



St Richard's Primary School

Kilsyth

2021 Annual Report to the School Community



Registered School Number: 1891

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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 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.

29/03/2022

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

Living the Gospel

- Treat others the way you would like to be treated/Do unto others as you would have done unto you
- Through compassion, empathy
- Helping those within and beyond our school
- Understand and consider others-Listen without judgement
- Patience
- Be a model of how Jesus lived his life-build relationships.
- Working to build a positive, hopeful mindset
- Studying at university-enhancing Catholic school identity
- Dignity of students and families, particularly marginalised families
- Listen with an open heart to peoples stories/journeys
- Be a role model for preps who sometimes come with no idea of what it is to be Catholic
- Trust in God
- Being a role model for children-demonstrate living the Gospel.
- Live like Jesus
- Encourage faith development
- Using posters and books to help introduce and reinforce the Gospel.
- Being flexible in our support with both teachers and students.

Learning Together

- Collaboration-listening, sharing and adapting.
- Celebrating the successes.
- Ensure staff have the opportunity to participate in professional learning related to our SIP and AAP.
- Keep the "student's learning" at the centre of all our meetings and P.L.
- Feedback
- Team planning
- Team teaching and modelling-sharing good practices.
- Helping where/when there is a need.

- Assist and support teachers/staff with achieving their professional learning goals.
- Discover a

Creating Our Future

- Being an enthusiastic and passionate school leader/role model for others/students
- Goal setting
- Realistic and futuristic
- Having the students interest, goals and growth in mind at all times
- Keep school vision in mind when making decisions (keep the end in mind thinking)
- To continue to provide opportunities for staff PL in "Contemporary teaching practices" which will impact on students' learning
- Developing skills that will equip teachers/students for the unknown future.
- Opportunity-education opens doors. We are forming people who will be in charge when we grow old.
- Provide leadership opportunities for students.
- Connect with real life experiences.
- Encourage everyone to do their best at all times.
- Develop a range of skills-academic social spiritual.
- Allow student voice.
- Positive role models both staff and students.
- Encourage students to enjoy in the creative process.
- Enhance risk taking inherent in creating.
- Organisation and responsibility.
- Encourage talents, interests and curiosity.
- High expectation.
- Lead the students to think beyond what they know and beyond our school community.

School Overview

St. Richard's School began in a relocatable building at the rear of the 1.94 hectare school site in 1985. The new central building that was to be the new St Richard's school administration and library was opened in 1986 by Bishop Eric Perkins. Fr James Wall was the Parish Priest and the inaugural Principal was Mr Gavin Murphy.

In January 2008, St. Richard's school, formerly of the Sacred Heart Parish, Croydon, had a change of parish boundaries. St. Richard's school is now part of the St.Peter Julian-Eymard Parish of Mooroolbark, Kilsyth and Montrose. The Parish Priest is Fr. Joseph Lu Xin. Fr. Joseph is based at the presbytery at our sister school and parish church - St. Peter Julian Eymard, Mooroolbark.

The majority of St.Richard's Year Six graduates attend Mt. Lilydale Mercy Catholic Regional College, Lilydale or Aquinas Catholic Regional College, Ringwood,

The school comprises eight attractive classrooms, an Arts Building a multi-purpose building and the administration / library building. The multi-purpose building and four of the classrooms were last upgraded in 2011 through the BER (building Education Revolution) grant and the National School's Project grant. The school is awaiting the commencement of another upgrade which will commence in 2022. The school is situated in a natural environment, with extensive grounds that include two basketball courts, two adventure playgrounds, a large synthetic grass sports field, a spacious grass area, and a central landscaped courtyard area.

