

# St Roch's School Glen Iris

## 2022 Annual Report to the School Community



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## Minimum Standards Attestation

I, Angie Mastoras, attest that St Roch's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 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.

24/03/2023

**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](http://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

**St Roch's is a nurturing, socially just community.**

**We inspire a passion for learning and excellence, and we are a living testament to our Catholic story.**

### **WALKING TOGETHER**

***'Do to others as you would have them do to you.'* (Luke 6:31)**

***Our theme for 2022 of "Walking Together" reminds us of the presence of God in all aspects of our life journey. Through the challenging times and through the times of celebration and success, God is with us and guides us in our thoughts and actions.***

***"Walking Together" also encourages us as a school community to listen to the needs of others, to treat each other with respect and compassion and to use our gifts and talents for the betterment of others.***

## School Overview

St Roch's Parish Primary School first opened in 1924 and then moved to its present site in Glen Iris in 1930. The buildings are a blend of the original construction and more contemporary extensions, which were added in 2012. It is named after St Roch, a 13th century French saint. Roch was also the second name of the founding pastor, Father Patrick Roch Loughnan, who was Parish Priest from 1927 to 1958. The school continues to enjoy a strong relationship with Father Gallacher, our Parish Priest and the Parish. St Roch's Parish Primary School is the only Australian School with this name. The school motto is 'Virtus Sola Nobilitas' – 'Virtue Alone is Noble'.

St Roch's Parish Primary School is a small co-educational Catholic school with an enrolment of 150 students in 2022. Each child is known by name and this special connection enables each student to shine and have opportunities to build confidence, resilience and leadership. Families enjoy the benefit of being together throughout the formative years of their student's education. We are a happy, warm and welcoming community. We recognise that every child is an individual, and we nurture the social and emotional learning of all in our community. We have high expectations and value academic excellence. The care, safety and well-being of our students is a fundamental responsibility of all within our school.

Our Vision Statement directs all academic, social, emotional and creative endeavours developed by staff and parents to support our students, staff and the wider community. Our emphasis is on creating a safe and nurturing environment where each child is known by name and 'every face has a place'. Students are not only cared for, but are encouraged to achieve their very best and continually grow. We aim for all of our students, as learners in a Catholic school, to be confident, resilient and discerning well-rounded individuals.

Each student, parent and member of the wider St Roch's family is valued and an important part of our community. Our focus on the wellbeing of all ensures that everyone belongs and feels connected. In the spirit of welcome, the proposed changes to the entrance to our school will be paramount in enabling all who enter to feel valued and connected.

'A small school with a big heart,' a statement developed by parents to describe what makes St Roch's School unique, remains a true representation of our school's identity.

Our school motto "Virtue Alone is Noble" personifies this task and aligns with our evolving themes over the last three years – 'Listen with Hope, New Encounters, Future Actions and in 2022 - Walking Together, where we inspire each other, our students, families and community to encounter each other in faith, hope and love.

St Roch's school epitomises a culture where the Gospel values are lived out daily and are central to the way our community of students, staff, families and parish connect. St Roch's Parish Primary School prioritises the differentiation of teaching and learning for each student, realised through consistent and collaborative curriculum delivery and enlivened by our Catholic faith.

## Principal's Report

At St Roch's Parish Primary School we seek to develop motivated, creative and independent learners who demonstrate strong social values and are capable of making a difference in their community and their world.

Our approach to learning is multidisciplinary. We build our students' literacy, numeracy and technology skills alongside content knowledge through a variety of subject areas, including STEM, Visual and Performing Arts, Physical Education and Italian. Our students are educated and inspired through rigorous, relevant, engaging and personalised learning opportunities. Goal Setting by students to develop ethical, intercultural, personal and social capabilities and critical and creative thinking becomes a priority at the beginning of each term with a focus on Wellbeing and Learning Styles. Students evaluate their learning goals and these are shared at parent/teacher interviews and through SeeSaw posts throughout the year. We highly value giving feedback to parents and students.

