



St Richard's Primary School

Kilsyth

2022

Annual Report to the School Community



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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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

04/04/2023

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

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

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

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

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

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

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

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

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

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

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Living the Gospel, Learning Together, Creating our Future

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 people's 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 attractive classrooms, an Arts Building, a multipurpose building and the administration / library/STEM building. The multipurpose 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 commenced Stage 1 of a State Government grant of 2.28million in July 2022. The Arts Building was relocated and refurbished along with landscaping works in the school grounds. Stage 2 and Stage 3 are due for completion in July 2023. The school is situated in a natural environment, with extensive grounds that include two basketball courts, an adventure playground/sandpit, a large synthetic grass sports field, a spacious grass area, and a central landscaped tiered seating area and quiet shaded 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 2022 there is one Prep class, two Year 1/2 classes, two Year 3/4 classes, and two Year 5/6 classes. 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-learner approach in learning this language. 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 2022 Chromebooks are available for Prep - Two classes with approximately 1 device per 2 students. New I pads 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 136 students from Prep to Year Six.

Principal's Report

Once again it was a privilege to lead the school community as Principal of St. Richard's Primary School during the 2022 school year. In 2022 we were delighted to begin our State Government granted Building Project of 2.28 million dollars which is due for completion in July 2023. The Building Project will encompass a newly refurbished Arts Building for Performing & Visual Arts lessons (Stage 1), a newly refurbished and extended Junior learning Building (stage 2) and a refurbished and upgraded Administration/ Office entry to the school and Library/STEM space (STAGE 3). As well as this, there will be significant improvements to the school grounds which includes a new shaded area, improved landscaped gardens, and play spaces.

During the 2022 school year we were able to enjoy many school community events such as; Year 3-6 Camping Program, Ride2School Day, Year 6 Fun Day & Graduation, House Cross Country & Athletics, Sacramental Program, School Disco, Parents Association Bingo Night, Easter Raffle Draw & a Mother's Day stall and evening & Father's Day Breakfast

St Richard's in the past few years has maintained a steady enrolment throughout Year 1 - 6 and taken in a Prep enrolment on average of about 24 students in the past few years. In 2022 we therefore decided to cap the Prep classroom at 25/26 in preparation for the new learning space which would open in early 2023. While we had a waiting list for our prep intake, the structure of seven classes with a straight Prep (Foundation) class and 2 x 1/2 , 3/4 & 5/6 composite classes best meets the learning, social and wellbeing needs of our students. This structure would potentially see the enrolments climbing from approximately 140 where it currently stands to closer to 170 in the coming years.

Our NAPLAN results for 2022 again highlight the significant growth and improvements made with our learning and teaching with 98% of our Year 3 students at or above the minimum standard for Reading, Writing, Numeracy, Spelling & Grammar and Punctuation. Our Year 3 students were above the state mean in all areas. In Year 5 we had 100% of our students at or above the minimum standard in Reading, Writing, Numeracy, Spelling & Grammar and Punctuation.

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 contribute to the St Richard's Primary School Advisory Council (SAC) for the past three years. As Chairperson in 2022, I have seen SAC meetings return to the school staff room, which has been a real pleasure, with Zoom meetings designated for those colder winter nights.

The primary purpose of the SAC is to serve as an advisory on all matters concerning St Richard's 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.

The 2022 School Advisory Council members include Mr. Marcus Gill, Mr. Rudy Vale, Father Joseph, Mrs. Nevenka Elvin, Ms. Belinda Harman, Mrs. Julia Baker, Mr. Matt Butzin, Mrs. Jodie Conway, Mrs. Debbie McKane and Mr. Damien Sully. 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 Richard's and St Peter Julian Eymard.

