



St Joseph's School Yarra Junction

2021 Annual Report to the School Community



Registered School Number: 1579

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Minimum Standards Attestation

I, Nicholas Boyhan, attest that St Joseph'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.

12/04/2022

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

Inspired by Jesus Christ,

St Joseph's school is a community;

Nurturing personal, spiritual and academic growth

Empowering all for a future of hope.

School Overview

St Joseph's Catholic Primary School is nestled in a picturesque bush setting in Yarra Junction. The school, established in 1958, has a proud history of providing quality Catholic education in the Upper Yarra Valley. As part of the Parish of Sacred Heart Upper Yarra Valley, we nurture an environment supportive of the beliefs and teachings of the Catholic Church and the values of care, responsibility, respect, justice, collaboration and learning. These are evident in all aspects of our school life. Although a relatively small school, we are proud of the comprehensive, exciting and engaging curriculum that we provide to cater for the diverse learning needs of all students. As well as providing proven literacy, numeracy and inquiry-based programs, the school also offers excellent sporting, visual and performing arts learning experiences. The school community aspires to excellence and values the development of the whole person. We pride ourselves on being a warm, welcoming and friendly community, inclusive of everyone. Partnerships between home, school and the wider community are greatly valued. We encourage participation and invite families to be actively involved in the school and parish community.

School enrolment numbers have fluctuated over the past decade moving from 137 in 2006, peaking at 186 in 2010 and dropping to 109 by August 2019. St. Joseph's commenced the 2021 school year with 116 children, an increase of 12 on the previous August Census.

The school consisted of six classes and 19 staff, including both full-time and part-time, in teaching and non-teaching roles. The classes were made up of the following multi-age combinations:

- 1x Foundation/One Class

- 2 x Year Two/Three Classes

- 2 x Year Four/Five/Six Classes

Classes range in size from the high teens to the low/mid 20s.

In 2021 the Specialist Programs consisted of 45 minute lessons in Performing Arts, Japanese (LOTE) and Science, Technology, Engineering, Art and Mathematics (STEAM).

The Upper Yarra Valley Parish School precinct comprises St Thomas a Becket Church, the Presbytery and the five St Joseph's School buildings spread across 17 acres of beautiful bushland. The site remains mostly bush resulting from careful development over the years, sympathetic with the natural surroundings. With the support of the parish, the school community provides attractive and functional learning spaces for the students.

Principal's Report

The following Annual Report to the School Community is based on data and evidence from the 2021 school year. The Australian Government has requested that schools publicly report on a number of areas to demonstrate school performance. These requirements are outlined in this report. We hope that you find this information valuable and a reflection of the great achievements of St Joseph's School, Yarra Junction.

The 2021 year got off to a great start with the commencement of on-site learning, supported by the school's COVID Safe Protocols. The leadership team expanded to include Kylie Hetherington who was appointed to the role of Physical Education Leader. She joined myself (Principal), Katie Vranken (Deputy Principal), Terry Foley (Religious Education Leader), Simone Traynor (Literacy Leader), Lisa Bourke (Numeracy Leader) and Liz O'Brien (Student Wellbeing Leader) in the leadership of the school.

The school once again embarked on a productive year of teaching and learning, optimistically looking forward to an uninterrupted year, free of School Closures and Remote and Flexible Learning. However, before we made it halfway through February, we were, once again sent into lockdown and the school, switched to Flexible and Remote Learning. A series of rolling lockdowns continued throughout 2021, presenting challenges for staff, student and their families.

Despite the ongoing disruption caused by the Global Pandemic, the school maintained a focus on Professional Learning and School Improvement. Our work on Positive Behaviours for Learning (PBL) continued. Leaders worked collaboratively with colleagues from neighbouring schools as part of two Religious Education Learning Collectives. Leaders attended School Improvement Learning Collaborative Professional Learning meetings. We remained actively engaged with their colleagues from other schools and Learning Consultants from Melbourne Archdiocese Catholic Schools (MACS). Most meetings were held online, via Zoom or Webex. Staff engaged in professional learning, staff meetings and Professional Learning Team meetings through video conferencing and webinars. The school never lost focus on the important work of School Improvement.