Learning is personalised, and all students are challenged to maximise their potential. Opportunities for enrichment and intervention are offered throughout the school, ensuring the needs of each student are met and support students to build their self-confidence and reach academic goals.

Our work in 2022 in the Schools Improvement Learning Collaborative underpins our belief in the impact of having shared beliefs & understandings where all staff share the responsibility for every learner within our school.

Sharing and accepting responsibility and accountability is the first step in knowing every learner - and knowing where every learner is on their learning trajectory.

A variety of additional programs and extracurricular activities are also offered, including sporting, instrumental music and performance opportunities, clubs, and technology based activities including coding and robotics.

A highlight for our school was the employment of an Art Teacher to teach Art from Prep - Year 6 each week. The work of the students in their hour long weekly art lesson culminated in our biennial Art Show titled - 'A Walk in Winter Wonderland.' This was a celebration of learning, particularly in the area of Visual Arts, and students were delighted to show their art pieces.

Additional time and personal were invested in our Intervention and Extension Programs. The Literacy Leader facilitated the ERIK Program for Year 1 students and students from Year 2 - 4 attended Reading intervention with an expert teacher. The Mathematics Leader facilitated intervention and extension groups each week and additional resources were purchased to support these programs. This initiative was a direct response to the interrupted learning of the previous two years.

In order to build on our strong student well-being focus and in response to parent and student MACSSIS survey results our community continued to build our knowledge and resources in the Positive Behaviours for Learning space. Time and personal were invested in professional learning for staff and families were engaged in assisting to develop our motto - Every child, Everybody, Every Day, our three expectations, develop branding and possible marketing in readiness for the launch in 2023.

Staff developed a comprehensive learning profile on each student through regular assessment, observations and learning conversations. Staff added Essential Assessments in Mathematics to

their repertoire to give comprehensive data on students Mathematics understanding pre- and post-instruction.

In 2022 due to the large cohort of Year 5 and 6 students the Consultative Committee decided to introduce a class of Year 5s and a class of Year 6s as the senior school instead of combining the Year 5 and 6 students into two 5/6 classes.

The Executive Leadership Team consisted of the Principal, Deputy Principal, Student Wellbeing, Learning Diversity & Literacy Leader, Nadine Bolton and the Religious Education Leader and Learning and Teaching Leader, Louise Bolton. Together with the extended Leadership Team - John Sandy, Mathematics Leader and Cassie Jensen, Digital Technologies & ICT Leader, we worked with our staff, including Classroom Teachers, Learning Support Officers, Administration Staff and the Business Manager to ensure that all decisions were discussed and acted upon with transparency. Our ways of working continued to ensure that there was team work and collaboration was first and foremost. I am grateful to Father Gallacher who has always walked with me through many decisions and his wisdom has provided support throughout the year. We are grateful to all the members of the School Advisory Council for their continued advice.

We were excited to be able to invite Dr Michelle Ananda-Rajah, the Federal Member for Higgins, our Parish Priest Father Gallacher, members of our School Advisory Council, invited guests from Melbourne Archdiocese of Catholic Schools, our families, staff, students, parishioners, neighbours, architects, builders and other honorary guests to the opening of the Outdoor Classroom. We gathered as a whole community to celebrate the Queen's Jubilee with a Garden Tea Party. This event was the culmination of the work of Louisa McCann and Julie Meseha, two parents who were successful in their application for a grant towards the Plant a Tree for the Queen's Jubilee Program. Seven Kanooka Gum Trees were planted in August. One tree for each decade of service to honour the legacy of Her Majesty, Queen Elizabeth the second representing her 70 years of service to Australia and the Commonwealth. A Shade Sail was constructed to complete the area to create a space to teach our students about our environment in this ever-changing world. We are grateful for the work of Marty Stow, Marcus Thomas, James Bawden and all of our parents whose tireless work at Working Bees contributed to the ambience in this space.

2022 Comparative Domain Radar for Students in Years 4-6 indicate positive results for the following areas: School Belonging, Rigorous expectations, Students engagement, School climate, School teacher-student relationships, Learning disposition, Students safety, Enabling safety, Students voice, Catholic identity.

