



# St Aloysius' School Queenscliff

## 2020 Annual Report to the School Community



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## Contact Details

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## Minimum Standards Attestation

I, Fiona Dawson, attest that St Aloysius' 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.

28/04/2021

**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](http://www.acnc.gov.au)

## Our School Vision

### Vision Statement

The Staff recognizes the right of each child to a complete education and therefore the curriculum of our school needs to foster the total development of each child:

- Spiritually
- Academically
- Aesthetically
- Emotionally
- Socially
- Culturally and
- Physically

As members of St Aloysius School Staff we strive to be a faith-filled, dynamic community who proclaim the mission of Jesus. We believe it is essential that we aim to promote the self-esteem of others and that we assist children to feel positive about the future.

Our school works within the Parish of Holy Trinity to develop a mutual awareness of what it means to be a member of a Catholic Community. To make this work we need cooperation between the school staff/students, families and members of our Parish.

## School Overview

St Aloysius Catholic Primary school is situated in Queenscliff, on the Bellarine Peninsula in Victoria. In 2020 the school population was 93 students. The learning environment of the school can best be described as calm and engaging allowing students to learn both independently and collaboratively in an interactive and focussed manner. Set between Swan Bay and Port Phillip Heads the school is situated in a pristine natural environment that allows for seamless interaction and excursions with a unique environmental focus.

Within the learning and teaching programme, we have developed a strong base in literacy and numeracy. Developed from research and educational understandings of how children learn our students develop deep knowledge speaking to specific audiences; listening to understand, reading for enjoyment as well as for knowledge, spelling to articulate their thoughts in their writing for different purposes and audiences.

At St Aloysius we place much emphasis on Wellbeing within a framework of Positive Psychology in Education which goes far beyond our traditional Pastoral Care model. We strongly believe that the future of our students depends upon what we do today. As the Catholic school in the Borough of Queenscliff, we understand that living and working in our environment develops in us, an obligation to act in a way that ensures future generations can live sustainably on our planet Earth. In 2020 our strategic plan guided our well-being practices and built on all the work that has been done over a number of years.

In 2020, we remained committed to our vision for well-being at St Aloysius: being a faith filled learning community where all individuals flourish, particularly with regard to the impacts of COVID-19 and the global pandemic.

At St Aloysius Catholic Primary School our focus on sustainability recognises the interconnectedness and interdependence of life on our planet, and acknowledges that we are responsible for each other and the earth, our common home. Being a Catholic school, we understand that our universe is a gift from God and that we have an obligation to act in a way that ensures future generations can live sustainably on our planet Earth. Our school is working to reduce our ecological footprint through adopting sustainable practises in our everyday lives

In addition to excellent academic programs, St Aloysius offers a wide range of sporting, cultural and community involvement opportunities. The students participate in a structured Music/Performing Arts program which provides a wide range of orchestral, musical and performing arts experiences. The school has its own choir which entertains at local community events including Seniors Week. The school also provides a showcase in Visual Arts with a bi-annual Art show which highlights the strength of our visual Arts program. The school celebrates the talents of students in an annual school concert which showcases music, dance and drama.

Physical education and sport is important at St Aloysius. Students have access to a wide variety of sporting equipment at morning, recess and lunch breaks. Students are taught basic skills in a number of recreational sports which encourage them to participate in weekend competitions. These sports include athletics, tennis, football, netball, soccer and tee-ball. Good sportsmanship and fairness is at the forefront of all sporting activities.

Curriculum development is an ongoing process and the school is at the forefront of science and environmental education in the region. At St Aloysius Catholic Primary School teachers have created exciting and dynamic learning environments in which stimulating teaching strategies are designed to maximize student interest and learning opportunities. A variety of digital devices are

used by the students to enhance their learning experiences. Each student has their own Seesaw account which serves as an excellent vehicle for reflection and home /school communication.

Four full-time and nine part-time teachers served the school in 2020; supported by two Administration Officers and three Education Support Officers. In 2020 the classes were organized in the following six groups - Prep, 1/2, 3/4, 3/4, 5/6 and 5/6.

