



St Richard's Primary School

Kilsyth

2020 Annual Report to the School Community



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Contact Details

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Minimum Standards Attestation

I, Marcus Gill, attest that St Richard's Primary 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.

12/03/2021

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. Richard's school is one of two Catholic Primary schools in the St. Peter Julian Eymard Parish. Our school vision, 'Living the Gospel, Learning Together, Creating our Future', underpins our approach to the educational opportunities available at our school.

St. Richard's is a welcoming community that places the students at the centre of all that we do. We value and actively seek out parent engagement in order to strengthen partnerships between home and school.

Our focus as a Catholic school is the formation of each child - academically, spiritually, emotionally and socially in order to instil in each child a love of lifelong learning.

Living the Gospel

Learning Together

Creating our Future

School Overview

St. Richard's Catholic Primary School is situated at the foothills of picturesque Mt. Dandenong. St. Richard's school is part of the St. Peter Julian-Eymard Parish of Mooroolbark, Kilsyth and Montrose. The contemporary school comprises of eight well-appointed classrooms, a multi-purpose school hall and the administration/ library building & an Art space for both the teaching of Visual & Performing Arts

The school is situated on 2.0 hectares of attractive, natural environment. The extensive grounds include two basketball courts, two adventure playgrounds with shade sails, a large synthetic grassed sports field, a large treed area and a central landscaped courtyard area. There are also school community maintained vegetable gardens, which form part of our involvement in the Stephanie Alexander Kitchen Garden Program.

The current enrolment is 141 students from Prep to Year Six. We have seven classrooms consisting of a Prep class, two Year 1 /2 classes, two Year 3 /4 classes and two Year 5 /6 classes. The Parish Priest is Fr. Joseph Lu Xin, the Principal is Mr Marcus Gill and there are twenty-six other staff members. We have specialist teachers for Performing Arts, Physical Education, Italian, and Visual Arts. Distributive leadership and teamwork, with a continuous emphasis on professional learning in the core areas of Literacy & Numeracy. The Wellbeing of all students is a key feature of the school.

Our Prep students come from the local pre-schools within the Kilsyth/Montrose areas and beyond. The majority of the Year Six graduates attend Mt. Lilydale Mercy Catholic Regional College, Lilydale or Aquinas Catholic Regional College, Ringwood.

In the context of belonging to a student- centred, outward facing Catholic school, with Christ at the centre of all we do, at St. Richard's we aim to;

- Develop a contemporary, rigorous and personalised approach to learning that motivates and supports students to become successful and engaged global citizens
- Embed a performance and development culture
- Embrace the potential of digital technologies
- Engage parents in reciprocal partnerships as co-educators.

The three Priorities of our School Action Plan are to

1. enable all students to achieve success in a contemporary and innovative school community focussed on learning that is transformative. To strengthen the school as a contemporary, professional learning community with a culture of feedback, collaborative and shared responsibility for improving student outcomes.
2. create an engaging faith-filled learning environment where students develop positive relationships and a sense of trust, purpose and dignity.
3. support students to form their identity in dialogue with the Catholic Tradition within the school's culture and pedagogy.

Principal's Report

It was my absolute pleasure to lead the school community as Principal of St. Richard's Primary School during the 2020 school year. The 2020 year was unprecedented with the global pandemic of Covid-19 meaning students had to learn remotely for an extended period of time during Term 2 and Term 3. While this provided many challenges I am very proud of the way our staff, students and parents adapted to this difficult period demonstrating resilience, optimism and new learnings.

Despite this extended period of Remote Learning there are many aspects as a school community that we can highlight as successful achievements in 2020.

In 2020 there were many school community events such as; Opening School BBQ, Camping Program Ride2School Day, Year 6 Fun Day & Graduation, House Athletics, Sacramental Program, Easter Raffle, and the Cookie Dough Fundraiser.

At the beginning of the 2020 school year we received a community grant of \$13,000 to improve the garden and entrance to our school. This was completed in March with a new path, garden bed and grass area installed.

The Marketing of our school continued to be a focus for St. Richard's. The school purchased more products for perspective enrolments at our local kindergartens. A bookmark and rulers were given out to the 4 year old kinder groups and the school engaged the services of Weave Marketing to promote the school through Social Media. As a result we had 27 students enrolled in Prep for 2021. This was a significant increase from previous years.

