



St Louis de Montfort's School Aspendale

2022 Annual Report to the School Community



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Minimum Standards Attestation

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

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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.

MISSION Statement

St Louis de Montfort's is committed to providing educational opportunities that actively welcome, engage, inspire and challenge all students to learn in a safe and enlivening Catholic environment.

St Louis de Montfort's is committed to the values of:

Collaboration, respect, inclusion and community

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.

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 26 classes, all of which are straight grades, with an average of 22 students per class.

We are committed to providing a curriculum that will ensure the intellectual, social, physical, aesthetic and moral development of all students.

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, School Advisory Council, 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 2022, 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 2022 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 2022.

I would like to begin by thanking everyone - students, parents, carers and staff - for their contribution to St Louis school life. 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 families after 2 years of a pandemic,

We celebrated a full school year, while continuing to manage the aftermath of 2 disruptive school years. We've learned to assess the gaps in learning and to support these students. We continued to assess the mental health and well-being of our students and staff and to give a variety of support to our students and staff. I would like to express my thanks to all members of our community for the support as we transitioned back into a 'normal' school year.

Our strong partnership between home and school is a credit to each and every person. I wish to acknowledge the staff of St Louis for their utmost professionalism and how they meet the needs of their students in returning to a normal school year.

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 2022. To all our students at St Louis, thank you for all your enthusiasm and what you bring to each school day. From the learning experiences you were looking forward to, to simply being able to interact face-to-face with your peers and teachers. Thank you for persevering, bringing your best self and looking at the good that each day brought. You are amazing!

In 2022 we went through the MACS Review year. It is a process that all schools go through every 4 years. We completed and assessed our last School Improvement Plan and planned for the next 4 years. We had some great achievements and some areas for improvement. Thank you to the parents who participated in the process and to Sheridan Cloverdale our independent assessor.

In 2022, we were also able to participate in many events, incursions/excursions, sports days, sacraments, transition programs and camps. 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

Catholic Identity and Mission

Goals & Intended Outcomes

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

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.

In 2022, the St Louis' community was provided with a plethora of opportunities to appreciate and explore that life has a purpose both physically and spiritually through:

- 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, Visio Divina, The Examen,
- Professional development has continued around curriculum, with a focus on developing our knowledge and understanding of the Pedagogy of Encounter, using the Dialogue Tool, Assessment in RE
- 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).
- Year One students writing letters to the parishioners
- Year Two students making ANZAC biscuits for the parishioners
- Acknowledgement and celebration of special days ie: Bully- No Way, Harmony Day, ANZAC Day, Remembrance Day
- Daily prayer sessions in all classrooms. During class prayer - students/ teachers discuss personal/world events that are important to self and others around them.
- Prayer Table/Prayer Spaces in classrooms
- Our School Vision and Mission statements displayed around the school and on documents ie- Meeting Agendas Our school mission/Vision statement and Motto
- Family Faith Nights for every level. Year 6- Confirmation, Year 5- Spirit-Filled People, Year 4-Eucharist, Year 3- Reconciliation, Year 2-Pre Sacrament, Year 1-Baptism, Prep- Prayers in PJs Eg- Eucharist Family Workshop
- Family Weekend Masses for each year level. Eg- Prep Family Mass at Braeside Park
- Inclusion of all students, including those who are not Catholic, in all Religious Education activities including the Sacramental program where Special Blessings are offered to those who are not Catholic.
- Praying the School Prayer (This is our School)and singing of school song - "St Louis Way" at every assembly and other school gatherings
- Individual teachers planning and preparing Staff prayer at the beginning of staff meetings Staff prayer roster
- Time-Out Tuesday- Weekly 3 minute Reflections shared with staff every Tuesday.
- School newsletter - RE Page shared every week. Class pages may also include an aspect of RE. Presents student work/prayer
- Whole school celebration of Harmony Day with varied activities
- Whole School Celebration Day for our patron Saint on the Feast of St Louis' using 'Kaboom' to run activities at Browns Reserve
- Little Long Walk around the local environment
- Banner painting with Indigenous Representative-
- Presentation of Banner to Kinder for their Little Long Walk
- Whole School Holy Week Paraliturgy
- Acknowledgement of ANZAC Day with a Liturgy including The Ode and The Rouse.
- Laying of the Wreath at the RSL with School Leaders on ANZAC Day