Despite the interruptions to learning, the vast majority of our students continued to make progress with their learning. We had anticipated a significant drop with our NAPLAN Data but we were pleasantly surprised to see that the majority of our students performed at or about their expected level. This was also reflected in many of the other school based assessments. We will be implementing intervention strategies in 2022 to support the students whose learning has been negatively affected by the shut-downs in an effort to make up for lost ground for these learners.

Many of the planned activities, including camps, incursions and excursions were either postponed or cancelled, due to school closures and COVID Restrictions. Despite this inconvenience, the staff persisted, booking extra curricular activities to engage the students and extend their learning. When these coincided with on-site learning, students were able to participate safely. Staff conducted risk assessments for all activities with a sharp focus on COVID Safety. Although the Year Four/Five/Six camp to Phillip Island Adventure Resort was unable to be rescheduled, the students had a trip to Fun Fields in Whittlesea, which was a huge success. This went a long way towards overcoming their disappointment of missing their 2021 Camp. We look forward to taking them to Sovereign Hill in 2022.

We are very hopeful that the widespread vaccination of our population will increase the likelihood of schools remaining open in 2022. We are well aware that the pandemic is not yet behind us. However, we believe that the COVID Safe Measures we have in place will mitigate the risks presented by the pandemic and allow for less interrupted learning in 2022.

We look forward with hope to what we pray will be a better and brighter year ahead in 2022, involving greater participation in face-to-face learning of students and staff. We look forward to re-engaging our parents through our many groups, including Parents & Friends, Advisory Board and Grounds & Maintenance. Welcoming parents back on-site to partner in the learning and teaching process, the liturgical and sacramental celebrations and the social life of the school will also be wonderful.

Yours sincerely,

Nicholas Boyhan

Principal

School Advisory Council Report

While the activities of the School Advisory Council have been disrupted by the Global Pandemic, the members completed the important task of localising and contextualising the Terms of Reference provided by Melbourne Archdiocese Catholic Schools for St Joseph's School. This document will provide the council with guidance and direction for its work throughout 2022 and the years ahead. This document will be ratified by the council at the first meeting in 2022 and positions for new members will be advertised via the school's communication channels.

Membership will consist of the Parish Priest, Principal, a Parishioner and members of the parent community. The continuation of the important work of the School Advisory Council will ensure that our school has a eucharistic character that builds community gathered around a shared life of faith and worship, promoting personal transformation for students and their families. The council will provide an excellent sounding board for the school when consulting on important schooling matters.

Education in Faith

Goals & Intended Outcomes

That students are more engaged in scripture, traditions, prayer and liturgy across all learning.

Achievements

Throughout 2021 we worked to strengthen teacher capacity to model practice that links scripture, traditions, prayer and liturgy to people, cultures and beliefs.

St Joseph's has remained part of the 'Rural Community of Practice' and, as a collective engaged the expertise of Dr Peta Goldberg (Australian Catholic University - Brisbane) to lead a series of professional learning sessions on the Gospel of St Mark and then a day of professional learning for all staff. These sessions focused specifically on scripture and teaching children through the eyes of the 'Three Worlds of the Text.'

We also took part in the "Hills Collective" aiming to build closer links with neighbouring schools to bring best practice to the teaching of religious education and the building of curriculum ideas and resources.

VALUE ADDED

The Religious Education Leader attended the Eastern Region Network to gain ideas and strengthen personal skills to lead other staff in the development of the R.E. program.

Principal, Religious Education Leader and Deputy Principal participated in The Hills RE Learning Collective, focussing on best practices to drive RE learning and teaching and The Rural CoP to offer professional development for all staff.

Weekly visit by Fr Michel to give students further insights into traditions and scripture, Class Masses with Fr Michel at the church when COVID Restrictions allowed.

Students were given the opportunity to receive the sacraments of Reconciliation and First Eucharist.