Our focus for 2023 will include the strength of the social connection between teachers and students within and beyond the school.

2022 Comparative Domain Radar for Staff also shows outstanding results well above the MACS Average. This reflects the commitment and pride that is so evident across all the staff at St Roch's.

2022 Comparative Domain Radar for Families also indicates very positive results that are above the MACS Average, in the following areas: Family Engagement, Barriers to Engagement, School Fit, School Climate, Student Safety.

In spite of the last 2 years of unsettled, interrupted learning as a result of the COVID-19 pandemic, it is our pleasure to share these brilliant results.

Our school has an amazing parent community who look to participate in the life of the school through the Classroom Helpers Program and Parents and Friends Committee. Events such as

the Welcome Evening, Art Show, School Disco, Tournament of the Minds, School Spirit Sports, Debating, Lego Robotics Competition, Learning Expos, Whole School Liturgies and School Assemblies and Mini Vinnies contribute to this success and enhance our Family Engagement. The Parents and Friends Committee were a vibrant group of committed people who worked so hard to bring our community together.

Our school welcomes all members of our community, including the youngest members for some wonderful initiatives run by our staff and families, A preschool play group for siblings of current students, future students and children from local kindergartens provides opportunities for families to encourage social development through play. We were grateful to Jess Mount for all of her work and the hours spent preparing for these sessions.

2022 saw us expand our Prep Transition program to include Story time and Art sessions for preschool children and upcoming Prep students.

We thank all of our students, families, wider community, and staff, particularly Nadine Bolton the Deputy Principal, for their commitment to the successes we experienced during 2022.

Angie Mastoras

Principal

## Parish Priest's Report

It was a relief to have a full year of St Roch's life again, especially the rhythm of sacramental and other religious activities in our parish school.

I appreciated the opportunity to visit classes, celebrate whole school Masses twice a term and a Sunday family Mass for each year level. On St Patrick's Day I joined our Year 6s at the cathedral for Mass with Archbishop Comensoli, which we followed with a tour of the cathedral. On Ash Wednesday we celebrated a liturgy of the Ashes in our parish church.

The children spent many weeks preparing the annual Holy Week re-enactment. It was the most beautiful and prayerful re-enactment we have had to date, with our children, parents and staff so reverent throughout.

We held retreat days and family nights for our children as they prepared for and received First Reconciliation, First Communion and Confirmation.

Our school principal and deputy, Mrs Angelina Mastoras and Mrs Nadine Bolton, were a delight to work with. I continued to be inspired by their genuine love and concern for our students. The relationship between the Parish Priest and school leadership is a key relationship in any parish, and I am grateful for the strength of that relationship that deepened throughout 2022.

I am sure that all our activities as a parish school in 2022 brought us closer to Christ, and I look forward to more of the same in the future!

Rev. Fr Michael Gallacher JCL

Parish Priest

## School Advisory Council Report

The purpose of the Parish Education Council is as an advisory body to our Parish Priest Fr Gallacher, our Principal Mrs Angie Mastoras and to the staff of the school in all matters relating to the school's directions, goals, programs, and policies. 2021 was my second year on the council and it provided me with great insights into the numerous ways Fr Gallacher and each of the St Roch's staff members contributes to not only the running of the school but also importantly building a caring and nurturing culture for our community.

Just when we hoped we were through the worst of COVID in 2020, 2021 proved to be as equally challenging as 2020. The complexity of providing a supportive and functioning school and parish community during such an uncertain and stressful time cannot be underestimated. Who can honestly say they knew all the rules.

I would like to take the opportunity to again thank Fr Gallacher, Angie and all the staff who selflessly supported the entire school community through this difficult period. We can truly say our children are in the best and most caring of hands at St Rochs.

It is great to see 2022 start of well by avoiding remote learning despite COVID circulating in the community.

Again I must thank Fr Gallacher, our Principal Mrs Angie Mastoras and to the staff in managing Parish and School life during this time.

The St Rochs community thanks you.