We have a growing population of students from non-English speaking homes and value the cultural diversity they bring to our school community. The staff group is composed of male and female classroom teachers. We are fortunate to have a gender mix to provide a variety of role models for our students. In 2021 there are two Prep classes, two Year 1/2 classes, a Year 3/4 class, a 4/5 class and a Year 6 class. We have specialist teachers for Performing Arts, Physical Education, Visual Arts as well as Reading Recovery and Mathematics Intervention. We also have three Language Assistants in the area of Italian to support our students and staff in implementing the co-teacher approach. Team ethos is strongly supported by all staff and is a key feature of the school.

The school features a networked computer system and is proficient in its use of Google Apps for Education. Teachers make use of personal laptops and ipads for teacher planning and reporting. There are laptop computers, Chromebooks and LCD televisions in use in all classrooms, with connection to the internet. In 2017 a number of devices were purchased to support the teaching and learning of our staff and students. 100 hundred chromebooks were purchased which ensures 1:1 devices in Year 3-6. In 2021 Chromebooks are available for Prep - Two classes with approximately 1 device per 2 students. New Ipad's have also been purchased for use mainly in the Prep - Two classes but will also be made accessible for all students.

The school focuses on sustainability. The grounds are well maintained and students are actively involved in caring for the environment. The school promotes rubbish free lunch boxes, in addition to cardboard recycling and composting. There are two Working Bees scheduled each school year when the school community works together to improve the school environment as well as forging stronger community links.

Students participate in a variety of educational opportunities facilitated through programs which include: Social & Emotional Learning, Supportive Well-being Programs, Inter-school Sport representation in Summer and Winter sports, Cross Country. Athletics and Hoop Time Basketball. Running Club, Buddy Programs, Senior Leadership positions and Student Representative Council. Rotary Speech Competition, Social Justice Activities and Transition Programs (Pre- and Post-Primary school). Students also have the opportunity to contribute to the school's Visual Arts Exhibition and the School Performance in alternate years. Incursions and excursions are provided at all year levels. The Year 5/6 and Year 3/4 Camps provide exciting and challenging educational experiences for our students. The students, their families as well as the teachers in the school community are also able to access the skills and knowledge of a School Counsellor.

St.Richard's school strives to provide an atmosphere of caring support through the collaboration and mutual respect of students, teachers and Families. Parents support the school by being involved in the classrooms, on excursions, on the Parent Association or the School Advisory Board committee groups or at a variety of social or liturgical occasions.

The Principal of St Richard's is Mr Marcus Gill and there are 26 other staff members. The enrolment is 141 students from Prep to Year Six.

Principal's Report

It was my absolute pleasure to lead the school community as Principal of St. Richard's Primary School during the 2021 school year. The 2021 school year was once again impacted by the global pandemic of Covid-19 meaning students had to learn remotely for an extended period of time during the school year. 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 2021.

In 2021 despite the impacts of Covid 19 we were still able to proceed with many school community events such as; Year 3-6 Camping Program, Ride2School Day, Year 6 Fun Day & Graduation, House Athletics, Sacramental Program, Online Disco & Trivia Nights, Easter Raffle Draw & a Mother's Day stall and evening.

The Marketing of our school continued to be a focus for St. Richard's with word of mouth being the best form of advertising. In the past 3 years we have had less than 1% of students'/families leave because they are unhappy at St Richard's. As a result we have had steady enrolments for the past three years with an expected increase in the next 2-3 years with smaller cohorts in Year 4-6 moving on and Prep enrolments of 22+ anticipated in the coming years..

At the end of the 2021 year we finalised our Capital Grant Building Project design and permits ready to begin construction in early 2022. These new improved facilities and grounds will further enhance the schools reputation in the area. Our NAPLAN results for 2021 again highlight the significant growth and improvements made with our learning and teaching with 85% - 90% of our Year 3 students at or above standard in Reading, writing, spelling and Grammar and Punctuation, and 100% of our students at or above standard in Numeracy. In Year 5, 73% - 83% of our students were at or above standard in those subject areas.