The St Aloysius community is made up of students not only from Queenscliff and Point Lonsdale but also surrounding areas of the Bellarine Peninsula including St Leonards, Clifton Springs, Indented Heads and Portarlinton. While being very proud of its history the St Aloysius community is intent on providing the most contemporary and engaging learning and teaching programme for our students today and into the future. Being part of a Catholic Community the St Aloysius students are guided by Catholic values and Catholic Social Teaching so as to make a difference in our world both locally and globally.

Student Voice is encouraged through our Inquiry focus and student-led assemblies. Student Leadership is in the form of student action teams who co-ordinate various activities for student involvement. The buddy program runs right through the school. The school captains are the school representatives and attend local community events regularly. The school strives to build a happy, harmonious learning environment that focuses on well-being, student outcomes, personalised learning and building positive relationships.

## Principal's Report

The 2020 year has been a unique year for the St Aloysius School Community, with our students and families spending half the year working in a remote and flexible learning environment due to COVID-19. The challenges faced by the St Aloysius School Community were met with a quiet determination from students, families and staff to make the best of whatever opportunities were available. Our student population began the year at 94. In term 1, we welcomed Sarah Reed and Paige Ryan to the teaching team. The School Improvement plan continued to be implemented, with a focus on School review in 2020. The Admin team also began their journey into ICON which saw lots of training in Term 3 and 4, in order for us to transition towards the end of the year.

Towards the end of term 1, it became apparent that we were to enter the new world of remote learning which meant that our staff, students and their families had to quickly adapt! During this time we continued to focus strongly on parent partnerships and entered in to new ways of establishing and maintaining positive relationships within the community. We also welcomed Darryn Sedgmen and Lachlan Hart to our staff, after Paul Garner decided to take personal leave. Child safety was a high priority, given the remote learning working environment.

Education in Faith continued to be a motivating force of our school community, with prayer and celebration being a focus in the remote learning space. Our Religious Education program was adapted whilst the Sacramental Programme was put on hold until 2021. Staff continued to immerse themselves fully in planning rich and engaging units of work in Religious Education, with Rosa Grabovac, (Western Region Learning Consultant in RE) being a major support.

Student well-being and the connection between home and school was a major priority throughout the year, particularly during remote learning. Staff continued to focus on families and working positively with them in different conditions. Maintaining positive, respectful relationships within our school community continued to be an area of focus when we returned to working directly with our students to nurture and strengthen their wellbeing. As a school, we continued to focus on exploring Excel CEM documents, focusing on the four pillars: Enable, Connect, Engage, and Learn. We also engaged in regular professional development in the area of Child safety.

Providing engaging teaching and learning opportunities at St Aloysius in 2020 took on a whole new approach. Much emphasis continued to be placed on developing a strong base of literacy and numeracy with extra support being provided by staff remotely across the whole school. The staff were immersed in ongoing professional development across the year. STEM, Science and Environmental Science provided our students in grades P - 6 with some amazing opportunities such as our involvement in the Port Phillip Bay project, preparing for the Kids Teaching Kids virtual event, attending the Melbourne Kids teaching Kids Conference (remotely) and the Marine debris data collection.

Our connection to and relationship with the local environment continued to be a major strength. Early in February we continued our involvement with the Two Bays Project, allowing our Year 5 students' access to Port Phillip Bay and its surrounds aboard The Pelican. Regular local excursions to the Marine Discovery Centre, Queenscliff library and Outdoor learning experiences including snorkelling and canoeing, were also effective features of the learning and teaching programme.

The continuation of the Autonomous Language Learners Program, led by Julie Iglesias (until the end of Term 3) and supported by Lisa Mourant saw our Italian languages program re-invigorated with a genuine focus on language acquisition through the use of gesture.

The School Improvement (Leadership) team worked well to ensure that most programmes throughout the school were facilitated remotely for the benefit of the whole student body.

Creating stronger links between the school and the community has continued to be an area of focus throughout 2020, despite COVID-19. Strengthening parent school partnerships continued to be a focus as families and students adjusted to the demands of remote learning. Our Parents and Friends committee had limited opportunities to be as effective as they would have liked, however, as we returned to school, they were able to pick up and run with plans for Christmas trees and supporting the year 6 students with end of year opportunities. A highlight for our community was the development of a masterplan for our grounds and gardens.