Further to this in October we were notified by Education Minister Hon. James Merlino for some significant funding for the school. I am pleased to announce that we received a grant for \$2.28million to go towards a major building project for new and improved building works.

In December 2020, we added some Christmas spirit to the Kilsyth shopping precinct with Christmas messages on scrolls decorating the shop windows.

St. Richard's is a caring, welcoming and closely connected community where staff, students and parents work collaboratively in a united and supportive environment. The Capital Grant has provided further opportunity for future enrollment growth and resources to support a professional and dedicated staff to enable our students to reach their full potential.

As Principal, it gives me great pleasure seeing the development and growth academically, spiritually and emotionally of all of our students.

'Growing together in Mind, Spirit and Body'

Best Wishes

Mr Marcus Gill

School Education Board Report

It has been a privilege to contribute to the St Richards Primary School Advisory Board (SAB) for the past three years. 2020 and the unprecedented year that it has been has brought with it a different way for the board to meet. My role as Chairperson in 2020 took on a whole new perspective with 'zoom SAB meetings'.

The primary purpose of the SAB is to serve as an advisory on all matters concerning St Richards Primary school. The board meets eight times per year and is comprised of representatives from the leadership team, teaching staff, and parent body. The meetings allow opportunity for rich discussion and advice to the leadership of the school (primarily the Parish Priest and School Principal). The first meeting for the year was a Parish Formation dinner which served to strengthen the connection between the two local primary schools within our parish, St Richards and St Peter Julian Eymard.

For the current year, the school board as comprised of Father Joseph (Parish Priest), Mr Marcus Gill (Principal), Mr Rudy Vail (Deputy Principal), Ms Ange Corrone (teacher representative), Marissa Carter (Chairperson), Mrs Laura Robson, Mrs Julia Baker, Mrs Lyndal Ihle, Mrs Charlotte Flood, Mrs Jess Hennig and Mrs Tricia Lord.

Each meeting included the presentation of a report from the Principal in the context of 5 spheres: Education in Faith, Leadership and Management, Learning and Teaching, Student Wellbeing and School Community and a report on the Learning and Teaching Program of the school provided by the teaching representative. Some of the priorities which the Board addressed this year included:

- * An Application for Capital grant following the completion of The Master Plan last year by Y2 Architects. We were informed earlier this month that the school had been successful and works would commence in 2021.

- *The school also engaged the services of Weave Marketing to expand our marketing and increase the school's presence on social media (Facebook and Instagram).

- *A business manager was employed by the school in late 2019. This year Melissa Tasic has been supporting both our principal and finance officer in setting budgets and making financial decisions.

- *School uniform will be moving from onsite to Spartans uniforms offsite and a second hand uniform Facebook page was setup by committee.

Across the year, the SAB reviewed and updated a number of policies. These included the Visitor's Policy; Bushfire management policy; asthma policy; student safety with external providers; whistleblower; anaphylaxis just to name a few.

Marisa Carter

Chairperson

Education in Faith

Goals & Intended Outcomes

To further strengthen the Catholic culture and identity of St. Richard's School

- That staff and students make explicit links between their Education in Faith and their daily lives.
- That students are engaged in a Religious Education program that reflects contemporary approaches to learning and teaching.

Achievements

At St Richard's School we believe that the Catholic faith and its traditions are central to the purpose of our school. Religious Education permeates all areas of school life, in an environment conducive to the development of a personal relationship with God. We recognise that for students to live the Gospel values they need to be exposed to and understand the teachings of Jesus. As teachers, it is our responsibility to be role models of the Catholic faith in our actions and beliefs. We understand that we have a shared role with our families and our Parish in guiding students in their faith journey and in fostering an understanding and appreciation of our Catholic faith.

This year we have endeavoured to achieve this mission by establishing authentic relationships with our parish. Due to limitations imposed on us by Covid-19 restrictions, St. Richard's was only able to prepare students for the Sacrament of Reconciliation (Confession) and Confirmation in 2020. Families participated in a faith formation evening facilitated by the Faith Development Team (FDT) and the Sacrament was celebrated at school during school hours. In addition to this we prepared a student from the parish for the Sacrament of Reconciliation.