Matthew Moylan

Chair

St Roch's Parish Education Council

## Catholic Identity and Mission

### Goals & Intended Outcomes

#### Goals

To build teacher knowledge of the progression of Learning for Religious Education around the content descriptors and the achievement standards.

To build whole staff spiritual formation to support the individual faith development and knowledge of the staff relevant to the Gospel of Luke.

To collaboratively design and implement the learning and teaching in Religious Education through the implementation of the Pedagogy of Encounter Inquiry Process.

To explore evidence using the achievement standards across Prep to Year 6.

To create, analyse and moderate assessment that aligns with the standards and to then use this assessment to inform learning and teaching.

#### Intended Outcomes

To embed a process to support teachers in the collaborative design of Learning and Teaching in Religious Education.

To understand the standards across Prep to Year 6 from Curriculum Framework.

#### Achievements

Religious Education is at the centre of both the formal and informal curriculum and provides the foundation from which the school's vision statement is enacted. The RE program is guided by the Religious Education Curriculum Framework and the overarching Horizons of Hope framework. The inquiry-based approach to planning and teaching Religious Education within the classroom through the 'Pedagogy of Encounter' is how the school is enhancing Catholic identity.

The values of Belonging, Respect, Equity, Justice and Excellence were identified by our students as those that best represent our school. We are proud of our Catholic faith and tradition, which is embedded in our Religious Education program, our connection to our Parish and is lived out in our daily lives. We offer our students a rich learning and teaching program based on the Gospel values.

Our school theme for the 2022 year was 'Walking Together', which continued to be the focus for all activities, discussions and planning throughout the year. Based on the scripture, "Do to others as you would have them do to you". (Luke: 6:31), our theme of 'Walking Together' reminds us of the presence of God in all aspects of our life journey. Through the challenging times and through the times of celebration and success, God is with us and guides us in our thoughts and actions. 'Walking Together' also encourages us as a school community to listen to the needs of others, to treat each other with respect and compassion and to use our gifts and talents for the betterment of others.

Prayer is always an integral part of daily learning at the beginning and end of each day. Class, year level and whole school prayer opportunities also occur regularly, for example Whole School Rosary, Preps in Pyjamas and Remembrance Day Liturgy.

The Religious Education Curriculum is supported with Professional Learning Meetings and Facilitated Planning ensuring professional dialogue and collaboration between all staff.

A strong focus on social justice opportunities was facilitated by the Year 6 Leaders each term. Our 'Year 5 and 6 'Mini Vinnies' group continued to support Caritas Australia, CatholicCare, St Vincent de Paul 'Winter Appeal' and the Malvern Emergency Food Fund to support local and wider communities.

Whole school fortnightly assemblies gave us the opportunities to share our faith. The Parish weekly bulletin is also shared with families each fortnight to support the connection between families and the Parish.

Our Staff Formation Day was based around developing staff understanding of the Gospel of Luke through workshop discussions and experiencing forms of prayer such as Benediction and the Examen Prayer.

Religious Education is at the centre of both the formal and informal curriculum at St Roch's and aligns with our Vision Statement: 'St Roch's is a nurturing, social and just community. We inspire a passion for learning and excellence and we are a living testament to the Catholic story'. We have a whole school collaborative approach to the planning and implementation of Religious Education sessions using the Pedagogy of Encounter process, enabling rich, relevant student learning.

#### VALUE ADDED

- Professional Learning Meetings (PLM) build understanding of the RE standards, ensuring that the three strands of the RE Standards: Knowledge & Understanding, Reasoning & Responding and Personal & Communal Engagement are balanced across units of work
- Collaborative Planning in Level Teams during Whole School Planning Days
- School Closure Day to provide staff faith development: 'Walking Together' - facilitated by Fr Michael Gallacher.
- PLMs and Facilitated Planning provided opportunities to collaboratively moderate work and plan Assessment opportunities
- Termly staff audit of the Curriculum Framework, highlighting learning descriptors and standards achieved for each term's unit of work
- Year 3 Reconciliation Program, Year 4 First Holy Communion Program and Year 6 Confirmation program were taught and students received the Sacraments
- 'Preps in Pyjamas' enabled our Prep families to join together, with a focus on promoting regular prayer opportunities
- Social Justice initiatives included Caritas Appeal, St Vincent de Paul 'Winter Appeal', Malvern Emergency Food Fund ...