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 discussed this year included:

- Regular updates concerning the progress of the Building Project Stage 1
- Proposed Landscaping Design to follow the Building Project
- Plans to improve the pathway entrance to the school from the school crossing to the Kiss & Drop area
- Child Safety and addressing parent concerns
- Improvements to the school uniform including a winter beanie and a new design for the sport skort
- Presentation of the 2022 Naplan data for Year 3 and 5, specifically looking at areas of growth and identifying areas of focus for 2023
- Annual Business Manager Report by Melissa Tasic and approval for the 2023 fee statement

Across the year, the SAC reviewed and updated a number of policies, including the A3 Dress Code Policy, A7 School Supervision policy, A55 Social Justice Policy, A5 Class Placement Policy, and the A10 Mobile Device Policy.

On behalf of the SAC and the wider school community I would like to thank Marcus, Rudy and the teaching and support staff for their tireless contribution to all students and families throughout 2023. Returning to a 'normal' school year in 2022, was in fact harder than anyone expected, coming out of the Covid lockdowns that plagued our lives for the previous 2 years.

However, you all continued to battle through and gave our students a truly amazing year to remember. A huge thank you to all of you!

In closing, I would like to take this opportunity to thank all members for giving so generously of their time to be part of the SAC and the St Richard's community. I trust all involved have found their involvement to be an enriching and rewarding experience. For those who are considering a position on the SAC in 2023, I would encourage you to embrace the opportunities presented by this role.

Julia Baker

Chairperson 2022

Catholic Identity and Mission

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.

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.

Efforts to strengthen Catholic identity throughout the school have been ongoing and carried out through various means, such as renaming the School Hall to the 'Mary MacKillop Hall' (MMH) and adorning the area with signage and images of St. Mary of the Cross.

Students were prepared for, and received the Sacraments of Reconciliation, Eucharist and Confirmation. Families participated in a faith formation evening facilitated by the Parish's 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. The school celebrated Ash Wednesday, the Feast of St. Richard's, Holy Week, The Feast of the Sacred Heart, The Feast of Mary of the Cross and Advent with Masses and Liturgies. Prayer is deemed an essential aspect of both daily life which is why we began each day with Christian Meditation or prayer as a part of our regular routine.

St. Richard's School strives to cultivate an understanding of social justice among its students, and actively encourages them to engage in efforts to effect change. As a community, we regard these actions towards justice as an indispensable aspect of our children's education. In the current year, our students demonstrated their commitment to this cause by raising funds for Caritas, St Vincent de Paul Society, and Kadasig Aid..

Staff were given professional learning opportunities to meet their religious accreditation obligations. Teachers were given access to the FRG Encounter online courses to gain religious accreditation hours.

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
- A social justice calendar was developed outlining all the social justice activities for the year.
- Whole school closure day to complete an online course on Mary mother of Jesus
- Teachers were given access to the FRG Encounter online courses to gain religious accreditation hours.

Learning and Teaching

Goals & Intended Outcomes

To embed a shared vision and strategic improvement plan

- That leaders/all staff will work collaboratively with the school community to enact a shared vision for improvement.
- That agreed and consistent pedagogical approaches are evident from Foundation - Year 6.

To enhance teacher pedagogical practices through the use of data, a culture of feedback and a shared understanding.

- That teachers are open to a culture of feedback.
- That leaders support staff through Professional Learning Team Meetings, facilitated planning meetings and Team or Modelled (coaching).

Achievements

Our work in 'The Learning Collaborative' with the Eastern Region and Dr. Lyn Shrratt continued to be a priority in 2022. As a school, we revisited many of the core learnings that we had developed over the previous three years and re-established some shared beliefs and understandings that may have been compromised during the COVID-19 pandemic.

To establish agreed and consistent pedagogical approaches across the school, the leaders supported teachers in Professional Learning Team meetings to develop 'Third Teacher' resources that students could use as models and tools to improve their work and learning outcomes. 'Bump It Up Walls' were consistently used across the school in Writing. Additionally, consistent approaches around 'Tool Time' in Maths were explored and time and 'Writing Moderation' was scheduled to support teachers in planning learning for student improvement.