- Regular Visual displays at school entrance acknowledging the special days in the Liturgical and Sacramental Calendar
- Participating in PLs exploring Spirituality, eg- Aboriginal Catholic Ministry- presented by Sherry Balcolme and Seasons of Creation Inter Dioscean Conference, Helen Christensen
- Year 6 Confirmation Reflection Day - Visiting different faith cultures - Differences/similarities Jewish Synagogue, Russian Orthodox, Anglican and attending mass at St Patrick's Cathedral
- Class Weekday Masses for all year levels followed by a shared cuppa in the church foyer
- Celebrating special Feast Days both Liturgically and with Special Events eg-Kaboom for St Louis' Feast Day. Sushi Lunch for Feast of St Mary of the Cross.
- Whole school liturgical celebrations for significant events in the church calendar such as Holy Week, Easter (Alleluia Day)
- Religious Displays in the church for parishioners to experience eg- Stations of the Cross, Altar Banners
- Religious Displays around the school
- Students extend their learning through action by writing letters, writing prayers, baking biscuits, making cards for parishioners
- Student 'Faith and Social Justice' Leaders assist in the preparation and implementation of RE and Social Justice Initiatives. eg-Reading at masses and liturgies- in person and on-line, working with other students, making posters, leading the rosary, role-playing in special school liturgies eg-Holy Week, Christmas, deciding on action for school RE and Social Justice initiatives eg-Heart Kids, Can Drive, teaching actions to school song
- Daily Praying of the Rosary for the war in Ukraine, in the month of May, lead by Faith and Social Justice Group.
- Hampers donated to St Vincent de Paul at our Mission Mass.
- Faith and Professional Development Day run by Ange Virgona focusing on:-
 - a) Religious Education And Faith Development In The Contemporary Classroom
 - b) Deepening Our Spirituality And Personal Prayer

VALUE ADDED

In 2022, the St Louis' community was provided with a plethora of opportunities to appreciate and explore that life has a purpose both physically and spiritually through:

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.

Sacramental Faith Education Nights, Family Activity Nights and Reflection Days

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 focusing 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).

Acknowledgement of special days ie: Bully-No Way, Harmony Day, ANZAC Day, Remembrance Day.

Learning and Teaching

Goals & Intended Outcomes

Goals

- To develop and refine a curriculum delivery plan that reflects our shared vision for the school and local context.
- To achieve a holistic approach that is grounded in deep learning, powerful teaching and learner agency.
- To ensure quality teachers and practice is in every classroom.
- To foster inclusive practices which respond to learning diversity so that all students are positively engaged in learning.
- To use data in real, responsive and meaningful ways to inform learning and teaching and ensure improved student achievement

Intended Outcomes

- That a signature pedagogical framework at St Louis is evident
- Professional learning is designed to build teachers skills and knowledge in curriculum, pedagogy and assessment.
- Teachers plan learning experiences that enable our students a voice in decision-making and contributions to group discussions.
- Develop a culture that recognises and explores new pedagogies for deep learning that are evidence informed.
- Build evidence of learners through their feedback and conversations with families and colleagues.

Achievements

2022 was our first uninterrupted school year following the previous years that were affected by COVID-19 and its rolling lockdowns. As the year progressed our school community gained confidence in planning and implementing engaging learning as 'normality' gradually seeped back in. Our community continued to work together and support each other in all aspects of school life.

Our learning community continues to achieve positive outcomes and there is always lots to celebrate. This includes the school review results where we were given the opportunity to reflect on our current practices, recognise our successes and plan strategic direction for the future. This included a move from Mandarin to Italian for our LOTE program.