- Liturgies and Prayer Assemblies for Remembrance Day, CatholicCare Family Week, St Roch's Feast Day and Catholic Education Week
- The Rosary was prayed during the month of October for Prep to Year 6 with staff and students and parents were invited
- The Holy Week Reenactment was a reverent and spiritual experience for students, staff and families
- Prep students performed the Story of the Nativity to parents onsite, which was then shared with our community via video
- Graduation Mass was enjoyed by our Year 6 Leaders and their parents, supported by the whole school, with a 'passing of the light' to our Year 5 'future' leaders.

## Learning and Teaching

### Goals & Intended Outcomes

#### Goal 1:

To build consistent practice of Descriptive Student Feedback, Peer and Self-assessment that shows evidence of differentiation for each child.

#### Intended Outcome - English:

To build teacher knowledge around the progression of learning in all areas of English, particularly developing effective strategies around extending students in the top two bands.

#### Intended Outcome - Mathematics:

To build teacher knowledge around the progression of learning in all areas of Mathematics, particularly developing effective strategies around extending students in the top two bands.

#### Goal 2:

To develop effective, expected practices to build teacher capacity through the use of High Impact Strategies.

To use assessment strategies to develop differentiated learning opportunities for students.

#### Intended Outcome - English:

To develop effective, expected practices to build teacher capacity through the use of High Impact Strategies.

To use assessment strategies to develop differentiated learning opportunities for students in all areas of English.

#### Intended Outcome - Mathematics:

To develop effective, expected practices to build teacher capacity through the use of High Impact Strategies.

To use assessment strategies to develop differentiated learning opportunities for students in all areas of Mathematics.

#### Goal 3:

To develop a culture of continuous explicit student feedback opportunities using the most recent data available.

#### Intended Outcome - English:

To develop explicit student feedback opportunities to allow students agency of their own learning with consideration of the top 2 bands in all areas of English.

#### Intended Outcome - Mathematics:

To develop explicit student feedback opportunities to allow students agency of their own learning with consideration of the top 2 bands in all areas of Mathematics.

## Achievements

- The School Leadership Team has embedded a strong improvement agenda for the school, with explicit and clear school-wide targets that have been set and communicated to families, teachers and students. A structured planning cycle continued to be used for Integrated Inquiry planning. This included a provocation, professional learning about the curriculum area and the development of a Prep to Year 6 Learning and Teaching Statement, which integrated conceptual understandings, student skills and consideration of the Catholic context around the learning. The second stage was a full day of planning for class teachers, with Stage Three providing an opportunity for facilitated planning during the teaching of the Inquiry topic for teachers in each year level team.
- Prep to Year 6 students' reading development was assessed throughout the year using the Fountas & Pinnell Benchmark Assessment System. Staff completed online and onsite assessments with students to track progress and to identify individual and whole class reading goals. This data was recorded on a digital data wall, allowing growth to be monitored by staff. The learning and teaching cycle was developed from the students' starting points. Learning Sprints and Reading Intervention Programs were established to provide 'point of need' instruction to those students identified as operating below expected level. This data and progress was monitored closely by the Literacy Leader and the Leadership team.
- Professional Learning Meetings and facilitated planning sessions for teaching staff, supported by Leaders in Religious Education, Learning & Teaching, Literacy and Mathematics to build teacher capacity in personalising learning through the use of data and feedback on the achievement, growth, strengths and weaknesses of individual students.
- Case Management Meetings were embedded into our Learning and Teaching, with teachers discussing 'High Impact Teaching Strategies' on collaborative teams and implementing successful Learning Sprints as a result.
- Facilitated planning in Literacy and Mathematics was focussed on building teacher knowledge around extending students who were operating in the top two NAPLAN 'bands in Reading and Place Value.
- Throughout 2022 students continued to regularly participate in a wide range of specialist subjects, including Physical Education, Italian (LOTE), and Performing Arts. The biannual Art Show in July was a highlight of our year. Titled 'A Walk in Winter Wonderland' and our specialist Art Teacher provided the students with opportunities to create artwork that filled our hall with an array of pieces that embraced the theme.
- Prep to Year 6 students also engaged in weekly STEM lessons with a specialist teacher focusing on the areas of Science, Technology, Engineering, and Mathematics. Students participated in National Science Week when they engaged in scientific experiments and explored science in their everyday lives.
- Cyber Safety incursions occurred for students both in person and online ensuring students understood how to be safe when learning online. Cyber Safety Professional Learning for Staff was delivered by external consultants to develop teachers skills and capacity to ensure they are providing safe and effective learning and teaching opportunities for their students. Additionally, a number of Cyber Safety education sessions were offered to our parent community to support a collaborative approach to keeping students safe online.