Procedures were implemented in the school that enabled teachers to receive formal feedback. All teachers assessed themselves against the AITSL standards and used the feedback to identify some areas of strength in their teaching, as well as some areas for improvement. They then set individual and personal goals, as well as recorded some actions that were required in order to progress. Some teachers attended personalised professional development, while others received coaching, team planning or were able to observe other expert teachers in our school. All teachers were observed by another trusted colleague and provided feedback that aligned with their goal. These were then discussed at the Annual Review Meetings with the Principal. The Languages Leader modelled activities and language and processes for teaching Italian to all teachers. Consistent Google Slides and Unit planners were developed so that all classrooms were using a Whole-Small- Whole teaching cycle with retrieval, learning and practise present in all lessons.

Our use of Data Walls continued in 2022, but discussion around the growth in our PAT M, PAT R and Fountus and Pinnell data became more rigorous. The Leaders guided teachers through these discussions and made links between teaching approaches and student outcomes.

In considering strategic planning within our school, teachers worked collaboratively to evaluate our current eight key Inquiry concepts and develop a new two year cycle with key concepts that were valuable for the students in our context and would support the introduction of a STEM specialist class in 2023. Teachers developed a Year A and Year B and audited the Victorian Curriculum against the key concepts to ensure we covered the necessary content in a two year cycle. The Wellbeing and RE Leader, worked alongside the Learning and Teaching Leader to strategically plan areas of learning for religion and social and emotional learning that would relate to the key concepts and understandings.

The year and our work with Lyn Sharrat concluded in a 'Learning Fair' with over 40 other schools from the Eastern Region. We prepared a report and presented our learning journey to other schools in the areas of 'Parameter 6 ~A Case Management Approach' and 'Parameter 3 ~ Quality Assessment Informs Instruction'. Schools were interested to hear about our work with 'Assessment Waterfall' and how we have built teacher capacity in the different areas, in particular using Learning Intentions, Success Criteria and the Third Teacher Resources to support student learning.

STUDENT LEARNING OUTCOMES

Our 2022 NAPLAN data affirmed many of the great teaching programs and practices we have implemented at St. Richard's over the last few years. In Year 3, our Year 3 cohort's mean was higher than the state mean in all of the learning areas, especially in Writing and Grammar & Punctuation. We were able to maintain this from our 2021 results. Our Year 5 data showed pleasing results in Writing, where our cohort was above the State Mean and some improvements in Spelling and Grammar and Punctuation where we closed the gap and was closer to the state mean than in 2021. All of our participating students met the minimum standard.

Some of the contributing factors to these results are:

- The continued implementation of the 'Teacher's as Co-Learners' approach to teaching language (Italian). This program has reinforced students' learning and knowledge of grammatical components of language, as teachers explicitly use the meta language. Additionally, the repetitive nature of the program and use of recycling language, allowed students to revisit and consolidate literacy components.
- Reading Recovery and Levelled Literacy Intervention and Numeracy Intervention occurred in the strategically chosen levels across the school. This targeted individual or small group teaching allowed the acceleration of learning.

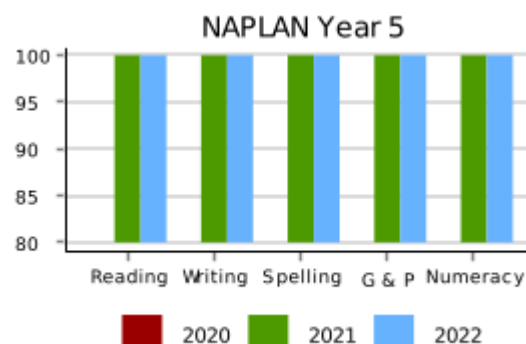
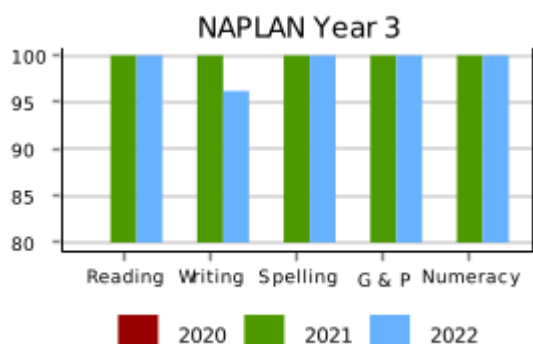
- Funding from the Government was used to again offer the Tutoring Program. Students were offered small group learning opportunities with targeted focus groups in a specified area of need. A small sample of students identified from Year 2 - Year 6 benefited from this program.
- School planning was deliberate to ensure that the 'Literacy Block' was not interrupted across the year to maximise student learning. Extracurricular events were not scheduled during these times.
- A 'Case Management Approach' was also utilised to improve students growth and enhance teacher pedagogy in either Reading, Writing or Mathematics.
- Professional Learning Team Meetings were strategically planned and organised to ensure foci were data driven, allowed for rich and robust planning and/or provided the same professional learning foci in a variety of different curricular areas, allowing for teacher consolidation

