

St Andrew's School Clayton South

2020 Annual Report to the School Community



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Contact Details

ADDRESS	96 Bunney Road Clayton South VIC 3169
PRINCIPAL	Paul Wakeling
PARISH PRIEST	Fr Shibu Joseph
SCHOOL BOARD CHAIR	Mrs Angela Rako
TELEPHONE	03 9551 5094
EMAIL	principal@saclaytonsth.catholic.edu.au
WEBSITE	www.saclaytonsth.catholic.edu.au
E NUMBER	E1320

Minimum Standards Attestation

I, Paul Wakeling, attest that St Andrew'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.

16/03/2021

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

St Andrew's Catholic School, an inclusive community inspired by a love of learning, faith and hope.

School Overview

St Andrew's is a vibrant learning community with a committed staff team aiming to provide an outstanding environment for our children. The focus of the 2020 school year continues to be the building of our staff professional knowledge and practice so as to impact on the learning outcomes of each individual child. Accompanying that focus is the school's aim to further develop the social and emotional capacity of each child. We are delighted to have welcomed our parents and families as partners within the child's journey throughout the school. Each family is welcomed and encouraged to see St Andrew's School as a partner in their life education. We have also greatly increased our presence within our community. We are proud of our Social Media presence which exhibits the skills and warmth of the relationships within our community. We continue to work with our local community and have developed strong partnerships with our local kindergartens and child care centres.

We are most pleased that the efforts that have been made to build St Andrew's into a leading educational setting in Clayton South has resulted in strong enrolments numbers throughout the past 3 years. This along with our most recent data informs us that our families are most supportive of our current practice.

We thank all members of our community, the school staff, the parish team, our parents and our children for working in unison to provide an outstanding community for our children.

Principal's Report

I am pleased to present to you the 2020 St Andrew's Annual Report to the School Community.

The 2020 school year presented a year of great development in all areas of school life along with presenting many challenges due to the impact of COVID-19. All community members should be very proud of their resilience as a community, our partnerships as formed during Remote Learning and the adaptability of our students and staff as we adopted a new experience of learning.

Most notable amongst the achievements of 2020 were:

- With the onset of COVID-19 and the resultant extended period of Remote Learning all members of our community faced an unexpected challenge. We acknowledge the following experiences of lock down:
 - Each child's ability to learn from home, to use digital technology platforms eg. Google Classroom, to be distanced from their friendships and class teachers, and at years end demonstrate curriculum outcomes that showed promising individual and whole school progression.
 - The staff's capacity to adapt so quickly and successfully to new learning platforms, to teach our curriculum online, to engage a class of students through an extended period and to cater for each child and families individual needs and circumstances.
 - The adaptability of families to work from home, or offsite, and at the same time support their children's learning and wellbeing
- School enrolments forecasts are most encouraging. Our 2020 Prep numbers for the third consecutive year are over 50.
- Through a focus on our School Annual Action Plan we continue to create a culture of growth and change. Our curriculum development continues to be our primary focus with staffing directed towards improving student learning outcomes.
- We continue to build a strong partnership with St Andrew's Parish and specifically with Father Joe.
- We look to the future with a Master Plan being finalised to look to the long term improvement of our school site.

Please find below a report on the 2020 school year detailing information in regard to the goals and outcomes of the past year. We invite you to come to our school to witness what cannot be expressed in words or data. The real essence of a school cannot be fully encapsulated in a document but can be more fully witnessed by being present within the welcoming community that is St Andrew's School.

Education in Faith

Goals & Intended Outcomes

To develop teacher capacity in contemporary pedagogical strategies to strengthen student engagement in Religious Education.

That staff will demonstrate competency to plan, teach and assess contemporary pedagogical practice of Religious Education to enhance student engagement.

Achievements

Religious Education maintains a very high profile at St Andrew's School. Our Catholic Identity is clearly witnessed by providing an environment which nurtures and deepens our relationship with God.

There is a clear link between the Gospel Values and St Andrew's Be Respectful, Encourage Others, Strive to do your Best, Think Safety (BEST) Values as shown in the parents' survey responses regarding behaviour of staff and students.

Our current data indicates the high level of satisfaction parents have regarding the importance of the Catholic Culture in our school and the opportunity given to participate in our faith.

St Andrew's School is perceived as a compassionate school where opportunities for social justice are provided and acted upon. There is alignment in the responses by parents/staff/students that people in our school show compassion

VALUE ADDED

Although St. Andrew's School welcomes and is inclusive of families from many diverse backgrounds the Catholic Identity is strong. There is a general agreement amongst all members of the school community that there are many opportunities to display practise, and celebrate our faith. There is a strong Catholic culture at St Andrew's which permeates throughout the school.