- A Robotics program was run by the STEM specialist teacher for Year 5 and 6 students. Students participated in the program throughout the year. Students worked towards participating in the First Lego League competition where they were encouraged to apply a range of skills and knowledge developed through STEM lessons, which included critical thinking, problem-solving, innovation, design thinking and coding.
- Differentiation of student learning was a priority in all planning and reviewing of work submitted, with modifications being made to future tasks as required. Students identified on the Nationally Consistent Collection of Data were monitored by all leaders and teaching staff, including Learning Support Officers. The Learning Diversity Leader coordinated and led interventions, and Learning Sprints were implemented in collaboration with the Learning & Teaching Leader, Literacy and Mathematics Leaders and the Learning Diversity Team. Ongoing formal and informal and regular targeted assessments were undertaken in accordance with the school's assessment schedule. Personalised Learning Plans and Adjustment documents continued to be prepared and evaluated each term and were monitored during Learning Diversity Facilitated Planning sessions, ensuring that programs and interventions met the individual needs of the students. These were then shared with parents during Program Support Group Meetings.
- Time was allocated at the beginning and end of year for individual teachers to assess, collect and analyse data in reading and writing across the school. This data together with ongoing data collected through teacher observations and professional judgement was used in facilitated planning with the Mathematics and English Leaders to plan explicit and differentiated teaching and learning opportunities.
- The collaborative maintenance of a Prep to Year 6 Reading and Place Value digital data wall by the Literacy and Mathematics Leaders continued to be a place to record data that could be accessed by all staff and was used as a vehicle to monitor the achievements of every student. Insightful conversations at these walls during Professional Learning Meetings and at Case Management Meetings. A 'student of wonder' from the data walls was selected by the classroom teacher and brought to the Case Management meeting where staff collaborated and chose high impact strategies that would support the growth of the student.
- Our School Data Plan evolved into a 3 tier system that states the purpose of every assessment tool used. It also refers to how that Assessment tool is implemented and how the data is used for future Learning and Teaching opportunities.
- The partnership with staff from Melbourne Archdiocese Catholic Schools continued to support school Leaders in their professional development and advice in Learning Diversity, Learning and Teaching, Literacy and Mathematics continued and was highly valuable throughout this year. We were grateful to staff from the Eastern Region Office who supported our leaders and our staff and students.

## STUDENT LEARNING OUTCOMES

NAPLAN results in 2022 showed that our students performed above State and National cohorts.

Our Year 3 results show that across the areas of Reading, Writing, Grammar and Punctuation and Numeracy, were above the state average.

In Year 5, we are extremely proud of our results in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy, with results also showing that we operated above the state average in all areas. A particular strength is Numeracy.

Our intervention and extension programs involving dedicated teachers and Learning Support Officers and resources have added to the exceptional work of our classroom teachers and have contributed to this success.

The NAPLAN Five Year Trend Report from 2018 to 2022 shows an upward trend across those years and results indicate that we continue to operate above the National and State average every year.

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	-	96.6	-	100.0	3.4
YR 03 Writing	-	100.0	-	100.0	0.0
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	-	92.9	-	100.0	7.1

\* 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

#### Goal:

To build skills and strategies to enhance students' resilience and relationship building capacities.