## School Education Board Report

The provision of a school environment that supports the Catholic ethos is largely the responsibility of the Parish Priest, the principal and staff. The School Advisory Board (SAB) played an advisory but significant role in supporting the spiritual and educational welfare of students throughout 2020, albeit, remotely. They did this through their contribution to the development of school plans and policies and their participation in activities that upheld the mission of Catholic education as expressed in the vision of the school.

The Board worked closely with Fiona and the staff and met every month during each school term to discuss a range of issues of relevance to the school. A significant part of our role was to provide advice to Fiona and to ensure that the school's procedures and policies were critically reviewed and kept up to date. Our focus for the year 2020 was to continue a stimulating learning environment for students and work on improved literacy and numeracy skills, but as you know, the 2020 school year was hugely impacted by COVID-19, with our students spending half the year working in a remote and flexible learning. This was a huge challenge for students, teachers and families alike, and I commend everyone on their efforts in responding to these challenges. It also changed the way the Board operated, with a transition to virtual meetings. Although not directly related, it led to the Board reviewing its roles and responsibilities and ways to improve its future effectiveness. The Board will see considerable transition moving into 2021, with most of the parent members ending their long involvement on the school board during 2020, including me in my position as chairperson. The Board continued to focus on strengthening family-school relationships and ensuring student emotional wellbeing. To this end, the Boards of St Aloysius and Star of the Sea had a great session with Andrea Downie on a eudaimonic (living a life of virtue) approach in schools. Our connection to and relationship with the local environment continued to be a major strength. Situated on the tip of the Bellarine Peninsula, adjacent to Port Phillip 2 Bay, Swan Bay and Bass Strait, students of St Aloysius have an obvious connectedness with the marine environment. This flavours many aspects of the school curriculum and extra-curricular activities. In February we continued our involvement with the Two Bays Project, allowing our Year 5 students' access to Port Phillip Bay and its surrounds aboard the "Pelican". Hopefully our regular local excursions to the Marine Discovery Centre, Queenscliff library and Outdoor learning experiences including snorkelling and canoeing, will resume during 2021 as enjoyable and effective features of the learning and teaching programme. In regard to financial administration, the school underwent its external audit and was found to be in a good financial position for a school of its size. During 2020 we transitioned into the CECV Integrated Catholic Online Network (ICON) — a state-wide initiative to optimise student learning and school administration and ensure that every student in Victorian Catholic schools has access to the same educational, administration, planning and reporting resources and technologies. The school remains in a positive position heading into 2021 as we begin the process of integrating into COVID-19 significantly impacted on many of the fund-raising and family activities usually organised by the Parents and Friends Group. Nevertheless, they continued to work in the difficult circumstances - they are definitely looking forward to 2021.. Through a very difficult year, Fiona and the staff provided a safe and supporting learning environment both on-site and remotely for our students and their families. It is they that make a great school and develop the caring and fun learning experience enjoyed by all of our children. They worked tirelessly throughout the year of 2020 to ensure St Aloysius remained a high quality Catholic educational facility.

## Education in Faith

### Goals & Intended Outcomes

**To enhance the Catholic faith formation and spiritual development of the whole school community**

1. To improve the level of importance placed on participating in prayer, celebrating liturgies including Sunday liturgies and sacraments at school and in the Parish
2. To improve the ability of students to explore their own ideas within the context of Religious Education

### Achievements

Raising the Catholic identity of all at St Aloysius Catholic primary school continued to be a focus in 2020. The new Religious Education Framework was further explored throughout the year with staff creating rich units of Inquiry (adapted for remote learning) aimed at engaging and immersing the students in Catholic values and traditions. For the students, engaging in purposeful religious education lessons and actions enabled them to deepen their understandings of the world in which they live. Parents were invited to engage in the opportunities presented to them with remote learning to deepen their understandings of Catholic faith.