St. Richard's is a caring, welcoming and closely connected community where staff, students and parents work collaboratively in a united and supportive environment. Our staff are committed and focussed to supporting our students to reach their full potential in their primary school years.

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 Advisory Council Report

It has been a privilege to serve on the St Richards Primary Advisory Board for the third year, and as Chairperson for this past year.

The Board is made up of members of the school leadership team and parents spanning most year levels, including Mr. Marcus Gill, Mr. Rudy Vail, Father Joseph, Ms. Angela Corrone, Mrs. Julia Baker, Mr. Matt Butzin, Mrs. Jess Hennig, Mr. Corey Missen and Ms. Debbie McKane. As in previous years, the Board began the year with a formation dinner at SPJE. This year, the Board met remotely for all but the first two meetings of the year, something that has now become the new 'norm'.

The purpose of this group is to discuss and provide feedback on a range of issues and policies. 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. This year, a number of policies have been ratified and the final plans for the school building works was approved. It has been exciting to see the plans of this work unfold. The board reviewed a number of policies this year including:

- Student Leadership Policy
- School Advisory Council Terms of Reference
- Child Safety Policy and Child Safety Code of Conduct
- School Enrolment Policy

2021 again proved to be another challenging year for students, staff and parents alike, but on behalf of the school community I would like to extend thanks to all of the teaching and school support staff for their continued hard work throughout this year and the challenges that were presented.

Finally, I would like to thank all members for their time participating in the SAB this year, including special thanks to Jess and Corey, who are completing their time on the board. If you are considering becoming involved, I would really encourage reaching out to Marcus and Rudy as it is most definitely a rewarding experience.

Laura Robson

Chairperson 2021

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.

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.

Achievements

This year, we have endeavoured to achieve this mission by establishing authentic relationships with our parish. This year students were prepared for, and received the Sacraments of Reconciliation, Eucharist and Confirmation. Families participated in a faith formation evening facilitated by the Parishes Faith Development Team (FDT) and students attended sacramental reflection mornings designed to enhance their understanding of the sacrament that they were being prepared for.

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 put in place by the State government, our school was unable to celebrate a number of these events. However, some events that took place this year included: Ash Wednesday, Holy Week, and Advent.

Prayer is an important aspect of life and learning. This is evident by our routine of 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. This year staff have participated in professional

learning in RE curriculum design and assessment. Staff have been given time for facilitated planning in Religious Education and have been using the Pedagogy of Encounter to plan units of work.

Staff were given professional learning opportunities to meet their religious accreditation obligations. Teachers attended professional learning on unpacking the Pedagogy of Encounter, and were taught how to use Lectio Divina in the classroom and were introduced to several strategies on how to assess student work in Religious Education.

VALUE ADDED

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

- Staff Professional Learning on how to use the Pedagogy of Encounter planning document when planning
- Staff professional learning was given on how to use scripture to pray (Lectio Divina)
- Whole school participated in an online prayer service via Google Meets.
- Whole school prayer services held on the school oval
- Sacramental workshops held onsite at school
- Success Criteria introduced to Religious Education units of work.

Learning & Teaching

Goals & Intended Outcomes

Goal

To enable all students to achieve success in a contemporary and innovative school community, focussed on learning that is trans formative 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 2021. While the disturbance of COVID-19 impacted some of this learning we were still committed to improving student learning outcomes.

On our school closure day in March, teachers unpacked the idea of 'Rich and Robust tasks' with the support of Karilyn Gumley (Catholic Education Learning Consultant). Teachers had the opportunity to spend time developing a Rich and Robust task that students could complete. Teacher's are now exploring ways to utilise Rich and Robust tasks in a variety of curriculum areas.

In Mathematics, Deb Jones began sharing her learning of Number intervention and the Learning Framework in Number with the whole staff. This allowed for the whole school to have a shared understanding of what this program involves and how it can benefit our students in teaching them at their point of need.