A snapshot of the achievements at St Louis de Montfort's in the area of Learning and Teaching include 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 and placing an emphasis on action
- Continued focus of the connection between our students' wellbeing and learning
- The G2K program continues to develop and be embedded as a key focus for our Year 3 and 4 students
- STEM classes for all year 5 and 6 students became part of the specialists program
- Continuation 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 and number goals created for all students in the Junior school.
- The HIVE gained momentum as a pastoral hub for students with specific needs
- Tutoring continued in targeted learning and teaching in numeracy..
- Introduction of 'i-Maths' investigations for Years 4-6 and the use of Middle Years Maths Challenges which coincided with the introduction of a whole school maths pedagogy focusing on inquiry maths and improving student engagement in Mathematics.
- Individual learning needs were addressed through focussed planning sessions, the development of Individual Learning Plans and varied intervention programs implemented
- Prep teachers completed the 'Early Numeracy Assessment' program and all students were tested and teaching sprints implemented to improve student outcomes
- PLC's implemented in levels in the areas of Mathematics and English
- Focussed attention on the High Impact Teaching Strategies, in particular, Learning Intentions and Success Criteria (content and skill).
- Sprint process introduced and used with teams of teachers with a focus on Learning and Teaching Goals
- Engagement and access to current research provided and encouraged as part of the sprint process and in PLC's
- Performing Arts celebrated through the whole school production of Aladdin
- Embedded yearly overview for learning areas and capabilities aligned to the school values continued
- Embedding of online learning and pedagogy: Google Classroom , Seesaw, Screencastify, Google Meets, etc.
- Used data to differentiate the curriculum, pedagogy and learning environments to suit student needs.
- 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, Learning Conferences, Easter Bonnet Parade, Junior school sports, Year 3-6 school sports, two camps for Year 5 and Year 6 and camp for Year 4, Confirmation, Year 5 Eucharist and Year 3 Reconciliation, Special Lunch Days, St Louis

Cross Country, Swimming squad training continued, Cross country training introduced weekly

STUDENT LEARNING OUTCOMES

St Louis de Montfort's uses an in-depth and extensive assessment schedule that incorporates 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 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), Mathematics Online Interview and Essential Assessment (Pre/Post Testing) and Early Numeracy Assessment (ENA).

NAPLAN SPA Data

This year the NAPLAN Tests for all students in Year 3 and Year 5 moved to an online format except the Year 3 writing test which was in the traditional form of pencil and paper.

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 data analysis was a focus for 2022. Writing continued to gain momentum from the Professional Learning provided for members of our staff in 2022.

The Year 3 NAPLAN data for 2022 indicates that we outperformed the state mean in the areas of Reading, Writing, Grammar and Punctuation and Numeracy. In both Year 3 and Year 5, we were above the national mean in all areas. It was interesting to note that our Year 3 and Year 5 girls were above the state mean in writing but our Year 3 boys were below the state mean in all writing criteria. This is an area that will form part of our Annual Action Plan for 2023.

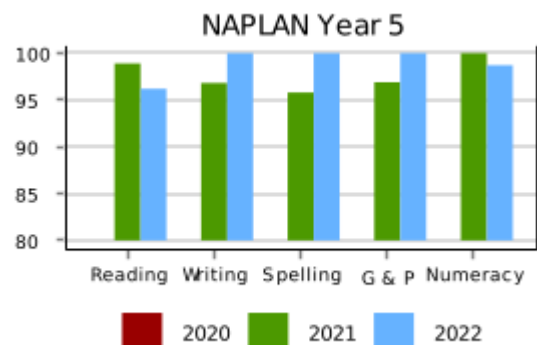
These results help to provide a triangulation of the data for the school improvement plan.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	97.5	-	100.0	2.5
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	98.7	-	100.0	1.3
YR 03 Spelling	-	100.0	-	98.9	-1.1
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	96.9	-	100.0	3.1
YR 05 Numeracy	-	100.0	-	98.7	-1.3
YR 05 Reading	-	98.9	-	96.2	-2.7
YR 05 Spelling	-	95.8	-	100.0	4.2
YR 05 Writing	-	96.8	-	100.0	3.2

* 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

Goal:

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

Intended outcomes:

- Embed/focus on the St Louis Positive Behaviour Matrix for staff, students and parents
- That there is a strong focus on child safety standards and their impact on student connectedness and wellbeing.
- Increase staff knowledge of new child safety standards, Units 7-11.
- Develop and strengthen student voice and agency in the classroom and throughout the school.