An important aspect of a Catholic education is the celebration of key events in the church's liturgical year. Unfortunately this year due to covid-19 restrictions St. Richard was unable to celebrate many of these key events. We were however able to celebrate some events during remote and flexible learning which have included: Ash Wednesday, Holy Week, and Advent. Holy week was celebrated this year with virtual online liturgies which was a new way of adapting to the challenges faced in 2020. Prayer is an important aspect of life and learning. During remote starting each day with Christian Meditation and by making this a regular practice.

At St. Richard's, we endeavour to make our students aware of issues of social justice in the world around them, and have provided them with numerous opportunities to take action themselves. As a School Community, we consider these works of justice as an integral part of the education of our children. This year students raised money for Caritas, St Vincent de Paul Society and Kadasig Aid.

The school follows the Religious Education Curriculum Framework. This framework describes learning and teaching in Religious Education for Catholic primary and secondary schools in the Archdiocese of Melbourne. The framework sits within the context of the Education Framework for the Archdiocese of Melbourne, Horizons of Hope.

During Remote and Flexible Learning, a main focus for staff and students was developing the use of Learning Intentions and Success Criteria. Teachers included all the Learning Intentions and Success Criteria on student timetables or work samples to help provide both the students and the parents with clarity about learning. Assessment and feedback were both important considerations for parents and teachers during Remote and Flexible Learning.

Due to Covid-19 restrictions and the changes to learning this year, parents in the school community did not participate in the SRC insight survey.

VALUE ADDED

Activities that added value to our achievement in Education in Faith:

- Online liturgies were celebrated this year with students and their families via Google Meets.
- The school and parish Faith Development Team (FDT) met via Google Meets.
- The Sacrament of Reconciliation celebrated independently of St. Peter Julian Eymard school and during school time.
- Education in Faith Staff Professional Learning Team meeting on using the Pedagogy of Encounter planning document.
- Whole school participated in an online prayer service via Google Meets.
- Learning Intentions and Success Criteria became a major focus to Religious Education units of work.

Learning & Teaching

Goals & Intended Outcomes

Goals

To enable all students to achieve success in a contemporary and innovative school community, focussed on learning that is transformative for students.

Intended Outcomes

- **That the rates of learning growth in Literacy and Numeracy will improve.**
- **That students' engagement in their learning will improve.**

Achievements

Our work in 'The Learning Collaborative' with the Eastern Region and Dr. Lyn Sharratt continued to be a priority in 2020. While the disturbance of COVID-19 shifted many teaching directions and pedagogies, we were still committed to improving student learning outcomes.

On our school closure day in March, teachers unpacked the 'Assessment Waterfall' (Dr. Lyn Sharratt) and built clarity about how each step can enhance student outcomes. Teachers brainstormed and presented many wonderful examples they have tried in their own classrooms. It was also an opportunity to learn a few new types from their colleagues to implement in their own teaching. It was a wonderful opportunity to have powerful dialogue and reaffirm our pedagogical practices. A component of the Assessment Waterfall is clear Success Criteria and Student Feedback. Students and teachers explored and tried the use of 'Bump it Up Walls' as vehicles for improving these two elements. In the Year 3-6 area, students analysed writing samples in specific genres to identify how the text uses the writing techniques and how the texts could be improved. These were then placed in a space where students could use them as tools to make their own writing amazing.

During Remote and Flexible Learning, a main focus for staff and students was developing the use of Learning Intentions and Success Criteria. Teachers included all the Learning Intentions and Success Criteria on student timetables or work samples to help provide both the students and the parents with clarity about learning. Additionally, teachers worked collaboratively to develop a Scope and Sequence of Learning Intentions and Success Criteria for Reading Comprehension strategies across the school. This exercise supported teachers to understand the skills and expectations required of students at each level and clear direction for extension where required. Furthermore, teachers included the use of Enabling and Extending prompts within their timetables to ensure that learning was differentiated for each student and students were accessing material or support according to their need.