As a school we continued to develop an agreed approach to Learning Intentions and Success Criteria. This has resulted in creating a bank of Learning Intentions and Success Criteria for Reading and Writing that staff can use and adapt with students.

STUDENT LEARNING OUTCOMES

Our **Junior school** achieved pleasing results in reading for 2021.

- In Foundation 96% of students reached the target Level 5
- In year 1, 95% of students achieved the target Level 20
- In year 2, 100% of students achieved the target Level 28

NAPLAN

In 2021 the following results were achieved

Year 3

Reading - 84% of students were At or Above the standard

Writing - 84% of students were At or Above the standard

Spelling - 90% were at or above standard

Grammar and Punctuation - 85% were at or above standard

Numeracy- 100% at or above standard

Year 5

Reading - 73% are at or above the standard

Writing - 72% were at or above the standard

Spelling - 78% were at or above standard

Grammar and Punctuation - 77% are at or above standard

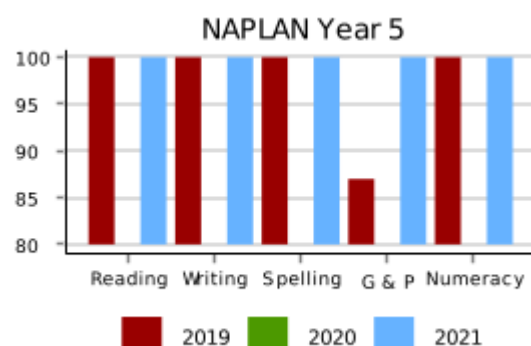
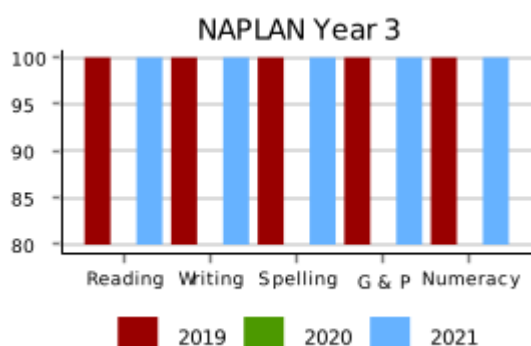
Numeracy - 83% are at or above the standard

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	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	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	87.0	-	-	100.0	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	100.0	-	-	100.0	-
YR 05 Writing	100.0	-	-	100.0	-

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

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

Achievements

St. Richard's is committed to providing safe, inclusive and respectful learning environments for all children. At St. Richard's, we are focused on the wellbeing of all the members of our community, staff, children and families. At St. Richard's, we promote wellbeing and human flourishing by nurturing the whole person - their spiritual, cognitive, physical, emotional and social selves. This holistic approach affirms that wellbeing is integral to learning excellence and ultimately to overall health and life success.

Student wellbeing practices, curriculum and policies at St. Richard's are grounded by Catholic teachings and traditions. They are driven by four strategic dimensions that collectively support all children and young people to develop the knowledge and skills required to nurture their own wellbeing and contribute to that of others.

St. Richard's uses eXcel: Wellbeing for learning in Catholic school communities (eXcel) framework. Melbourne Archdiocese School (MACS) has developed eXcel as an explicit, practical guide to inform pedagogical practice, curriculum design and policies to strengthen children and young people's wellbeing and learning outcomes. It explores in detail the nature and importance of wellbeing and how it is enacted in Catholic schools.

A Restorative Practice Approach to behaviour management is implemented at St. Richard's. This approach is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

In 2021, the school community went into periods of 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 2021 the school continued its strategic partnership with Monash University. Monash University continued to provide the school with Master of Counselling students to provide families with an onsite counselling service at no cost to families. These students complete their placements at St. Richard's. They were supervised by an experienced practitioner (a trained counsellor or

psychologist). Counselling students were onsite every Thursday and online during remote and flexible learning times.