#### VALUE ADDED

##### Staff Practice

- Continued implementation of Religious Education framework - development of engaging units connected to Inquiry
- Meditation and mindfulness
- Sacramental information session - Confirmation only
- Sacramental displays on RE board - in the foyer
- Staff prayer at meetings (remotely)
- Whole school prayer opportunities (remotely)
- Attendance at beginning and end school year mass
- Staff professional development - Horizons of Hope, CEM network (remotely)

##### Student Practice

- Whole school prayer opportunities - liturgical seasons - Advent - led by children
- Daily prayer - online (remote)

##### Professional Development

- Planning rich RE Inquiry units and assessment - working with CEM staff (remotely)
- Unpacking Horizons of Hope documentation

### **Parish Connections**

- Collaboration of staff across parish in celebrating Sacrament of Confirmation
- Inviting Parish priest to speak to children about parts of the mass
- Parishioner on School Board
- Principal is a member of Parish Pastoral Council

## Learning & Teaching

### Goals & Intended Outcomes

**To foster an environment that supports and challenges learners to be active, engaged co-creators in the learning process**

1. That student learning outcomes in Writing and Spelling be improved
2. That student engagement in learning across the curriculum be improved

### Achievements

In 2020, the St Aloysius staff focused intently on improving standards of achievement across curriculum areas with a specific focus on Literacy and Numeracy. An intensive programme of literacy support programmes such as Reading Recovery, Enhancing Reading Intervention Knowledge (ERIK) and Leveled Literacy Intervention (LLI) targeted students with specific literacy needs in the early years of primary school, even during remote learning with reading and mathematics groups taking place daily online. The combination of programmes facilitated by classroom teachers, the Learning Diversity leader, reading recovery teacher and education support officers was compromised greatly by COVID-19, however, consistent targeting of students with ongoing literacy needs continued to be a focus during remote learning.

There was also a specific focus on improving standards of achievement in Numeracy during 2020. With the School review, the staff were able to focus on recording and analysing data from P to 6, leading to an awareness of whole school trends and improvement focus areas. A consistent process of planning based on 'Key Understandings in Mathematics', a planned process of planning, moderation and assessment as well as a commonality of instruction including the use of enabling and extending prompts allowed for a more consistent model of mathematics instruction across the school, even during remote learning.

### STUDENT LEARNING OUTCOMES

The collection and analysis of further data sets including Progress Assessment Testing Comprehension (PAT R and PAT V) and Progress Assessment Testing Mathematics (PAT M) added more information for the staff allowing a genuine and ongoing focus for PLT meetings and curriculum planning when students returned to school in Term 4.

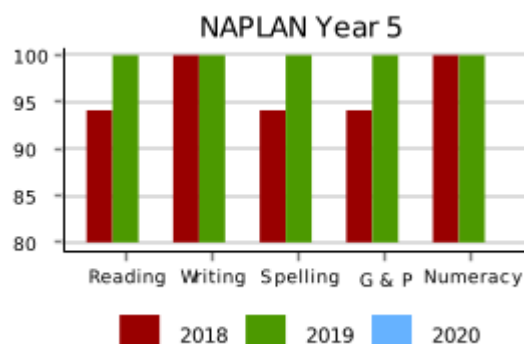
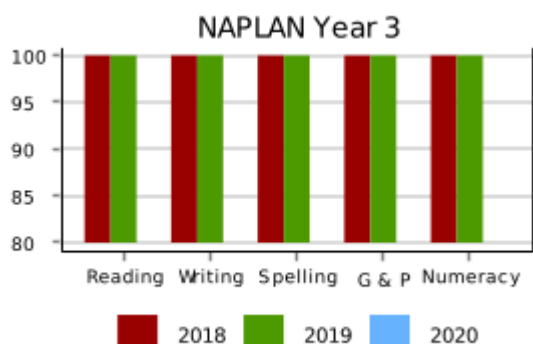
The collection and analysis of data sets including Essential Assessment (Mathematics) also contributed more information for the staff allowing for specific curriculum planning focus.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	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	100.0	0.0		
YR 05 Grammar & Punctuation	94.1	100.0	5.9		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	94.1	100.0	5.9		
YR 05 Spelling	94.1	100.0	5.9		
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

**To enhance the social and emotional wellbeing of all students so that they can flourish as members of the community**

1. That school-wide positive behaviours are visible and experienced across the school.
2. That student connectedness to peers and school will improve.