Achievements

Throughout 2022 St Louis has worked through our review to create a new strategic plan and coordinated approach to supporting student wellbeing through classroom, school and extra-curricular support programs by:

- Beginning the year with a Relationship building unit of work for the first three weeks of the 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/monitor academic progress and wellbeing.
- Regular meeting of our Student Wellbeing and Safety group to support the wellbeing and safety of all students.
- Use of multiple resource packages to build Social and Emotional Learning opportunities targeted at students' point of need.
- Continued development of our wellbeing room The H.I.V.E. with a focus on emotional regulation for students.
- Continued use of our Positive Behaviour Management Policy and procedures with a focus on positive behaviours.
- Embedding the use of our school wide behaviour matrix as a focused pro-social curriculum.
- Embedding the role of our Student Representative Council encompassing students from P-6 to promote student empowerment and an active space for student voice.
- Continued work within student leadership to promote student engagement and agency through the school.
- Continued use of our Pastoral Care role and Peaceful Kids to target students with social-emotional challenges.

- Building staff and student knowledge of child safety and the introduction of a Child Safety and Wellbeing Team.

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. Some of the curricular and extra-curricular activities we were able to do included:

- Ensuring the St Louis public website is up to date with the multitude of policies and practices related to the care, safety and welfare of our students
- Opening the tram as a safe place and hub for our students during break times and for classroom use
- Introduction of a Child Safety and Wellbeing Team
- Analysing different sets of data including perception data to drive the direction of Wellbeing in the School Improvement Plan commencing in 2023
- Re-establishment of lunchtime clubs to support students in the playground and provide alternative break experiences
- Introduction of well-being check-ins to allow students to alert staff to how they are feeling and if they would like support
- Continuation of pastoral care sessions that are conducted individually or in small groups with our qualified Pastoral Care Worker for mental health, well-being and social group support
- Ensuring that our induction program has a child safety component

STUDENT SATISFACTION

Feedback from our school community was collected during the 2022 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 with the addition of support for students both in groups and individually.

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 on the Compass App or via email to the classroom teacher.
- 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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	90.3%
Y02	90.7%
Y03	91.4%
Y04	89.6%
Y05	91.7%
Y06	90.7%
Overall average attendance	90.7%

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 works towards 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.

- That there is a strong focus on child safety standards and their impact on student connectedness and wellbeing.
- Increase staff knowledge of new child safety standards, Units 7-11.
- Develop and strengthen student voice and agency in the classroom and throughout the school.

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 2022, the school looked at and reviewed Professional Development opportunities and policies to seek to improve practice and inform future pathways.

These professional development opportunities had a specific focus on the new child safety standards.

- Professional development on child safety standards with regular links through staff meetings to individual standards.
- Reviewing practices in managing risk, in regards, to student safety, professional development raising awareness of staff of acceptable and unacceptable behaviour.
- Supporting and assisting children who disclose child abuse, or are otherwise linked to suspected child abuse.
- Providing increased avenues for student voice and agency through student leadership and a Student Representative Council.
- Ensuring staff are equipped to identify and manage such incidents with ongoing supportive professional development, such as Mandatory Reporting.
- Contractors that involve child-connected work for the school are informed about the school's child safety practices.
- Sign in procedures 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 new 11 Child Safety Standards.
- Professional Development in the PROTECT protocols.