This is evidenced by

- Purposeful opportunities are provided for staff and students to pray together regularly and engage in meaningful well planned liturgical experiences within the wider St Andrew's Parish community.
- Students participate in daily prayers, attend rostered weekly Parish Mass at the class level as well as hosting a Sunday Parish Mass. During Advent and Lent, year levels organise prayer sessions to which parents are invited. These have been very well supported.
- The establishment and election by the students, of the Liturgy and Social Justice Student Leaders, who take a leadership role. Prominence is also given to this group to promote their importance in public ways such as the school assembly

- The school based Sacramental Program is highly valued and whole-school focused.

This is evidenced by:

- The school community supports those students who are on their preparation journey. The children are highlighted at assembly and presented to the Parish at a Commitment Mass. The Program is strongly supported by the parents and school community as indicated by the high number of parent attendance at information evenings and their feedback. These evenings are conducted by an external presenter
- Parents are always invited to attend any celebration. This is done via personal invitations by the students, posters, school newsletter and the school app.
- We are employing contemporary pedagogical strategies in Religious Education.

This is evidenced by:

- In Religious Education, the goal to employ contemporary pedagogical strategies to strengthen student engagement has been implemented through rigorous planning using an inquiry approach Purposeful and meaningful units of work making explicit links between the Religious Education key concepts and those being taught in Inquiry. This makes the learning deeper and more authentic. Teaching of RE content is not in isolation - It is integrated in all learning areas
- The emphasis when planning learning sequences has changed to allow students the opportunity to make connections to their own personal experiences and faith traditions and respond in their own way
- Learning Intentions and Success Criteria are clearly articulated.

- We pray together: This is evidenced by:

- Prayer is an essential part of the development of our relationship with God and therefore time and space is provided daily for prayer in each classroom
- Prayer is part of our culture, and all staff gather in prayer before each staff meeting or gathering
- Prayer is also an integral part of our Catholic Identity which is instantly visible through the Catholic symbols displayed on our buildings, in the classroom and the Church which stands prominently in our school grounds and can be accessed at any by the school community.
- It is also highly evident in the positive, respectful interactions between staff, students and parents. This closely aligns to the message in the Gospels and our BEST values - Be Respectful, Encourage Others, Strive to do Your and Think Safety

Learning & Teaching

Goals & Intended Outcomes

To build teacher knowledge/capacity in the areas of teaching Reading and Maths to improve student outcomes.

That student outcomes in reading and mathematics will improve.

Achievements

We are particularly pleased to see the consistency of the results across the curriculum areas.

Reading:

The staff have worked consistently to improve Literacy outcomes for all students. A number of developments have included:

- Collaborative Learning Team professional development and dialogue relating to best practice for teaching reading.
- Assessment and monitoring has been implemented across the school to ascertain student learning needs
- Linking Reading and Writing to our Inquiry Learning
- Implementation of Learning Intentions and Success Criteria for Literacy
- The use of contemporary learning tools to enhance learning
- Parent Literacy Helpers Program
- Staff including Learning Support Officers have been trained to deliver the Intervention Programs.
- A focus on oral language, development of vocabulary and comprehension skills.

Numeracy

The staff have followed the strategies from the school's Annual Action Plan, to improve Numeracy outcomes for all students. The developments have included:

- Implementation of Learning Intentions and Success Criteria for Numeracy & Literacy
- Numeracy Intervention strategies shared at level planning & staff meetings
- Whole School Professional development in partnership with Catholic Education Melbourne Southern Office Team.
- The development of the Mathematics Scope and Sequence
- Mental Mathematics Strategies are taught daily
- Westwood Minute Mathematics completed at the beginning and end of the year
- Pre/Post testing for each topic taught
- A variety of strategies including open-ended and hands-on tasks are planned to engage all students

Student Engagement strategies recognised by staff as significant were as follows:

- Whole school planning and assessment
- Explicit modelling and teaching of concepts and skills
- Contemporary technologies are used to enhance student engagement. Digital Technologies coaches have been employed to work with staff and students to improve pedagogy.