Assessment and feedback were both agenda items for parents and teachers during Remote and Flexible Learning. Methods of gathering reliable data needed to 'pivot' and adapt under the circumstances. Teachers were upskilled in a variety of online assessment tools such as; Kahoot, Pear Deck, Show Me and Google Forms. Online Parent Conversations via Google Meets allowed for formal feedback about student learning and progress. These were a success for students,

parents and teachers. The students in Year 3-6 prepared a Student Self Reflection which highlighted growth in their learning and their learning habits. The students in the Foundation - Year 2 area discussed work samples.

Another key outcome of our learning with Dr. Lyn Sharrat was the more comprehensive use and analysis of data using Data Walls. During Remote Learning, staff trialled digital data walls in the area of Mathematics to support teaching and identifying next steps in student learning. On returning to onsite learning, Professional Learning Meetings were scheduled after end of Year testing to co-create and analyse Data Walls in PAT Reading, PAT Maths and Fountas and Pinnell Reading Levels. Teachers had vigorous discussions about individual student growth in these areas.

In 2020, we continued to offer English as an Additional Language Support Program. This allowed for a teacher to support student literacy and vocabulary in small, targeted groups. Students were exposed to the vocabulary that they may encounter in the classroom related to their Inquiry Units and given opportunities to develop their conversational skills. During Remote and Flexible Learning, the EAL teacher made regular contact with the EAL families keeping them up to date with learning and expectations, as well as supporting the students with the set tasks allocated by the class teacher. During Parent, Teacher and Student Conversations, interpreters were employed allowing families to discuss their child's learning in their first language.

In 2020, we embarked on our journey with implementing a new writing approach called the '6+1 Writing Traits'. Miss Nicola Falvey and Mrs Vikki Bearman attended Professional Learning in 2019 with the program's developer Ruth Cullham. Leaders purchased the 'Writing Traits' Crates with resources and mentor texts to support teachers in implementing the program. Some Professional Learning Team Meetings were dedicated to understanding the approach and using the resources.

The 'Languages' Program at St. Richard's continued to develop with support for staff and students to engage in the 'Teacher's as a Co-Learner' approach to learning. Mrs Kerrie Meyer, Mr Gerard Bolton, Mrs Lisa Read and Mrs Bernice Gommers, along with the Italian Language Assistants attended the Autonomous Language Learners (ALL Program) program in Term One. With the support of Linton (Catholic Education Learning Consultant), they have been upskilling other teachers on how to embed the teaching, learning and using of the Italian Language in the classrooms. Linton visited the classrooms early in the year to observe teachers and provide feedback on their practice. His feedback was positive with some actions for both the teachers and leaders in the school. Students are displaying improved engagement and a passion for learning another language.

STUDENT LEARNING OUTCOMES

Due to COVID-19 the NAPLAN Assessments were cancelled. As a result students were assessed when they returned to school using the Progressive Achievement Tests on the Online

ACER website. These assessments covered Reading and Mathematics. Additional assessments of Reading were undertaken using Alpha Assess from Foundation to Year 2 and BAS (Benchmark Assessment System in Fountas and Pinnell) in Year 1 to Year 6.

Alpha Assess

Alpha Assess requires students to read texts from Level 1 to Level 28. These text levels are required as mandatory assessments and are shared with Catholic Education Melbourne (CEM) in November each year. By the end of Year 2 most students should have achieved a reading level of Level 28. In Foundation and Year 1 the CEM requires 80% of students to reach the target standards.

In 2020 the following results were achieved-

Foundation - 95% of students in Foundation achieved the required target standard.

Year 1 - 96% of students achieved the required target standard.

Year 2 - 95% of students achieved the required target standard.

St. Richard's results were extremely pleasing, considering the extended amount of time that students had undertaken Remote Learning. Focussed Reading Groups continued to be implemented during this time and online resources including WUSHKA and PM eBooks supported this learning.

Fountas and Pinnell

The Fountas and Pinnell system requires students to read a text ranging from Level A to Level Z and then answer related comprehension questions. Both fiction and non-fiction texts are included in these assessments.

In 2020 the following results were achieved-

In Year 1 - 100% of students were At or Above the target standard.

In Year 2 - 85% of students were At or Above the target standard.

In Year 3 - 57% of students were At or Above the target standard.

In Year 4 - 67% of students were At or Above the target standard.