Leadership

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

- Continue the transition to MACS as head of Entity
- Working in collaboration with Safe smart to ensure MACS policies are up-to-date and compliance.
- Engagement of the Leadership Team to the Southern Region School Wide Improvement Forum in 2022.
- Leadership engaged in the school review where we were given the opportunity to reflect on our current practices, recognise our successes and plan strategic direction for the future. 2023-2026
- Continuing the employment of a Science teacher in the G2K program for Year 3 and 4
- Continuation of STEM for Year 5 and 6, as part of the Specialist program
- Working collaboratively as a Leadership team to develop the AAP for 2023 from the newly devised school Improvement Plan.
- Creation of new positions of Leadership in Literacy and Numeracy
- 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
- Implementation of TAP hours for RE accreditation for teaching staff
- Playground audit of our 6 playgrounds
- OHS focus supported through agended items at all staff and leadership meetings.
- A Leader and a classroom teacher attended the MAV primary maths conference.
- Professional development for staff

Professional Development

- Prep teachers completed the 'Early Numeracy Assessment program and all students were tested and teaching sprints implemented to improve student outcomes
- PLC's implemented in levels in the areas of Mathematics and English
- Introduction of 'i-Maths' investigations for Years 4-6 and the use of Middle Years Maths Challenges which coincided with the introduction of a whole school maths pedagogy focusing on inquiry maths and improving student engagement in Mathematics.
- Focused attention on the High Impact Teaching Strategies, in particular, Learning Intentions and Success Criteria (content and skill).
- Sprint process introduced and used with teams of teachers with a focus on Learning and Teaching Goals
- Engagement and access to current research provided and encouraged as part of the sprint process and in PLC's
- Ongoing compliance training for staff, through professional learning in a number of areas, including emergency management, first aid, mandatory reporting and child safe standards.
- Implementation of 3 days of PPT for classroom teachers.
- Leadership team engaged in Date Analysis for Continuous School Improvement with Bradley Geise (MACS)
- A Leader participated in the Teacher Excellence Program (TEP) through Victorian Academy of Education and Leadership.
- Our Literacy Support teacher participated in a Post Grad in Literacy Intervention Strategies through Melbourne University
- A classroom teacher commenced a masters in Educational Psychology through Allied Health at Australian Catholic University
- Deputy Principal participated in the Pathway to Principalship through MACS
- Faith and Professional Development Day run by Ange Virgona focussing on:-What Are The Aims And Objectives Of The Catholic School? Religious Education And Faith Development In The Contemporary Classroom, Deepening Our Spirituality And Personal Prayer
- Focus on AITSL teaching standards to drive individual professional learning goals.
- Classroom teachers participated in VCOP
- Some classroom Teachers participated in Smart Spelling
- Learning Diversity Leader participated in the Sound Write Course
- Maths Leader and a classroom teacher attended the MAV primary maths conference
- Maths Leader attended the Annual Maths Conference.
- Trained an Administration Officer as an OHS Health and Safety Officer through Worksafe Victoria

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

In 2022, 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.

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
- Wellbeing Network
- Deputy Principal Network
- Peninsula Principal Network
- Respectful Relationships Lead School Forum
- Continuous Data Analysis
- Cued Articulation and Phonological Awareness
- Reading Recovery- Literacy Improvement Training

Kathy Child's PL

Emma Davies TEP

Sarah Burgoyne PL

- 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
- eSafety Training
- First Aid Training
- Mandatory Reporting Training
- *OH&S .Health and Safety Officer Training*

Number of teachers who participated in PL in 2022 was 51

Average expenditure per teacher for PL \$540

Number of teachers who participated in PL in 2022	51
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Average expenditure per teacher for PL	\$540
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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.