STUDENT LEARNING OUTCOMES

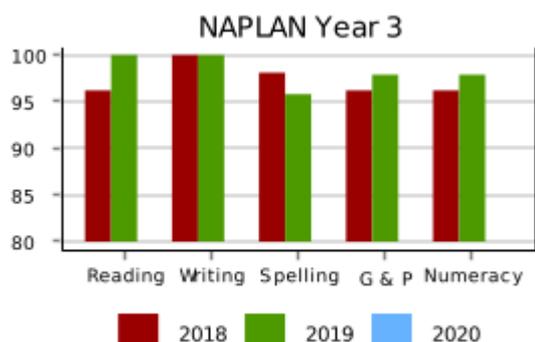
St Andrew's School referred to the school's P-6 Assessment Schedule to monitor student growth and progress. The school's Assessment Schedule consists of formative and summative assessments in Literacy and Numeracy. These assessments are gathered throughout each year to monitor student growth and progress. Where student Tier 1 data demonstrated that further assessments or Tier 2 assessments were required the school investigated further.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	96.2	97.9	1.7		
YR 03 Numeracy	96.2	97.9	1.7		
YR 03 Reading	96.2	100.0	3.8		
YR 03 Spelling	98.1	95.8	-2.3		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	98.5	95.8	-2.7		
YR 05 Numeracy	97.1	93.8	-3.3		
YR 05 Reading	91.2	100.0	8.8		
YR 05 Spelling	98.5	100.0	1.5		
YR 05 Writing	97.1	97.9	0.8		

* 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

To promote a more positive, inclusive and supportive learning environment through the development of teacher capacity in inclusive education, as well as whole-school social and emotional learning (SEL).

That students social-emotional capabilities & Character strengths are enhanced

That staff will demonstrate a thorough understanding and competency in inclusive education practices

Achievements

St Andrew's continues to hold the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the gospel. St Andrew's acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

Throughout 2020, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse.

VALUE ADDED

The following Wellbeing strategies were embedded into our school practice:

The embedding of policies and commitments into everyday practice

- Child Safety Standards remains a regular agenda item at meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed.
- Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and student's management, duty of care, and reporting requirements.

Training of teachers, non-teaching staff and volunteers

- All teaching & non-teaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually.

- Staff members have completed the Victorian Department of Education and Training's on-line Mandatory Reporting module.

Consultation with the community

- The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via parent information nights the school newsletter and website.

Human Resource Practices

- St Andrew's continues to implement robust Human Resource practices to ensure the suitability of any staff member or volunteer permitted to participate in 'Child Connected Works'.
- To achieve this the school implements rigorous screening processes which have a child safety focus and include:
 - Position advertisements
 - Position descriptions
 - Referee Checks
 - Key Performance Indicators have a Child Safety focus
 - Victorian Institute of Teaching Registration (VIT)
 - Working With Children Checks & National Criminal Record Checks
 - Screening of Casual Relief Teachers, Contractors and Volunteers.

St Andrew's remains committed to ensuring the well-being and safety of all students under its care by actively implementing, reviewing and improving its child safety strategy.

STUDENT SATISFACTION

With the 2020 school year so greatly affected by COVID regulations our schooling was presented between both onsite and remote learning.

Throughout Remote Learning we were fortunate to offer all of our children the opportunity to access digital devices, either chromebooks or ipads. Learning was presented to students both through digital technologies and on paper, according to the age group and the task involved. We regularly welcomed our students back onsite to borrow library materials and to collect new learning packs. This regular sense of connection to our students and parents proved to be highly beneficial for all parties.

As the term of the COVID lockdown increased we became increasingly aware that we needed to have a more constant online visual presence for our students. Children appreciated having 'real time, face to face lessons' being taught by staff in a digital format and the opportunity to make contact with staff throughout the day. We supported numerous students through having our non-teaching staff available as tutors and points of contact for students.

We had a daily number of approximately 30 children onsite for schooling throughout the week. This supported families of Emergency Services employees, families with challenging

domestic situations and students who faced challenges related to their anxiety around lockdown and separation from regular schooling.

Our parents were highly appreciative of the schools approach to the block of Remote Schooling. They provided most positive feedback in regard to the ongoing level of communication coming from the school, the curriculum as presented by the staff, the level of care provided to individual students and the school's capacity to cater for students onsite. Many parents commented that they had no idea how challenging it was to be a teacher due to their experiences at home with their own children.

STUDENT ATTENDANCE

The school follows its Attendance Policy which states the procedures for non- attendance.

- School Attendance Roll is marked both morning and afternoon using an electronic register
- The Student Wellbeing Leader checks the attendance roll monthly for attendance
- Students who have a poor attendance rates are monitored weekly. In these cases, parents are contacted by phone, email or letter.
- Absent notes are required when students are away and parents have the option to do this in a variety of ways including via the schools app, by email or note.

The Wellbeing Leader also makes contact with parents who have not presented absent notes. Throughout COVID lockdown teachers made daily contact with families of children who did not log in to classroom online portals. We were most aware of the wellbeing needs of our students throughout this time of isolation for many of our students.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	93.9%
Y02	94.3%
Y03	95.2%
Y04	94.2%
Y05	96.0%
Y06	95.9%
Overall average attendance	94.9%

Child Safe Standards

Goals & Intended Outcomes

St Andrew's continues to hold the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the gospel. St Andrew's acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

Throughout 2020, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse

Achievements

Throughout 2020 we were highly proactive in promoting and embedding our Child Safe practices:

The embedding of policies and commitments into everyday practice

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- Screening of Casual Relief Teachers, Contractors and Volunteers.