### Achievements

The St Aloysius staff implemented a variety of strategies aimed at supporting the social and emotional well-being of all the students and their families during 2020. Maintaining connections with all students and their families was a high priority, with staff reaching out via phone, Zoom etc to enhance the wellbeing of all in the school community. Strategies that were implemented through these forums targeted a student well-being culture at a whole school level.

#### VALUE ADDED

##### **Restorative Practices**

- Professional development
- Resources purchased to support staff and students
- Dynamic displays to promote restorative practices
- Using different approaches with specific children
- Preventative measures in place to support children
- Students feel they can talk to any staff member

##### **Circle time**

- Implemented whole school
- Displays in school & classrooms
- Resources available on Google+ and Google Drive for staff
- Ideas shared at staff meetings which can be used in classrooms

##### **eSmart program**

- Working through the 3 phases to support ICT & Wellbeing
- Increased awareness of safety online
- Digital citizenship programs to promote online wellbeing
- Documentation of issues to track certain behaviours

##### **Values / SEL (CEM) program**

- Whole school program (remotely)

- Whole school implementation of mindfulness and meditation
- Implementation of Berry St modules and Bounceback
- Continued implementation of CEM initiative 'eXcel - Wellbeing for Learning

The St Aloysius staff focused intently on developing programmes and whole school strategies aimed at developing student well-being in a variety of areas including reducing student anxiety, providing processes for conflict resolution and behaviour management in general.

## STUDENT SATISFACTION

### Feedback from students - School Review 2020

- Happy at school with positive sense of belonging
- Friendships important
- Learning opportunities great
- Feel safe
- Teachers supportive
- Teachers know us well
- Good equipment

### Feedback from parents - School Review 2020

#### St Aloysius is...

- Friendly, welcoming, comfortable, " great vibe", lovely friendly children, overwhelming positive feeling, sense of community, good reputation, make learning fun, great learning opportunities within the local environment

#### What is working well...

- Teachers, class sizes, tailoring the learning, relationships with the teachers, students are safe, most felt communication good, leadership approachable
- The morning prayer is very welcoming and sets the intention and scene of the day, mostly by inviting families it is welcoming and inclusive. We are often invited to mass and students are always involved. The wellbeing and catholic teachings work hand in hand.
- The wellbeing initiatives. My children learn so many great strategies. In addition, I know they feel safe and part of a warm community.
- The inside environment. The entire school is clean and calm. The classrooms are well set out which limited distractions.
- I believe the school really knows my children and often thinks of different ways to help and engage them. My son had the same teacher for his first two years, even though he has

moved on, he still has a warm relationship with the teacher and I know she is always looking out for him. I really believe all staff look out for all students, not just the students in their class.

## STUDENT ATTENDANCE

### Message on weekly newsletters

#### Student Attendance - Every day counts

Going to school every day is the single most important part of your child's education. Students learn new things at school every day - missing school puts them behind. If for any reason your child must miss school, there are steps that you can take as a parent to ensure they don't fall behind:

- Speak with your classroom teacher and find out what work your child needs to do to keep up.
- If going away on holiday, speak to the classroom teacher about the things your child could be doing whilst they are away.

I would like to remind you that the school day starts at 8.50am with prayer in each classroom and it is important that students are at school before 8.50am to organise their belongings for the day which helps to promote positive social relationships with their peers. I would encourage you as parents to ensure that your children are here at school on time, ready to start the day.

#### Student Absences: Procedures (on-site learning)

Teachers need to know where children are every school day and it is an expectation that you notify your child's teacher to inform of student absences and the reason for absence. You are encouraged to directly email your child's teacher. You may also ring the office and leave a message or use the Skoolbag App to notify the teacher.

#### Student Absences: Procedures (remote learning)

It is an expectation that you notify your child's teacher to inform of student absences and the reason for absence during remote learning. You are encouraged to directly email your child's teacher. When working remotely, please use Seesaw messaging to notify the teacher.