Terry Foley

Religious Education Leader

Learning & Teaching

Goals & Intended Outcomes

That every student maximizes learning growth in the core priority areas of literacy and numeracy.

Achievements

Guided by our involvement in the School Improvement Learning Collaborative we have made deliberate use of data to inform the next step in student learning. This has assisted with the development of programs, focus teaching groups and case management meetings. Data was used to plan for cohort and individual needs, track growth and predict the future needs of learners.

Data was collated in our data tracking tool and displayed on our Data Walls. These were used as a starting point for meeting students at their point of need and to inform the next required step in their learning

The school used the following evidence-informed approaches to improve student learning:

- a comprehensive and consistent formative and summative assessment schedule
- case management
- datawalls

STUDENT LEARNING OUTCOMES

Since the commencement of our work in the School Improvement Learning Collaborative (SILC), we have seen consistent student performance in our NAPLAN Data compared to students with similar backgrounds.

The Year Threes were close to students in like schools in NAPLAN 2021 in all areas: Reading, Writing, Grammar and Punctuation, Spelling and Numeracy and 100% of Year Three students were at or above the minimum standard in all areas.

Similarly, the Year Five students were close to students in like school in all areas, with 100% at or above the minimum standard in Numeracy and 94% at or above the minimum standard in the other areas. The growth of our 2021 Year 5 students from Year 3 (2019) is similar to the growth of students of the same starting score with similar backgrounds.

The consistency of NAPLAN data is particularly pleasing, given the disruptions to students' schooling with flexible and remote learning for more than half the year in both 2020 and 2021 due to the Covid-19 pandemic.

Clearly, we would prefer to see our students tracking above or well above students with similar backgrounds. With an ongoing focus on the use of data to inform the next steps in learning for students and the implementation of a range of intervention approaches, we anticipate we will see this desired upward trend in the near future.

It is worth noting that, although 34% of our students are included in our NCCD Count, 100% of our students participated in both the 2019 and 2021 rounds of NAPLAN testing. This is in contrast with other schools in our area who exempt many of their students and hence have a

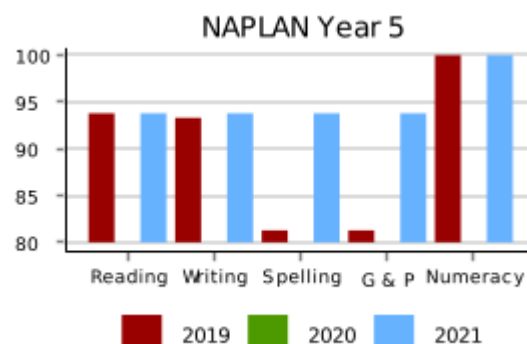
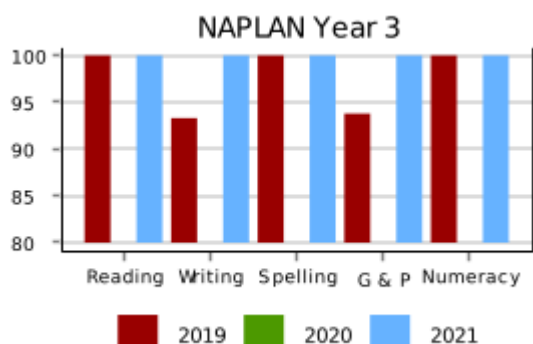
participation rate well below the national average. Our data is an authentic representation of the performance of our cohort each year.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	93.8	-	-	100.0	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	100.0	-	-	100.0	-
YR 03 Writing	93.3	-	-	100.0	-
YR 05 Grammar & Punctuation	81.3	-	-	93.8	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	93.8	-	-	93.8	-
YR 05 Spelling	81.3	-	-	93.8	-
YR 05 Writing	93.3	-	-	93.8	-

* 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

That students show more confidence and growth mindset in their learning capacity.

To build consistent expectations of behaviour between students and staff.