In Year 5 - 86% of students were At or Above the target standard.

In Year 6 - 82% of students were At or Above the target standard.

Generally these were pleasing results given the circumstances of the interrupted year in face to face teaching. Online learning presented many challenges for some students. Analysis of these results by teaching staff highlighted areas to consolidate in 2021.

PAT Reading

PAT Reading Comprehension is an online assessment through ACER (Australian Council for Educational Research) and was administered from Foundation to Year 6. Testing was conducted in late October/ early November after students had time to return to the normal routines of school.

Standardised Testing requires a 'Bell Curve Graph' when measuring data. St. Richard's whole school data indicates that 78% of students were At or Above the required standard. This was an excellent result given the interruptions to education in 2020.

PAT Mathematics

PAT Maths is an online assessment through ACER (Australian Council for Educational Research) and was administered from Foundation to Year 6. Testing was conducted in late October/ early November after students had time to return to the normal routines of school.

Standardised Testing requires a 'Bell Curve Graph' when measuring data. St. Richard's whole school data indicates that 76% of students were At or Above the required standard. In Foundation to Year 2 results indicated that 100% of students achieved At or Above the required standard. Overall these results were very pleasing considering the challenges of the year.

Assessment Summary

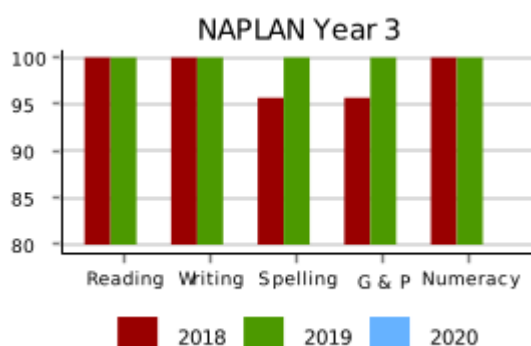
COVID-19 and the implementation of Remote and Flexible Learning presented many challenges throughout the 2020 school year. Student data reflected that St. Richard's has managed to achieve internal and external targets which was a credit to all involved. This data also highlighted students who will require extra support in Literacy or Numeracy in 2021. The Government Tutoring Program initiative which will begin in 2021 will be offered to selected students to help bridge the gap in their learning.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	95.7	100.0	4.3		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	95.7	100.0	4.3		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	93.8	87.0	-6.8		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	93.8	100.0	6.2		
YR 05 Writing	93.3	100.0	6.7		

* 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 create a positive learning environment that empowers students to be optimistic, independent and resilient learners and leaders.

Achievements

In 2020 the school community went into Lockdown as a result of Covid-19 restrictions. St. Richard's was able to provide families who worked in essential services with onsite supervision. These students were supervised by the Principal, Deputy Principal and ESS staff so that classroom teachers were able to continue to deliver school work via remote and flexible learning.

In 2019 our school's counselling service OnPsyche ceased offering its services to our school. This resulted in a gap of counselling services available to families and students. In 2020 alternatives were sought by the school to fill this gap and a new partnership with Monash university was formed. Monash University commenced providing the school with Master of Counselling students to provide families with an onsite counselling service. These students complete their placements at St. Richards. They are supervised by an experienced practitioner who may be either a trained counsellor or psychologist. Counselling students are onsite every Thursday and provide families with counselling services at no costs.

During remote and flexible learning the school offered families and teachers a day to work at a slower pace and take the time to look after their own wellbeing by implementing 'Wellbeing Wednesday'. The Learning that was set for the days were 'hands on' and creative and was organised by the Specialist Teachers. The feedback from families and staff was that these days provided them with the opportunity to recharge their batteries and gave them a respite from online learning.