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	84.7%
Y02	86.9%
Y03	88.0%
Y04	85.5%
Y05	89.7%
Y06	85.5%
Overall average attendance	86.7%

## Child Safe Standards

### Goals & Intended Outcomes

In 2020 the St Aloysius Leadership team maintained a rigorous approach to Child Safety. Leadership continued to work collaboratively with the community to guarantee that the school met all the requirements of the VRQA in terms of Child Safe Standards. Members of the Leadership team continued to attend systemic briefings including remote sessions. The St Aloysius School Advisory Board was active in promoting the Child Safe Standards within the parent community with a regular focus on the agenda each month. The St Aloysius Staff continued to keep Child Safety at the forefront with regular briefings and workshops via Zoom to refine Child Safe practices at the school. The school community was briefed continuously through newsletters and other forums, including Seesaw and Skoolbag.

Child Safety at St Aloysius Queenscliff was overseen in 2020 by the Principal and Deputy Principal. Any issues regarding the child safety process, protocols and policy were discussed at School Improvement Team meetings which were held once a fortnight. Child Safety is a standing agenda item at all Leadership team meetings. Child Safety continued to be a standing agenda item at all staff meetings (on-site or remotely). Any organisational or process concerns were discussed by the whole staff. More confidential discussions re child safety were addressed with the Principal at the point of need.

### Achievements

#### **Organisational Arrangements for Monitoring Child Safety in 2020**

School Leadership attendance at systemic briefings (remotely and on-site)

Staff Professional development and briefings

Ongoing maintenance of an evidence based folder to record Child Safe practices and initiatives

Ongoing Review of Child Safety policy

Ongoing Review of St Aloysius Code of Conduct

Continued implementation of Child Safe Guidelines: Staff Employment and Contracts

Continued implementation of Child Safe Guidelines: Volunteers, Casual Workers and Contractors

Mandatory Reporting online Professional development

Ongoing communication to Parent community: Briefings, Newsletters and Signage

The embedding of policies and commitments into every day practice

Training of teachers, non-teaching staff and volunteers - ongoing Professional Development

Professional development of all staff regarding 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'

Student participation and empowerment strategies (remote learning and on-site)

Strategies addressing the principle of inclusion

Engagement of Families and communities in promoting child safety



## Leadership & Management

### Goals & Intended Outcomes

**To empower staff to lead for enhanced student learning and wellbeing in partnership with parents**

1. That professional learning and appraisal and recognition is improved (Feedback)
2. That role clarity and staff engagement is improved

### Achievements

In 2020, there was a focused effort to develop a professional culture amongst staff based on a developing sense of trust, acknowledgement of individual knowledge and talent and work ethic. This has also included the willingness of each staff member to develop their craft as educators as well as be a model as learners. This has led to:

an ongoing schedule of minuted Professional Learning Team and curriculum meetings across curriculum areas

#### 1. **Staff professional learning (onsite and remotely) including:**

1. Mathematics Leadership Professional Development
2. Science Leadership Professional Development
3. Student Well Being Leadership Professional Development and Network Meetings
4. Literacy Leadership Professional Development and Network Meetings
5. Learning and Teaching Professional Development and Network Meetings
6. Principal Network and Professional Development Series
7. Religious Education Leader Professional Development and Network
8. Deputy Principal Network and Professional development Series

**The continued development of the School Improvement Team** Ongoing targeted communication and minuted meetings.

Reflecting on past and shaping new Annual Action Plans

1. Design of professional development (onsite and remote)
2. Prioritizing/restructuring programmes to attain goals

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2020

1. Professional Learning 2020 - via CEM networks (Zoom or on-site)
  - Principal Network
  - Learning and Teaching network

- Learning Diversity/NCCD
- Deputy Principal network
- Student Wellbeing network
- Digital Technologies
- Religious Education Leader Network
- STEM
- Numeracy Leader network
- ICON implementation
- Finance Cluster meetings

1. Professional Learning 2020 - Whole staff

- Child Safety
- Mandatory Reporting
- Reporting Obligations
- First Aid/Anaphylaxis
- Emergency Management
- Smart Spelling
- Mental Health First Aid
- Developing Student Safety/Escalation Management Plans for students (OH & S)
- School Review Nov 2020

Number of teachers who participated in PL in 2020	16
Average expenditure per teacher for PL	\$500

**TEACHER SATISFACTION**

**Teacher satisfaction - Reflections - a sample**

**Sample 1**

**Highlights**

- Welcoming staff
- Caring community
- Collegiate support (particularly Sarah is 5/6)
- Great students

**Challenges**

- Starting in term 2 and remote learning was a challenge (first world problem!)
- Making it to staff meetings on time....