Achievements

Once again, COVID brought a year of ups and downs in regard to Student Wellbeing. Extended lock downs where students were at school one day and home the next for an unspecified period of time, provided opportunities for students to demonstrate, develop and build on their resilience levels in regards to their learning. While many families and students demonstrated great resilience during these times, it is important to note that this was not true for all families and significant efforts were made by teachers and staff to engage with struggling families to offer support and guidance in ways that would support each unique families circumstances.

While COVID bought disruptions and uncertainty, it also demonstrated what a close knit community St Joseph's school is. We had a huge turnout of families to on-line events, such as the Trivia Night and the Zoom Disco. When we returned to on-site learning, students and families were excited to be back and expressed excitement to be part of a strong school community.

Building on the developing work of *Positive Behaviours for Learning*, started in 2020, staff continued this endeavour by participating in a Staff Conference, focused on developing a Behaviour Matrix. This provided a chance for all staff to contribute to the development of student expectations and provide a shared language and understanding around these expected behaviours. The Behaviour Matrix was introduced to both the student and parent community and staff began referring to the expectations and rewarding positive behaviour choices with "Gotcha" tokens. We were able to hold a whole school celebration to acknowledge the success by holding a Hot Chip Lunch for the whole school.

VALUE ADDED

Students participated in Social-Emotional Learning prior to, during and following lockdown to develop learning confidence and growth mindset.

Students participated in Respectful Relationship Lessons throughout 2021.

The school reached out to families of students experiencing difficulties with learning and wellbeing during Flexible and Remote Learning.

Electronic Playground data collection assisted with identifying and addressing wellbeing issues.

PBL Behaviour Matrix provided a universal language for staff, students and parents in regard to the beaviour expectations held at St Joseph's.

STUDENT SATISFACTION

As evident in the 2021 *Melbourne Archdiocese Schools - School Improvement Survey* (MACSSIS) Data, students perceive they have access to quality staff support in order to feel connected, safe and respected while at school (Physical and Psychological Safety).

Students have responded to the PBL Expectation that they speak up when they are feeling unsafe. This is a testimony to the relationship of trust that exists between staff and students at St Joseph's School.

STUDENT ATTENDANCE

Class Rolls are marked twice daily by 9:15am and by 2:30pm. Parents/Carers are required to contact the school either by phone or email to report a student absence. When a child is reported absent by their teacher, without explanation from a parent/carer, families are contacted by telephone to confirm the child's whereabouts. This information is then updated on the school electronic roll.

During Remote Learning, students who engaged fully or significantly with the learning tasks were marked with a full day attendance - Flexible and Remote Learning (Off Site). Students who only partially completed tasks or only completed a few set tasks were marked as a half-day absence. Students who did not participate in the learning for the day were marked as a full day absence. Children of Essential Service Workers and vulnerable children were marked as present and this information was reported to their teachers via a Google Doc, so they could update their rolls.

Parents were asked to contact the school if their children were not participating in the learning. Teachers made contact with families when children were not participating in the learning to attempt to connect the children with their learning and to do welfare checks. Where teachers had concerns, they referred the case to the Principal or Deputy. The school reported student attendance to Catholic Education Eastern Region Office periodically when this information was requested.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.2%
Y02	90.8%
Y03	92.0%
Y04	94.4%
Y05	96.4%
Y06	92.8%
Overall average attendance	93.6%

Child Safe Standards

Goals & Intended Outcomes

To provide for the care, safety and wellbeing of all students at our school.

Achievements

At the commencement of 2021 our Child Safety Policy and Procedures were revisited with the staff and all staff renewed their Child Safety Staff Code of Conduct.

The staff completed the yearly eLearn module - Mandatory reporting and other legal obligations

The staff were reminded of their obligations under the Child Protection and Child Safe Standards (PROTECT)

Students participated in weekly Respectful Relationships lessons with a focus on their right to feel safe and to be safe

The staff were required to prepare Risk Assessments for all events - reviewed by Leadership through a Child Safety Lens.

Procedures reviewed and refined to mitigate the risk of children experiencing any form of abuse eg different toilet facilities identified for adults and children at school community events.