On return to school in Term 4, in order to provide students with Wellbeing and 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

VALUE ADDED

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
- Whole school 'Fun Friday' social events
- Colour Run
- Virtual Marathon (House Teams)
- Annual Sports Day

STUDENT SATISFACTION

Student Satisfaction results from the Melbourne Archdiocese Catholic Schools - School Improvement (MACSIS) Survey indicated that students felt very positive with overall School satisfaction for student data improving from 60% to 65%.

The students perceptions of the social and learning climate improved from 51% - 58%, School belonging (being valued members of the school community) improved from 64% - 72%, Students physical safety and psychological safety while at school improved from 57% - 63% above the MACs average. Enabling safety perceptions from staff improved from 46% - 58% above the MACs average, Student voice improved from 61% - 69% above the MACS average.

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 during Term 2. We are currently recording 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. This advice applies for Term 2, 2020 or until otherwise advised.

- 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'.

**Can we please ask that if your child is unable to participate in home learning on a given day, could you please email the office@srkilsyth.catholic.edu.au and your child's teacher/s to let us know.

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	93.9%
Y02	96.2%
Y03	94.5%
Y04	94.5%
Y05	93.4%
Y06	95.3%
Overall average attendance	94.6%

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 practises and education and training for staff.

Achievements

- 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

- Recruitment, Support, Training & Supervision

- 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

School Review

The school Reviewer Graeme Luck completed our Review process in 2021. This involved looking at the schools VRQA documentation and Child Safety Compliance. Graeme also engaged in dialogue with all stakeholders of the school community. The following strengths were identified;

- Development of teaching practices that have resulted in improvements in learning growth in literacy
- The school has focused on whole school adoption of strategies such as learning intentions and success criteria, supported by professional learning activities to build teacher understanding and enhance classroom practice
- The prioritised and effective implementation of a well-being program has ensured it is well understood by staff and students and consistently applied in class and in the playground.
- Time is provided for classroom teacher teams to collaborate and plan student learning programs supported by learning leaders.
- St Richard's Primary School has developed staff skills and uses programs and resources to support the learning of students with additional learning needs or achieving below expected level.
- Effective relationships exist between parents and school leaders, with parents valuing a high degree of accessibility to leaders.

Building Project

During 2021 the school finalised the plans and sketches for our 2.28million dollar Building Project. The Project will begin in 2022. The Project will incorporate the following;

- A refurbishment to the main office/entry foyer to the school.
- A refurbishment of the Junior Building, new toilets, new enclosed entry and improvements to classroom spaces.
- Refurbishing of the Senior Building toilets and minor improvements to classroom spaces.
- Relocating and upgrade of the Arts Portables which will include an extension and space for a multipurpose use area e.g STEM.
- A major upgrade to the outdoor areas of the school grounds.

Marketing

In 2021 I attended an online session on Marketing. I found this session very informative and valuable. One message I took from the session is to see the parents as an 'investor'. To reassure them that they are getting what they were told. Is St Richard's a valuable investment, on the move, authentic? Is this evident on the school website?

Moving forward it is important as a school to develop our Reputation. What do we do and what do we say? What do we want to be known for?

There are three pillars to create a 'reputation'.

1. Credentials - What are our schools credentials?
2. Perception - What is our perception in the community? How is it being shaped?
3. Desired - What is our desired future?

School Leadership Team

We have seven members on our Leadership Team and we meet fortnightly to work on our SIP (School Improvement Plan) and our AAP (Annual Action Plan).