### **Sample 2**

#### **Highlights**

- I have loved beginning to implement the SMART spelling foundation program.
- ABLES PD & subsequent online testing - although the training was long, I found it to be very practical and provided information for providing adjustments in early years. The online testing provides extensive information for supporting students in the classroom.
- The P-2 rotations we introduced in term 3 - it's only early days but it's been very successful already.
- Working in teams

#### **Challenges**

- Priorities! I'm working on completing important tasks first & getting to the other 'things' later. There's so much I need/want to do but I need to know I'm only 1 person and I don't have to do it all.
- Switching off
- Covid19 - dealing with online learning, onsite supervision and everything else that went with it!

### **Sample 3**

#### **Highlights:**

- Student progress
- Relationships with the students in the class.
- Seeing things that we have implemented in Literacy and Numeracy implemented in all classes.
- Building leadership knowledge
- Leading PLT's
- Remote learning- seeing the independence of some children grow.
- Using Thursday's to collaboratively plan and allowing for rich dialogue.
- Our Friday P-2 Rotations - has been great working in a team.

#### **Challenges:**

- Term 1
- At times behaviour management
- Remote learning
- Some parental interactions
- In my leadership role asserting myself at times to ensure that things are completed

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	76.9%
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### ALL STAFF RETENTION RATE

Staff Retention Rate	82.4%
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### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	25.0%
Graduate	25.0%
Graduate Certificate	12.5%
Bachelor Degree	62.5%
Advanced Diploma	50.0%
No Qualifications Listed	0.0%

### STAFF COMPOSITION

Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	17.0
Teaching Staff (FTE)	11.9
Non-Teaching Staff (Headcount)	6.0
Non-Teaching Staff (FTE)	6.7
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

**To enhance student learning and student wellbeing through active partnership between St. Aloysius School, families, parish and the wider community**

1. That school/parent partnerships are strengthened

### Achievements

In 2020, there was a renewed effort to organize learning and teaching programmes that offered opportunities for involving parents, grandparents and carers, due to COVID-19. There was a particular emphasis on parental involvement in all learning opportunities. There was also a concentrated effort to involve community groups (where possible via Zoom), some of which have parent connections, to enhance the learning and teaching programme. Parents continue to be invited as part of each classes' morning prayer ritual between 8.50 a.m. and 9.00 a.m and were regularly invited to participate in all social and school events (remotely or on-site). A highlight upon the return to school in Term 4 was our Book Week parade, conducted in the main street of Queenscliff, which provided a much-needed boost to the entire local community. The small but dedicated Parents and Friends Association remained as active as they could despite COVID-19 restrictions organizing events that sustained the pastoral side of the whole school community. The Christmas tree Drive was a highly successful P and F initiative as was the positive effort to provide a graduation ceremony and send off for our grade 6 students. The school, when appropriate, continued to work closely with the Queenscliff RSL (via Zoom), Queenscliff library (online), the Borough of Queenscliffe (via Zoom) and Marine and Freshwater Discovery Centre to further foster positive community relationships.

### PARENT SATISFACTION

**Parent survey - Remote learning** (19 parents completed the survey) conducted in September 2020

#### Results - include questions/responses collated

How clear is the work which the school sets for your child? 10 very clear 9 quite clear

How frequently does your child/children receive teacher feedback about their work? 19 frequently

How easy or difficult has it been for your child to receive individual learning support? 95% easy 5% difficult (1 response)

In general, how satisfied are you with the support your child/children has received from school? Again, most parents happy with support provided. Two parents not happy at all - wanting online tutorials and face-to-face teaching opportunities daily

In which areas would school support and advice be most valuable to you personally (e.g. activities for literacy/numeracy, helping your child to complete work, manage emotions etc). Varied responses from managing emotions, maths extension work, assistance with strategies for literacy/numeracy, opportunity for virtual teaching, continued feedback



From your observations, how well is your child/children coping with the current remote learning situation? Varied responses from quite well to okay. Parents acknowledged that they know when their children have had enough!

