for Prep-Year 2 teachers
- Literacy Pro for Year 3-6 teachers
- Operoo Conference
- OHS and Dynamic Training for Leaders
- VIT Code of Conduct
- eSafety Training
- First Aid Training
- Mandatory Reporting Training
- Remote and Flexible Learning professional learning in response to COVID19: GSuite Applications (Google Classroom, Slides, Meet, etc), Creating Instructional Videos, Striving in Chaos with Brendon Burchard, Zoom Fatigue PL.

Number of teachers who participated in PL in 2020	51
Average expenditure per teacher for PL	\$470

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 a year like no other, the staff are acknowledged for the incredible work that they were involved in and provided during 2020. 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 been exceptional. We appreciate the care, understanding and dedication carried out from our staff to maintain connection with our students and families and provide continuous learning. Our strong partnership between home and school is a credit to each and every person. Together, with our families, the staff have worked through the uncertainties, challenges, opportunities and successes that 'Remote and Flexible Learning' brought and as well adapted to a Return to School that provided new ways of operations ensuring we all adhered to the COVID Safe Plans and continued to provide a robust learning program.

Throughout the year, St Louis kept in regular dialogue with staff and heard different perspectives and feedback. 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.

In 2020, we farewelled the following staff members: Aimee Board (Art Specialist); Mrs Rhiannon Coco (on leave) transferred to St John Vianney's Mulgrave; Mrs Sue Grose (5SG) retired; Mrs Sandra Lindfield (Learning Support Officer and Garden Specialist) transferred to St Augustine's School Frankston South; Miss Laura Leung (1LW) transferred to St Justin's Parish Primary School Wheelers Hill; Mrs Jodie Marziano (Religious Education Leader) transferred to St Brigid's Mordialloc; Mrs Erin Paisley (3AP & 3EP) went on Maternity Leave. We thank these staff greatly for their contributions and wish them well in their new workplaces and endeavours.

Teaching Staff Attendance Rate 94%

All staff Retention Rate 94%

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	78.3%
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ALL STAFF RETENTION RATE

Staff Retention Rate	85.7%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	21.1%
Graduate	23.7%
Graduate Certificate	7.9%
Bachelor Degree	68.4%
Advanced Diploma	36.8%
No Qualifications Listed	10.5%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	56.0
Teaching Staff (FTE)	45.0
Non-Teaching Staff (Headcount)	24.0
Non-Teaching Staff (FTE)	26.6
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

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

In 2020, some of our community involvement achievements included:

- Bushfire Action Day - Expression of Love
- Southern FM Radio Station
- Step Up to Clean Up Day - St Louis launched Care Zones
- Wellbeing Markets
- 2021 Prep Enrolment Promotional Video
- Family Week Videos
- Video messages for students and families
- Elly Kay Letters to the Aged Care
- 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 (with limited numbers)
- Online Garden to Kitchen Program
- CEM Environmentally Sustainable Development Committee
- Resource Smart Victorian School Gardens
- 2020 ResourceSmart Finalist for ongoing sustainability practices
- Installation of a restored Melbourne Tram to be a feature of our school playground.

- Sporting Schools Grants.

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, the paced evolution moving 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. 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.

Future Directions

The Future Directions for St Louis de Montfort's include:

- Link professional learning to the Research Lead and establishment of Professional Learning Communities (PLCs).
- Establish data conversations in PLCs to support differentiating the curriculum.
- Implement Teaching Sprints to improve teacher efficacy and student learning outcomes.
- Launch a school Behaviour Matrix aligned to the school values.
- Dedicate a space to assist students with additional learning needs and provide tutoring in light of COVID19 and remote learning - What I Need Now (W.I.N.) Room.
- Develop 'The Hive', a wellbeing space that promotes self-regulation and a focus on happy, involved, valued and engaged students.