Mr. Rudy Vail - Deputy Principal, Religious Education Leader and Student Wellbeing Leader

Miss Angela Corrone- Learning & Teaching Leader

Mrs. Vikki Bearman- Literacy Leader (Reading)

Ms Nicola Falvey - Literacy Leader (Writing)

Mrs. Debbie Jones - Numeracy Leader

Mrs. Nevenka Elvin - Learning Diversity Leader

Mr Gerard Bolton - Digital Technologies Leader

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

- Staff DSE Modules
- Personal Well Being
- Languages - Analysing speak up data, learning new phrases, building our Language vocabulary (Italian),
- Assessment principles - waterfall Chart, Rich & Robust Tasks
- ZHistory of local Community - Yarra Ranges
- First Aid training

- Digital Technologies/ STEM - Google sites, Integrating STEM
- Maths - embed LFIN learning practices, rich & robust tasks, consistent practices and language, teaching Number (tracking tool)
- NCCD - Data Collection, writing referrals, internal referral process, review adjustments and evidence
- Religious Education - provocations and thinking routines within a pedagogy of encounter, developing rich and contemporary units of work
- Lyn Sharratt - Writing Learning Intentions & Success Criteria, Assessment Principles (circle of practice)
- Literacy - 6+1 Writing traits - strategies & Assessment tool, analysing data, rich & robust tasks, Focus on Reading Comprehension, moderate writing, Spelling SWST
- Emergency Management - E learning modules
- Developing a School Improvement Plan and shared vision
- NAPLAN -
- Restorative Practices -

Number of teachers who participated in PL in 2021

26

Average expenditure per teacher for PL

\$500

TEACHER SATISFACTION

The following areas were identified as strengths from the MACSSIS School Improvement surveys;

Support for teams increased from 45% to 65%. Teachers' perceptions of school leadership setting conditions for teams to work collaboratively.

Collaboration around an improvement strategy increased from 40% in 2019 to 68% in 2021.

Collective efficacy and Collaboration in teams continued to remain high at 91% and 84% in 2021.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

94.5%

ALL STAFF RETENTION RATE

Staff Retention Rate

95.7%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	41.7%
Graduate	16.7%
Graduate Certificate	8.3%
Bachelor Degree	66.7%
Advanced Diploma	25.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	15.0
Teaching Staff (FTE)	11.1
Non-Teaching Staff (Headcount)	11.0
Non-Teaching Staff (FTE)	6.4
Indigenous Teaching Staff (Headcount)	0.0

School Community

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

The following activities were organised in 2021:

- **Ride2School Day** - St. Richard's students and families once again participated in Ride2School day with a great number of students from all year levels participating in a morning ride around Elizabeth Bridge Park and track before heading off to school on their bikes and scooters.
- **Playgroup** - Catherine Reynolds mother of a child in Year 6 began a playgroup each Tuesday morning in the hall. The playgroup ran for approximately 1 hour until the pandemic prevented this from continuing during the lock down periods.
- **Coffee Van** - A coffee van was organised for staff and parents to receive a free coffee. This initiative bought a great sense of school spirit and community to end Term 1. The Coffee Van was then booked for Term 2 & Term 4 on a date that suited the school. The coffee van provides an opportunity to bring the community together and thank the parent community for their support.
- **Mother's Day Stall & Evening** - The Parents Association (PA) organised a social evening in the school hall for the mums and grandparents of the school community. It was terrific to see so many mums and grandmother's during the evening. The PA representatives organised this event as well as the gifts for the Mother's Day Stall.
- **Online Trivia Event** - During the lock down period the school organised an online Family Trivia Night. we had approximately 20 families and 5 staff participate in the online Trivia event run by SoundStorm Trivia. The trivia format was quite engaging and tailored for children & families.

PARENT SATISFACTION

The following areas from the MACSSIS School improvement surveys were identified as key areas of improvement;

Communication which includes (timeliness, frequency and quality of communication) between the school and families improved from 68% in 2019 to 78% in 2021.

Student safety perceptions from families of student physical and psychological safety increased from 69% in 2019 to 75% in 2021

School Climate including the social and learning climate increased from 82% to 84% in 2021.

Instructional Leadership improved from 32% in 2019 to 60% in 2021. Instructional Leadership includes the school leaders ability to set conditions for improving learning and teaching.