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	96.2	-3.8
YR 05 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	100.0	-	100.0	0.0
YR 05 Writing	-	100.0	-	100.0	0.0

* 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

Student Wellbeing is prioritised by teachers in Foundation-Year 6. All classes Foundation-Year 6 use a strategy for checking student wellbeing.

Achievements

St. Richard's is committed to providing a safe, inclusive and respectful learning environment 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. St. Richard's uses eXcel: Wellbeing for learning in Catholic school communities (eXcel) framework.

Throughout the year 2022, the school has explicitly taught wellbeing using lessons from several programs, including "The Rights, Resilience, and Respectful Relationships," "Berry Street Education Model," and "Life Skills Go." These programs have been implemented to equip our students with valuable skills and knowledge to navigate the challenges they may face in their lives.

As part of our strategic partnership with Monash University, we continued to collaborate with them to provide an onsite counselling service at no cost to families. Master of Counselling students from Monash University have been actively involved in supporting our families, further strengthening our commitment to the emotional wellbeing of our school community.

At St. Richard's, we follow a Restorative Practice Approach to behaviour management. This approach, which is integrated into our whole-school teaching and learning approach, emphasises mutual respect and accountability. It encourages individuals to take responsibility for their actions and make amends for any harm caused to others.

Commencing this year, we have also initiated the practice of gathering and utilising data to monitor the wellbeing of our students. By subscribing to the Life skills Go platform, our teachers have been able to collect and monitor emotional states and readiness to learn of students in years 3-6. This allows us to identify any potential issues early and implement preventive strategies accordingly.

The school actively participated in National Ride2School Day, encouraging students to engage in physical activity by riding, scooting, or walking to school. This initiative aimed to promote health and fitness among our students while also fostering a sense of community engagement.

Regular school newsletter articles are also provided to families, addressing relevant wellbeing topics for primary-aged students, and an information evening was held in the Mary Mackillop Hall for students in years 3/4 and 5/6. The session covered important topics such as "Where do I come from?" puberty, the male and female reproductive system, and conception, providing valuable information to our students and their families.

VALUE ADDED

Activities that added value to our achievement in Wellbeing

- Monash University (Masters of Counselling) students offer counselling services
- Implementation of data collection of Wellbeing data
- Regular school newsletter items focusing on proving Wellbeing strategies and ideas for parents.
- Year 5/6 camp to Canberra
- Student access to the Life Skills Go platform
- Wellbeing information evening on the topic 'Preparing for puberty' facilitated by interrelate for students and parents of Year 5 and 6
- Wellbeing information evening on the topic 'Where did I come from' facilitated by interrelate for students and parents of Year 3 and 4

STUDENT SATISFACTION

The MACSIS survey data which receives responses from students in Year 4 - Year 6 outlines the following;

In the School Engagement Domain the students' responses improved in 2021 from an average of 52% to an average of 58% in 2022. St Richard's was above the MACS average in all areas of this Domain.