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Leadership & Management

Goals & Intended Outcomes

To further develop leadership capacity across the school with an emphasis on strategic leadership and enhanced communications.

That teamwork across the school will improve. That parent perceptions of parent input and approachability will improve

Achievements

The school has put in place a School Improvement Team incorporating the following leadership positions; Principal, Deputy Principal, Religious Education Leader, Literacy Leader, Maths Leader, Student Diversity and Wellbeing leader.

The school celebrated the following successes in the 2020 in Leadership & Management:

- Staff were led through a strategically planned professional learning program
- A number of staff participated in professional development activities in either post-graduate studies or through self-directed external professional development programs
- The school continued its effective use of external consultants to support the professional learning of staff.
- Staff participated in the Annual Review Meetings with the school principal.

Other significant areas of development included:

- The further expansion of excellent communication strategies to enhance understanding and improved practice, including the inclusion of CareMonkey as a communication tool.
- The provision of an external support agency to meet the needs of school staff in their social and emotional wellbeing.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

The school staff undertook the following professional learning activities throughout 2020:

- Religious Education Accreditation
- Education in Faith Professional Development
- Literacy & Numeracy Professional Learning - Partnership with Catholic Education Melbourne
- Digital Technologies training

- Catholic Education Melbourne Regional Network meetings
- School Leadership Professional Development
- First Aid training incorporating CPR, Anaphylaxis & Asthma Training
- Reading Recovery Continuing Contact
- School Wide Positive Behaviour Support Conference
- Mandatory Reporting

Number of teachers who participated in PL in 2020	43
Average expenditure per teacher for PL	\$1200

TEACHER SATISFACTION

The 2020 school year was one which predicted many challenges for our staff team. The impact of COVID-19 was significant.

Please refer below to staff feedback in regard to their experience of COVID-19 and Remote Learning:

- What positive practices occurred in your team unit/curriculum planning that you would like to sustain:
 - Open communication and mentoring
 - Positive team communication
 - Working together to plan sequence of lessons to ensure a team approach to teaching & learning
- In terms of communicating and engaging with parents, what practices would you like to sustain:
 - Better communication/engagement in general, more regular communication/check-in with parents
 - Providing consistent feedback/interim reports on child progress
 - Wider use of online portals generally, providing feedback/interim reports on child's progress
- What emerging practices occurred in collaboration & teamwork that you would like to sustain:
 - Open and constant communication
 - Supporting each other with the varied Digital Technology platforms
 - Collaborative level planning should be sustained and developed further

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	86.8%
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ALL STAFF RETENTION RATE

Staff Retention Rate	90.9%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	22.7%
Graduate	31.8%
Graduate Certificate	18.2%
Bachelor Degree	86.4%
Advanced Diploma	36.4%
No Qualifications Listed	0.0%

STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	34.0
Teaching Staff (FTE)	30.1
Non-Teaching Staff (Headcount)	14.0
Non-Teaching Staff (FTE)	11.5
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

To strengthen parent and community links in support of authentic student learning

That children's learning will be enhanced by way of a stronger parent connection.

Achievements

A major focus for the 2020 school year was on further developing our communication with our parent and wider school community. Our school website continues to provide an attractive and informative online resource for the community. The school continues to invest significantly in developing an online presence through Social Media sites. This has provided a wonderful avenue for displaying the daily events of St Andrew's along with providing an additional marketing tool.

The 2020 year and the challenges of COVID-19 actually provided an opportunity for the staff to further develop their positive relationships with our school community.

Feedback from families is provided below:

- This was an opportunity for us to understand how much effort our teachers are putting together for our children. Much appreciated.
- The strengthened home/school partnership
- We feel the whole school, from the Principal all the way to the teacher aides have been so accommodating and supportive. We are lucky to have the type of teachers and people involved at St Andrew's.
- The teachers put in a lot of effort in improving the learning experience for the kids
- Our communication with the teachers has been great
- Extremely happy with the helpful teachers at St Andrew's.
- Thank you so much for your patience!
- Thank you.....they have been amazing and supportive in every possible way.

PARENT SATISFACTION

As detailed in the previous School Community section the 2020 year and the challenges of COVID-19 actually provided an opportunity for the staff to further interact with our parents. The feedback from parents throughout the extended phase of remote Learning was highly positive.

Feedback from families is provided below:

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- The strengthened home/school partnership

- We feel the whole school, from the Principal all the way to the teacher aides have been so accommodating and supportive. We are lucky to have the type of teachers and people involved at St Andrew's.
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