How well are you coping with this current remote learning situation? Generally parents are coping well. Finding a balance is the key.

How clear has the communication from school been during this current period of remote learning? Very positive - great communication via Skoolbag, email and Seesaw

How easy or difficult is it to connect with individual teachers if you need to? Easy - acknowledgement from some parents about staff working from home with kids as well

In general, how satisfied are you with the collaboration with the school during this period of remote learning? Very satisfied mostly- 1 not satisfied at all, 2 satisfied but wanting more Zoom tutorials

What has worked well in the school's management of remote learning? Weekly planner, access to specialist teachers, communication from teachers, weekly check-ins and phone calls from teachers, the wellbeing angle

What else could the school do to help your child/family? More Zoom meetings for kids to connect, encourage camaraderie for year 6 students in their last year at primary school

#### Student surveys - School review

- Happy at school with positive sense of belonging
- Friendships important
- Learning opportunities great
- Feel safe
- Teachers supportive
- Teachers know us well
- Good equipment

#### Parent surveys - School review

Friendly, welcoming, comfortable, " great vibe", lovely friendly children, overwhelming positive feeling , sense of community, good reputation, make learning fun, great learning opportunities within the local environment

What is working well...

Teachers, class sizes, tailoring the learning, relationships with the teachers, students are safe, most felt communication good, leadership approachable

- The morning prayer is very welcoming and sets the intention and scene of the day, mostly by inviting families it is welcoming and inclusive. We are often invited to mass and students are always involved. The wellbeing and catholic teachings work hand in hand.

- The wellbeing initiatives. My children learn so many great strategies. In addition, I know they feel safe and part of a warm community.
- The inside environment. The entire school is clean and calm. The classrooms are well set out which limited distractions.
- I believe the school really knows my children and often thinks of different ways to help and engage them. My son had the same teacher for his first two years, even though he has moved on, he still has a warm relationship with the teacher and I know she is always looking out for him. I really believe all staff look out for all students, not just the students in their class
- Staff are always available to discuss my children's progress/issues/concerns
- We are always welcome at school, whether it be to join in morning prayer, excursions, classroom help, sharing knowledge with students (all pre-covid of course).
- The Principal actively seeks to understand how we can do things differently/better. Her door is always open.
- Knowing my children is a real strength for every teacher and staff member of the school. I believe they adequately meet my children's needs. If there is an instance where that doesn't happen then it's a learning experience for my child/ren that unless you give someone feedback then how do they know that theyve missed the mark etc. I will then either speak with my child/ren or speak to the teacher. They are always welcoming of feedback.

## Future Directions

Future directions for St Aloysius

Develop the whole school provision of the Religious Education curriculum by -

- Building teacher knowledge and expertise in understanding and utilising Pedagogy of Encounter
- Consistently planning Religious Education framework across all levels
- Increasing student engagement in Religious Education through explicit opportunities to link life and faith

Collaboratively build a dynamic professional learning culture to

- Provide a robust, systematic schedule of feedback, mentoring, coaching and/or peer to peer observations which will utilise expertise of staff in order to assist teachers in the implementation of the SIP
- Assist teachers in developing their own professional learning goals, clearly aligned with the SIP goals which will be regularly monitored

Collaboratively develop and document a Learning and Teaching Plan which clearly outlines -

- School-wide shared beliefs and understandings which are evidence-based
- An instructional model to include effective teaching strategies across all learning areas
- Formalised feedback processes to students and teachers
- Expectations for teachers including non-negotiable aspects of planning and practice.

Develop and document a comprehensive assessment plan to include -

- Assessment schedule for all data /evidence collected - incorporating academic and student wellbeing data

- Timeline for monitoring data
- Procedures for communicating data - feedback to students, parents, school community
- Formal, regular opportunities for discussion and analysis of data

#### Parent and community engagement and partnerships

Students, staff and families engage, with a collective voice, to develop a strategic plan in order to build the reputation of St. Aloysius school to

- sustain the school and reflect its interconnectedness to the local environment bringing faith, life and culture together.
- develop positive and respectful relationships