In the School Climate Domain the students' responses improved in 2021 from an average of 57.5% to an average of 64% in 2022. St Richard's was above the MACS average in all areas of this Domain.

In the School Teacher- Student Relationships Domain the students' responses improved in 2021 from an average of 69% to an average of 77% in 2022. St Richard's was at or above the MACS average in all areas of this Domain.

STUDENT ATTENDANCE

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	89.0%
Y02	89.7%
Y03	89.4%
Y04	89.9%
Y05	85.1%
Y06	88.9%
Overall average attendance	88.7%

Child Safe Standards

Goals & Intended Outcomes

Goals and 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

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

- Recruitment, Support, Training & Supervision

- Responding to and Reporting Child Safety Concerns or Abuse - Inclusion & empowerment of all students & young people - Valuing Diversity

Leadership

Goals & Intended Outcomes

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

Achievements

We have five 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 Belinda Harmen - Literacy Leader

Mrs. Nevenka Elvin - Learning Diversity Leader

Mr Gerard Bolton - Maths & Digital Technologies Leader

The Leaders attend Termly Network meetings and relevant professional learning throughout the school year.

Building Project Stage 1

In July 2022 we were able to begin the State Government granted 2.28 million Building Project which incorporates improvements to a number of areas to our school.

The Project will incorporate the following;

- a refurbishment to the main office/entry foyer to the school & refurbishment of the Library/ STEM areas. (STAGE 3)
- a refurbishment of the Junior Building, new toilets, new enclosed entry and improvements to classroom spaces (STAGE 2)
- some refurbishing of the Senior Building, toilets, and improvements to classroom spaces (STAGE 1)
- relocating and upgrade of the Arts Portables - Newly refurbished Performing Arts & Visual Arts classroom (STAGE 1)
- a major upgrade to the outdoor areas of the school grounds. Tiered seating area, quiet seated shaded area, new drainage and improved walkways and landscaping. (STAGE 1/2).

COVID 19 - Implementation steps to prevent the spread of this virus

In preparation for the students' return to school in the 2022 school year we have continued to implement COVID safe steps to support the safety and well-being of our school community. The COVID - safe steps have been continuously communicated to the school community as required.

This year we have been provided with air purifiers for each classroom and Rapid antigen Tests have been allocated to each student. Density limits, face masks and limiting mixing of cohorts indoors have continued to be implemented for the start of the school year.

The school is continuing to adapt to the ever-changing restrictions presented with COVID-19. Face masks were a strategy implemented at the beginning of the 2022 school year.

Rapid Antigen Tests (RATs) were provided to all students in 2022.

Principal Conference

In March 2022 I attended the Victorian Association Catholic Primary School Principals (VACPSP) conference in Lorne. The theme of the conference was HOPE. The role of leaders in schools during the past two years was to develop hope in our students, optimism in our communities with the understanding that together we can create a solution driven future for all. Therefore a range of speakers spoke to the conference attendees with the theme of 'Hope' in mind.

Learning Fair - High Impact Strategies

In Term 4 2022 Ange Corrone, Gerard Bolton and I attended a 'Learning Fair' held at Sacred Heart Croydon. We were one of a number of catholic schools in the Eastern Region who presented their work in regard to the 14 Parameters which have been developed by Dr Lyn Sharratt Over the last four years the school has engaged in a successful program to develop high impact strategies for learning and teaching in our school. Some of the initiatives out of this program which the school has either embedded or beginning to implement are listed below;

- Learning Intentions
- Success Criteria

- Bump it Up Walls
- Data Analysis
- Data Walls
- Third Teacher
- Rich and Robust Learning Tasks
- Shared Beliefs and Understanding
- Shared Responsibility and Accountability
- The Five Questions
- Learning Walks