Rigorous reference checking for all new staff and thorough checking of VIT Registration, Criminal Record Checks and Working with Children Checks.

All parents engaged in child-related work at the school are required to have a Working with Children's Check.

Leadership & Management

Goals & Intended Outcomes

To develop a learning culture that supports reflection and purposeful implementation of contemporary practice.

Achievements

In 2021 the Leadership Team continued to structure Professional Learning Meetings to include a focus on critical feedback and reflection.

Data coaching meetings were modelled to the staff through Professional Learning Team Meetings by members of the Leadership Team.

Staff were invited to participate in Case Management Meetings, presenting a '*child of wonder*.' Case Management Meetings are designed to assist teachers with strategies when working with children who may require additional assistance in the classroom.

An Essential Teaching Agreement (agreed practices) was updated and further developed including practices for Flexible and Remote Learning in response to continued Home learning due to Covid..

Staff embarked on an Intervention Framework journey, developing policies and protocols for students who require adjustments to their learning and the plan for Intervention. This will continue into 2022 as we complete modules for the Intervention Framework.

Professional Learning was implemented to familiarise staff with the 14 Parameters (Lyn Sharrat).

Meetings were restructured to maximise the number of staff present for the development of Shared Vision and Understanding (Parameter 1 - Sharrat) and Shared Responsibility and Accountability (Parameter 14 - Sharrat).

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

In support of the ongoing professional learning of the leadership team and staff, Leaders continued to attend Melbourne Archdiocese Catholic Schools Network Meetings and other staff participated in school-based Professional Learning during staff meetings, Professional Learning Team Meetings and via video conferencing and webinars. In April, the staff attended a two day Staff Conference. The focus for the conference was twofold: Day One - School-Wide Positive Behaviours - facilitated by Roland Wanns (MACS). Day Two - Intervention Framework Modules - Facilitated by St Joseph's Leadership Team. As most all face-to-face Professional

Learning Programs were canceled, online was the preferred method for the delivery of professional learning, both externally and for Professional Learning run in-house

Number of teachers who participated in PL in 2021	19
Average expenditure per teacher for PL	\$748

TEACHER SATISFACTION

Despite the challenges we have faced as a staff, in recent times, the overall level of staff satisfaction sits at 81% on the 2021 Melbourne Archdiocese Schools - School Improvement Survey. This is an increase from the 2019 level and 14% above the MACS Average. Staff rated the climate of the school highly (92%), the quality of the relationship with Leadership (97%), as well as the perception of the effectiveness of Leadership (93%).

Staff value their relationships with each other very highly. They believe they collaborate well in teams (90%) and have a high level of collective efficacy (88%).

The staff survey data is higher than the MACS Average in all areas other than Catholic Identity and higher than the 2019 data in all but a few areas, including feedback. This will be a focus within our future School Improvement work.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	79.9%
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ALL STAFF RETENTION RATE

Staff Retention Rate	80.0%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	11.1%
Graduate	33.3%
Graduate Certificate	11.1%
Bachelor Degree	88.9%
Advanced Diploma	33.3%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	13.0
Teaching Staff (FTE)	9.4
Non-Teaching Staff (Headcount)	7.0
Non-Teaching Staff (FTE)	5.2
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

To strengthen partnerships, with parents and the community, that address SEL, confidence and voice to promote learning and growth.

Achievements

Prior to 2020 we could never have imagined the important bond that would be required between home and school in order for learning to take place during school shutdowns. No one anticipated the vital role parents would play in this process.

Our intended outcome of 'strengthened partnerships to promote learning and growth' had to be fast-tracked in order to ensure the continuity of learning. New communication avenues were opened in the form of class mailing lists and online learning portals to support the school community with the difficult task of Flexible and Remote Learning.

The collaboration between staff and families continued to be outstanding after the disruptions of 2020. With the continuation of Remote Learning in 2021, parents continued to communicate with staff and provide help, support and direction to their children. Many children were able to access one-to-one attention whenever they needed it and parents were able to draw on support from teachers when required. We are also aware that learning was not so easy for students where parents were working from home and/or their attention had to be shared between a number of children learning from home.