#### Intended Outcomes:

To develop school wide, consistent classroom strategies and practices that support the individual wellbeing needs of each student.

To provide opportunities for students to develop strategies to enhance their resilience, wellbeing and relationships with others.

To develop consistent schoolwide and classroom strategies and practices that support student wellbeing.

To implement strategies through involvement in Positive Behaviours for Learning to support staff and students to develop consistent, school wide strategies that support student wellbeing.

To collaboratively design and implement the learning and teaching in Wellbeing through the implantation of the Capabilities curriculum.

To explore evidence using MACSSIS data, PAT Wellbeing Data and the EXCEL Guidelines to identify needs and create opportunities for cognitive growth in addition to the skills of social emotional learning.

### Achievements

- We continue to create opportunities for students, staff and families to enable a smooth transition to school for all by dedicating the first four weeks of the school year to Wellbeing. We select the value of Belonging to be our focus during Term 1 to enhance this transition and to promote a sense of belonging for all. Before the students begin the year they attend a 30-minute one on one interview with their classroom teacher to undertake assessments and to spend uninterrupted time with their teacher in their new classroom. This allows a positive relationship to be established before the school year begins. Although these days are dedicated to assessment, we are also strongly committed to having structures in place to support the students' wellbeing ensuring that the beginning of the year is a positive, welcoming start for all students, parents and staff.
- Leadership and staff committed to our second year of participating in professional learning in the Positive Behaviours for Learning (PBL) Framework. Two school closure days and eight Professional Learning Meetings were dedicated to Positive Behaviour for Learning for staff professional development. Once our motto 'Every Child, Everybody, Everyday' was established the next step was to invite student, parent and staff voice to select our three core values which would anchor all our teaching and learning in this framework. The values of Respect, Responsibility and Resilience were common across the three groups and were chosen to be our Positive Behaviours for Learning values.

The staff collaboratively created our Positive Behaviour for Learning Expectations in three learning spaces to build our Behaviour Matrix. Further work to create a Minor and Major Behaviour Management Flowchart ensured we had a clear process in place to identify behaviours and intervene using a consistent approach.

- Staff continued to engage in using a Restorative Approach to maintained positive relationships between students within the school. Staff followed this approach to support students to repair relationships if they have been damaged. Students are supported to complete a Student Reflection Form as a way to reflect on how their behaviour has affected another student and how they will make things right.
- External consultants led Parent Seminars on Transitioning to School, Managing Big Emotions and Cybersafety. The health and well-being of all in our community remains of utmost importance and our school psychologist supports students, staff and parents. A Professional Learning Meeting, led by the school psychologist was held for staff to build knowledge and skills in catering for the needs of our neuro diverse students.
- All members of the Leadership team committed to establishing and modelling positive ways of working to ensure teams worked collaboratively in planning and teaching.
- Father Gallacher communicates his gratitude and appreciation of the staff and the work they do to positively impact the students of the school and parish at the School closure day at the beginning of the school year and at our Staff Faith Formation Day. Staff feel valued and appreciated.
- The Parents and Friends Committee treated staff to an extraordinary morning tea to thank them on World Teacher's Day. All staff were made to feel very valued and appreciated.

#### VALUE ADDED

- Leadership enabled two classroom teachers who are passionate about Wellbeing to be released each fortnight to attend the Wellbeing meetings with the Student well-being Leader. As a wellbeing team they created Wellbeing lessons and Circles to be used by the teachers in the classrooms. The focus of the Circles was student well-being, child safety and establishing positive behaviour for learning.
- Two students from each classroom from Prep - Year 5 were elected to join the Student Representative Council (SRC) in Semester One and Semester Two. The SRC representatives participated in Circles related to building relationship skills, social awareness, self-management, responsible decision-making and/or self-awareness as well as important events such as Harmony Day, Day for Daniel, Cybersafety, Jump Rope for Heart and Child Safety. These students met fortnightly with the SRC School Leaders and Wellbeing Team members to participate in a Circle and then to lead this Circle in their classroom with support from the classroom teacher. They also had opportunities to share initiatives to enhance the well-being of students.
- Articles published in the newsletter each fortnight from the Wellbeing leader or school psychologist supported our families throughout the year.