Our school presented the process we went through to embed Case Management Meetings in our school and shared examples of how we as a school collect and track student progress. Dr Lyn Sharratt was also very impressed with our posters and display.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- Social Justice
- CPR, Anaphylaxis & Asthma Training
- Speak Up - Language Assessment
- Feedback - Culture
- Digital technologies
- Writing 6+ 1 writing Traits
- Wellbeing - Student Check-In strategies
- Case management - Students of wonder
- Language learning - school visits, Lygon Street immersion
- Maths tool time activities
- NCCD - PLP writing & Smart Goals
- Mandatory Reporting - E learning Modules
- Literacy & Maths - use of the 3rd Teacher
- NAPLAN feedback & data Analysis
- Dyslexia & ADHD
- Curriculum Mapping
- Data Wall - Analysis of Student Assessments

- Iconography in a Church
- Staff Wellbeing

Number of teachers who participated in PL in 2022	26
Average expenditure per teacher for PL	\$300

TEACHER SATISFACTION

The MACSIS survey data which receives responses from teaching and Non teaching staff demonstrated the following strengths.

In the School Leadership Domain the staff responses improved in 2021 from an average of 47% to an average of 54% in 2022. St Richard’s was above the MACS average in 7 of the 13 areas of this Domain.

In the Staff Safety Domain the staff responses improved in 2021 from an average of 50% to an average of 57% in 2022. St Richard’s was above the MACS average in 4 of the 5 areas of this Domain.

In the Catholic Identity Domain the staff responses improved in 2021 from an average of 62% to an average of 76% in 2022.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	88.2%
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ALL STAFF RETENTION RATE

Staff Retention Rate	96.0%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	45.5%
Graduate	18.2%
Graduate Certificate	9.1%
Bachelor Degree	63.6%
Advanced Diploma	27.3%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	15.0
Teaching Staff (FTE)	10.7
Non-Teaching Staff (Headcount)	14.0
Non-Teaching Staff (FTE)	11.1
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

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

During Term 3 of 2022, it was wonderful to open our school up to other schools in the region and showcase our work in the area of Languages. Teachers came and conducted classroom observations of Italian lessons and gave feedback to our school about our journey in implementing Italian as a Co- Learner Approach. The Principal continued to attend LEAC meetings with other Principals to lead change in teaching languages in school every day instead of during designated specialist classes. The Learning and Teaching Leader and Language Leader was invited to attend one of these meetings to discuss our growth. The principal went out and made contact with our feeder School Mt Lilydale Mercy College and invited them to hear about our approaches to teaching Italian in the hopes that some of these could be utilised in a secondary setting.

The Mother's Social event and it was wonderful to see the school community come together in fantastic numbers and enjoy a lovely evening organised by the Parents Association (PA).

We had the Coffee van onsite on the Tuesday after the Queen's Birthday long weekend in Term2 and we continued this initiative once each term throughout the 2022 school year.

Ride 2 School day held at Elizabeth Bridge had a great percentage of students participate in this annual event and parent volunteers.

The Bunnings BBQ was once again a success at the Bayswater Store. The school was able to raise \$3055.65 profit for the school thanks to all the volunteers and families who came down to purchase a sausage.

It was wonderful to have the students' dads and special male role models in their lives attend our Annual Father's Day Breakfast. The hall was a buzz with children and dad's enjoying breakfast and watching highlights of the footy with everyone dressed in their sporting team colours. It was our first opportunity to hold the breakfast with the absence of the event for two years due to COVID. This year we had the coffee van onsite for the dad's and grandfather's to enjoy a hot drink with their breakfast.

PARENT SATISFACTION

The MACSIS survey data which receives responses from parents demonstrated the following strengths.

In the School Fit Domain the parent responses improved in 2021 from an average of 76% to an average of 83% in 2022. St Richard's was above the MACS average in 5 of the 7 areas of this Domain.

In the Barriers to Engagement Domain the parent responses improved in 2021 from an average of 69% to an average of 80% in 2022. St Richard's was above the MACS average in 8 of the 10 areas of this Domain.

In the Student Safety Domain the parent responses improved in 2021 from an average of 75% to an average of 80% in 2022. St Richard's was above the MACS average in 5 of the 7 areas of this Domain.