During Remote and Flexible Learning, Year 5/6 teachers Miss Corrone and Mrs Meyer met with the school captains to brainstorm what their role could look like during this unprecedented time. The school leaders came up with an idea to develop Wellbeing sessions 1-2 times a week, where students from across the school could connect and see their friends in a virtual Wellbeing session. Some of these wellbeing activities that the school captains planned were:

- Bring Your Pet Google Meet
- Karaoke with Mrs Jenkins
- Karate with Samara and Ruari

On return to school in Term 4, in order to provide students with social activities that they had all missed during the Covid-19 lock down the SRCs lead the whole school in a number of activities titled 'Fun Fridays'. These Wellbeing activities were well received by students and included a

- Crazy Hair Day
- Wheelie Good day (students brought their bikes to ride around school)

- Pizza Lunch Day

VALUE ADDED

Activities that may have added value in Student Wellbeing include:

Activities that added value to our achievement in Wellbeing

- Onsite supervision of students with families working in essential services
- Monash University (Masters of Counselling) students offer counselling services
- Remote and Flexible wellbeing sessions
- Life Skills online learning platform

Whole school 'Fun Friday' social event.

STUDENT SATISFACTION

The students responded positively about the following;

- 100% of our students were engaged in the online learning program in 2020.
- Students engaged actively in Google Meets
- Appreciative of extracurricular activities and school events proceeding at the end of the school year after restrictions had been lifted e.g. Year 6 Camp Experience, Year 6 Graduation, House Athletics Carnival, Confirmation, Outdoor water safety program
- Student Representatives Council (SRC) Members - enjoyed reading at School Masses, leading class meetings and feeding back information as part of their role.
- The students were positive in the school's response to restrictions being put in place in the return to school e.g. increased hygiene practices, staggered pick up, opening up other play areas
- The students overall are appreciative that their opinion is valued and that they feel that they have a voice in the school.

STUDENT ATTENDANCE

At St. Richard's students non- attendance is managed accordingly;

Staff at St. Richard's will;

- Mark the roll electronically before 9.15am and at approximately 2.00pm each school day when practicable.
- Record all absences from school or class.
- Will follow up three consecutive days of unexplained absences by telephone (*classroom teacher*).

The school will;

- Advise parents/guardians of unexplained absences, on the same day as soon as practicable by text message.
- Record all absences and keep all notes/emails from parents and guardians for archiving at the end of the school year.
- Notify parents when a student's attendance becomes irregular or is deemed to be concerning.
- Record student attendance on the student's report twice a year.

When student absence/truancy is ongoing and is affecting the wellbeing of the student concerned the school will put in place support systems and be in contact with appropriate agencies to further support the wellbeing of the student.

In the context of **remote and flexible learning** Student attendance is critical for learning and remains critical during the period of remote and flexible learning due to coronavirus (COVID-19). Daily attendance is still required and expected. However, monitoring of attendance will understandably need to be done differently to account for most students being at home and only a few students onsite.

St Richard's is still required to "mark the roll" each day and will record attendance a minimum of once a day. Classroom teachers and staff supervising students attending school onsite are keeping a written record of all student attendance and absences which are then uploaded onto our attendance software.

- Students that are onsite are marked 'present' at school, on each day they are here, as per normal.
- Students engaged in remote learning are marked as 'off site' but still 'present'. We do not record students as absent if they are at home learning.
- However, there may be days when your child is sick and cannot complete home learning. Your child will then be marked 'absent'.

St Richard's may also deem a student to be 'present' or 'absent' through a range of mechanisms in a remote learning context.

This includes:

- Learning contact: the school verifies that the student has engaged with learning tasks through participation in the teaching schedule. This may include through the student's engagement with the school's learning platform, attendance at Google Meet sessions,

through teachers' direct interactions with the student and through the student's submission of work.

- Student, parent or carer contact: the school makes contact with the student, parent or carer to verify the student's participation that day.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.4%
Y02	95.6%
Y03	95.0%
Y04	95.2%
Y05	93.6%
Y06	95.0%
Overall average attendance	95.0%

Child Safe Standards

Goals & Intended Outcomes

- **Commitment to child safety at St Richard's.**
- **Policies and Procedures in place to create a child safe and child-friendly environment.**
- **Ongoing reviewing of practices and education and training for staff.**

Achievements

Initiatives undertaken to ensure the safety of students include the following:

- a commitment that promotes safety of all children, including children with disabilities and those from culturally and/or linguistically diverse backgrounds.

St Richard's Primary School maintains policies, procedures and strategies to create a child safe environment in the following areas.