With the introduction of Tutor Learning Program in schools, a teacher was appointed to further develop and work with students who may not have been able to access all of the curriculum during Covid or who may have needed additional learning support due to missing some elements of their learning due to covid. This support has assisted children in transitioning back into learning at the beginning of 2021.

There is no doubting disruptions caused by the COVID Pandemic have limited our capacity ' To encourage the development of relationships between parents, particularly those new to the school community.' Prior to the onset of the pandemic, a conscious effort was made by the school and Parents & Friends Committee to focus on promoting social events within the school community, rather than focusing heavily on fundraising. Where possible, in light of restrictions, Parents were invited into school for Mother's Day celebrations, excursions and Twilight Sports at the beginning of the year and later in the year Graduation, whole school bike ride and a very successful Carols and end of year outdoor liturgy.

PARENT SATISFACTION

The COVID difficulties of 2020 continued in 2021 with canceled Parent Helper Programs, Video Conferencing for meetings and asking parents not to enter the school site unless absolutely necessary. Many functions, including the Father's Day Breakfasts, the School Disco, and a range of other parent social functions had to be cancelled or postponed. To prevent parents from congregating, the car parks continued to remain closed and parents were strongly encouraged to use the Drop-Off/Pick Up Zone for transitioning their children in and out of

school. The biggest challenge was requiring parents to keep their children at home for Flexible and Remote Learning for nearly half of the year.

We took these unpleasant but necessary steps very gently, providing regular and clear communication, explaining the rationale for each. We kept our lines of communication open and enhanced them, providing multiple ways for parents to contact the school. Teachers made themselves available throughout the day and after-hours to engage with parents requiring feedback, help and support, especially during Flexible and Remote Learning.

In response, the vast majority of our parents were supportive and cooperative with the school. Many letters, emails and gifts were sent to the school, thanking staff for the support they had provided to families. When restrictions eased the parents put on a COVID Safe Morning Tea for the teachers. Critics were few and far between. When concerns were expressed, the vast majority of them were worded constructively and were done so with the best of intentions.

As restrictions eased again towards the end of the year, we were able to have our school photos and hold smaller community events like Parents and Friends Meetings, liturgies and the Year Six Graduation. These were much appreciated by the parents as they restored a sense of normality and a feeling of community. We look forward to more of these events and more on-site parent participation in the education of the children being possible in 2022. We are hopeful that this will build a higher level of parent satisfaction.

The overall level of Parent Satisfaction in 2021 remained the same as 2019 at 69%. This was the same as the MACS average. Parents rated Student Safety and School Fit above both the 2019 rating and the MACS average. There was a 20% increase in the parents rating of the Timeliness, Frequency and Quality of Communication between Home and School since 2019. This also exceeded the MACS average. Catholic Identity remains a challenge with the school sitting 12% below the MACS average in parent perceptions.

Future Directions

A comprehensive Annual Action Plan had been developed to guide the work of the school throughout the 2021 school year. This addressed the areas of Vision, Curriculum Mapping, implementation of improvement strategies in the core learning priority areas of Mathematics and Literacy, enhancement of our Catholic Identity and improved utilisation of data to inform teaching and improve student learning.

We look ahead to our next School Improvement Cycle 2022 - 2025 when a renewed school improvement plan will be developed to guide the Work of School Improvement for the years ahead. We will be working closely in the development of this plan with personnel from Melbourne Archdiocese Catholic Schools (MACS). Its purpose will be to:

1. To satisfy legitimate expectations of government and sector authorities about accountability for the outcomes of schooling
2. To assist schools and teachers to improve student outcomes.

We will also be developing a School Master Plan for the provision of safe, contemporary and effective learning environments, where students feel comfortable, accepted and motivated to learn and explore. We will be consulting with Education Consultants, Architects, Parents, Students and the Parish and Wider Community to develop a long-term, comprehensive overview when determining priorities for the development of our buildings and grounds. This will be an instrumental document to support grant applications for the implementation of each stage of the plan.