We worked conscientiously in 2022 to continue our strong partnership between home and school, now that we had a full year at school. 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 2022, we welcomed the following staff members to St Louis': George Lithothomas (class teacher) Nicholas Byron (full time CRT) Anthony Denton (Italian teacher) Dean Andrew (PE teacher) Lena Periman (class teacher) Judy Ramjahm (LSO) Melissa Hoare (LSO), Riley Hogan (LSO) We also farewelled the following staff members: John Mitchell; Gaynor Downie; Julie Drum; Maria Egizi, Charlotte Tracey; Sinead Waters; Trona Mahon and Emily Johnson

We thank them for their dedicated service and wished them well in their new endeavours.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	78.6%
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ALL STAFF RETENTION RATE

Staff Retention Rate	79.0%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	18.2%
Graduate	24.2%
Graduate Certificate	9.1%
Bachelor Degree	69.7%
Advanced Diploma	30.3%
No Qualifications Listed	12.1%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	61.0
Teaching Staff (FTE)	50.3
Non-Teaching Staff (Headcount)	28.0
Non-Teaching Staff (FTE)	25.8
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

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 2022 we welcomed the school community back into the life of the school after the COVID lockdowns. These are a snapshot of our achievements and activities undertaken:

Welcoming Prep families to St Louis through school tours, a Pre-Prep Information Night, Orientation Program, Welcome Morning Tea, Student Welcome Packs, a Starting School social story and a welcome Mass at Braeside Park.

Meet and Greet interviews between parents, teachers and students at the commencement of the school year and Learning Conferences in Term 1 and Term 3.

School events that families are able to attend such as class masses, the Easter Hat Parade, Book Week activities, working bees, sporting team events, Junior and Senior Athletics Carnival, Mothers and Father's Day breakfast, a Celebration of Learning open day and Year 6 Graduation.

Inviting families to provide feedback about school initiatives and processes through surveys, including the MACSIS Survey, Starting School at St Louis Survey and the School Production Survey. Informal feedback is also received through phone calls, emails and discussions.

Leaders welcome students each morning by being on duty at various entry points.

Parents joined various committees and boards including the Parents and Friends Association, the Aladdin Production Committee, and the School Advisory Council (SAC). A chairperson for the SAC was appointed.

Student leaders and the school developed initiatives of service to benefit and support the wider community. These initiatives included CARITAS, St Vincent de Paul hamper drive, Have a Ball Foundation Footy Day and Clean Up Australia Day.

Opportunities for home school partnerships occurred, including an Inform and Empower Cyber Safety Night, Chromebook Parent Information Night, Literacy Learning Workshop, and sacrament preparation nights.

School production of Aladdin, held at Frankston Arts Centre over four nights in October 2022. This event was a learning opportunity for students, allowed parents to be involved and supportive in various volunteer roles and it brought together the school community.

Use of Seesaw from P-2 as a digital learning platform to share events and student work between home and school.

Community partnerships were established and utilised with Oz Harvest, Junior Lord Mayor, Southern FM Radio, local surf life saving clubs, the Dolphin Research Institute, Robogals, St Kilda Football Club, Team Kids, Kilbreda, St Bede's, Yarrabah and local kinders.

After Covid-19, introduction of Celebration of learning afternoons to foster the home and school partnership.

PARENT SATISFACTION

Throughout the year, as we slowly gained confidence in our return to school following the pandemic, our parent community were welcomed back in to physically participating in the life of the school. This was a gradual process and our MACSSIS data indicated that there is a need to provide further opportunities for our community to become involved with their child's learning and to participate in events or initiatives which contribute to their child's life at school. This was particularly reflective of our families in Years 4-6.

MACSSIS Data for 2022 further indicated that our parents valued the school approach to the opportunities provided for parents to communicate with our teachers. We have adopted alternative forms ways of communicating with our parents in the last couple of years as we moved from Montes to the Online portal. 98% of parents indicated they have used the portal and 83% of parents indicated their ease being able to access it.

Similarly, there is a positive perception relating to our approach to managing school behaviours. Our parent community feels strongly that our staff are respectful to our students and that their child(ren) are respectful to our staff. There is a considerable increase of perception that our physical school environment is suitable for all students. This is 11% above the MACS average.

St Louis de Montfort's continues to be proud of the strong partnership between home and school and places importance on the collection and analysis of perception data. On reflection, it is important that we increase our families understanding of our school's processes and procedures as this data was below the MACS average. There was also an indication that we need to continue to provide timely and informative feedback relating to learning and other aspects of school life.