- procedures for the recruitment, support, training & supervision of staff members, casual relief staff, volunteers, and contractors who participate in 'Child Connected Work'.
- using an electronic visitor monitoring system for all visitors, contractors or parents remaining on the grounds during the school day.
- a Code of Conduct defining workplace expectations.
- procedures for responding to and reporting suspected Child Abuse.
- inclusion & empowerment of all students & young people in the establishment of Child Safety strategies.
- an annual assessment of the effectiveness of its Child Safety Management Strategies to identify areas for improvement .
- Risk Management.
- Responding to and Reporting Child Safety Concerns or Abuse.
- Inclusion & empowerment of all students & young people.
- Valuing Diversity.

Leadership & Management

Goals & Intended Outcomes

To create and sustain a collaborative staff culture that is focussed on continuous improvement.

Achievements

Achievements

- Professional Learning Meeting Schedule which included a Meeting Free week for staff wellbeing.
- All Staff (including part-time and Learning Support Officers) were invited and paid where appropriate to attend the School Closure days throughout the year.
- Principal present at PSG (Program Support Meetings) for funded students.
- School leadership continued to implement processes, focusing on quality teaching, feedback and coaching in creating a learning environment that maximises outcomes for students.
- The continuation of facilitated planning time to enable teachers (including Specialist teachers this year) to work with Learning and Teaching leaders on a regular basis.

Value Added

This year we engaged in a partnership with Weave Marketing to expand our online marketing. Stephanie who has over 20 years experience in marketing and in Education has begun to build our online presence through Facebook and Instagram. Steph will continually engage with the school and wider community to promote events and activities in our school.

The school submitted an application for a Capital Grant in March. At the end of last year we engaged Y2 architects to complete a Master Plan for the school. In order to apply for a grant a school had to have a Master Plan in place. In October we were notified by Education Minister Hon. James Merlino for some significant funding for the school. I am pleased to announce that we received a grant for \$2.288million to go towards a major building project for new and improved building works.'

The works on our Community grant were completed in the front of the school. The grant was for \$13,000 and allowed the school to install a new pathway, landscaping and garden.

The School Leadership Team met weekly at the beginning of Term as well as during the Term break to ensure all aspects of the school continued to run smoothly. These meetings were conducted via video call using Google Meet.

The Leadership Team was instrumental in their different roles in ensuring a successful platform of learning would continue for our students as we transitioned into Remote and Flexible learning. All staff were ably supported by one another to ensure the best learning outcomes for our students.

The school employed the services of a Business Manager Melissa Tasic in October 2019. Melissa visits the school onsite once a fortnight to discuss any financial details and supports the Principal and Finance Officer in setting budgets and in making any financial decisions. Melissa presented at our October SAB Meeting to discuss the finances of the school.

It has been a priority of the school Leadership Team to where possible not have classroom teachers rostered on for supervision for the students at school. This allows classroom teachers to schedule Small focus groups via Google Meet. To reply to emails in a timely manner and contact parents where needed.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Principal/ Leadership Team- Principals and Parish Priests Briefings, Cohort 2 Learning Collaborative with Lyn Sharratt

Network, Cluster - Principal, Deputy Principal, Religious Education, Student Wellbeing, Literacy, Numeracy, Digital Technologies, Learning & Teaching, Reading Recovery, Learning Diversity,

Administration Officers - Administration Network and Cluster days,

Staff Professional Learning - First Aid Training, Mandatory Reporting Modules, Restorative Practices, Learning Intention & Success Criteria, Writing Traits, Emergency Management Procedures, Languages Learning & Assessment, School Review CEMSIS Data, Analysis of Data, Case Management Meetings, NCCD Moderation.

Number of teachers who participated in PL in 2020

14

Average expenditure per teacher for PL

\$1000

TEACHER SATISFACTION

Staff responded with the following, in response to what they enjoyed most about working at St. Richard's;

'It is like my second home. I enjoy the smallness and the sense of community. I like knowing all the staff as friends and the support and care that comes from this. I like knowing the families and teaching siblings'.

'I love the kids most of all and working with their families to help them improve in their learning'.

'Supportive leadership teacher. Caring/ team-oriented colleagues. Being a small school, I feel that I really know and understand all of the students' learning needs.'

'The community, staff and students. St. Richard's has been a refreshing change for me professionally '

'I enjoy working with supportive colleagues.'

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	96.6%
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ALL STAFF RETENTION RATE

Staff Retention Rate	91.7%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	33.3%
Graduate	16.7%
Graduate Certificate	8.3%
Bachelor Degree	66.7%
Advanced Diploma	33.3%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	15.0
Teaching Staff (FTE)	10.1
Non-Teaching Staff (Headcount)	11.0
Non-Teaching Staff (FTE)	6.8
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Goals & Intended Outcomes

To ensure that effective community engagement is maintained through positive relationships.

- That we continue to strengthen dynamic, collaborative partnerships with families, parish and the wider community, in order to be an outward facing school.

Achievements

In 2020, the connection between families and school evolved with both parties learning new ways to communicate via technology. This allowed for more dynamic communication between students, families and staff.

Parent Engagement in Student Learning improved. The timetables allowed opportunity for parents to see the Learning Intentions and Success Criteria and work with their child to achieve them.

Parents were sending in photos of their child's work to teachers and liked having the communication, as well as more feedback.

With the use of Google Meets/Streaming students and parents could be a part of :

- Assemblies
- Special Events - Trick Shot Challenge, Active in Autumn Competition, Bring your Pet, Jersey Day, Pyjama Meet, Showcase your talent
- Interviews (this allowed for more parents and dads to attend)

There were some opportunities for face to face connections on either side of the lockdown.

We embraced those with much enthusiasm especially after months of not being able to conduct many of our school events. Some of the events that were able to continue included:

Sports Day - Our Sports Captains and staff were so dedicated and ensured that this day was a success. We were most fortunate to have some families attend albeit in two different shifts cheering the students as they gave each event their best. The students loved the training leading up to it and we saw Blue House win Sports Day after many years of Gold and Green taking the reign of the trophy.

Prior to the lockdown the school community gathered together on a beautiful Melbourne evening in early February. It was an opportunity for parents to visit their child's classroom and to mingle with other families.

Staying Connected -During the Remote learning period we have had to improvise and think of unique and novel ways to connect with all members of the school community. We have conducted Assemblies by video, the Staff have made a Welcome back clip, Classroom teachers, specialist teachers and support staff have had to teach, assess and connect in different ways.

Easter Raffle -During the Term 1 holiday period the Parents Association organised the Easter Raffle prizes to be delivered to the winning entrants before the Easter week. The funds raised from this fundraising event was similar to the previous year. The Easter period was at a time of

real uncertainty and being able to put a smile on some families' faces by delivering Easter Prizes was a welcome sight.

Mother's Day - Before the Mother's Day weekend the Parents Association organised a Mother's Day draw for all the mothers in the school. Three Hampers were organised and the winners were announced by email. The Hampers were delivered by one of the PA reps.

PARENT SATISFACTION

Parents responded positively to the following in 2020;

- Increased positive feedback from parents via email with regard to the communication received from the school during the remote learning period.
- Increased positive feedback from parents regarding the remote and flexible learning program provided for their child.
- Very appreciative of the support and learning provided during the remote learning period via Class Google Meets, Small Focus Group Meets, Telephone calls from classroom teachers and support staff.
- Very appreciative of the school where possible providing supervision onsite during remote learning.
- Very appreciative of the lengths the school went to ensuring events/activities went ahead as planned at the end of the school year e.g. Year 6 Graduation, Camp Experience, House Athletics Carnival. Confirmation.
- Very appreciative of the work and effort overall by the staff to ensure St. Richard's is such a welcoming, supportive and inclusive school community.

The Staff made a welcome back to school video at the end of the Remote Learning Period. Here are some of the comments;

'Ha!!!! That's great, thanks to everyone for making that video. We all loved it and makes us even more excited to come back and join in on the fun :) Thank you!'

'Hello and we are looking forward to coming back. Miss all you guys and awesome video.'

'Very clever! Well done, made the kids smile :) '

'Thanks for the brilliant video, What a great initiative to welcome the kids back. I think I enjoyed it more than them!! Hilarious!'

'Well done guys. Can't wait to see our awesome community again'

"Great idea on the 'welcome back' video! "

'Just watched it absolutely brilliant great job by all.'