- 'About Real Life' - Understanding Human Sexuality sessions were conducted with Sue Pain from Prep to Year 6.
- Wellbeing Folders continued to be updated for all staff and Casual Relief Teachers to support our students and maintain consistency of practice across our school.
- Staff participated in the Positive Behaviour for Learning initiative led by Roland Wans from MACS and the Wellbeing team throughout the year during Professional Learning Meetings.
- Staff assisted by the well-being leader consistently supported students to complete the Student reflection Forms as part of Restorative Practices.
- Students arrive into the classroom at the beginning of the day and participate in a consistent routine of roll, prayer and sharing how they are feeling. Teacher's can immediately tune into students who may need additional emotional support on any given day.

## STUDENT SATISFACTION

The MACSSIS Data showed:

- MACSSIS Student survey (School Belonging) 5.1, 5.2, 5.5, 5.7 (Year 4/Year 6 above MACS average)
- MACSSIS Family data (School Climate) (well above MACS average and improved from 2021)
- MACSSIS Staff Survey Domain 11 (Collaboration in teams 100% for teaching staff)
- MACSISS student survey (School Climate) 3.2, 3.4 (above MACS average)
- MACSISS Family survey (School Fit) 3.1, (School Climate) 4.2 (above MACS average and improved from 2021)
- MACSSIS Staff survey Domain 13 (Collective Efficacy) all items are 100% for teaching staff
- MACSSIS Family survey student safety (above MACS average and improved from 2021).

## STUDENT ATTENDANCE

At St Roch's we have strong student attendance. This is reflected in the high level of engagement which is identified in the school data. Students are encouraged to arrive at school at 8:30am, so they can engage in supervised play with friends on the playground. The bell sounds at 8:45am and the day begins with a whole school Morning Greeting from the Principal, Leadership Team and Staff each Monday morning. Tuesday to Friday students line

up in their class groups when the bell rings at 8.45am and either the Principal or the Deputy Principal asks students to walk responsibly to their classrooms.

This practice of only gathering as a whole group for an extended morning greeting on a Monday morning was introduced to reduce students feeling overwhelmed on arrival and allows for the smooth transition of students arrival at school and entrance into the classroom. Any student who arrives after the 8:50am start time is required to be signed in by their parent/carer at the Front Office, where an Office Manager, Learning Support Officer or Leadership Team member escorts the child to their classroom. This consistent process ensures we minimise disruptions to class learning time.

Attendance reports are printed at 9.15am and in the event a child is marked as absent with no explanation, a call is promptly made to the parent or emergency contact to confirm the child's absence. If a student is absent for a prolonged period of time or with regular frequency, the Principal or Deputy Principal will make direct contact with the parents/carers. Records are maintained of such contact. In certain instances, this communication will be given in writing.

Families are regularly reminded, via the school newsletter, of their obligation to send their children to school on a consistent basis, and that reasons for absenteeism are to be legitimate and in writing to the classroom teacher and Office Manager. Absences other than ill health may be directed to the Principal.

Attendance Reports are printed daily and are collated and checked by the Principal who looks for patterns of non-attendance. Should concerns arise, the parents are contacted and invited to meet with the classroom teacher and the Principal to resolve the underlying issue.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	88.8%
Y02	88.9%
Y03	90.1%
Y04	89.2%
Y05	87.5%
Y06	87.5%
Overall average attendance	88.7%

## Child Safe Standards

### Goals & Intended Outcomes

St Roch's Parish Primary School continues to hold the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the gospel. Our school acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community. Child Safety remains a priority at all events, during all meetings and in all areas of school life.

Victoria's Child Safe Standards are a set of mandatory requirements to protect children and young people from harm and abuse.

Changes were made to make our Standards even stronger. The new Child Safe Standards came into force on 1 July 2022 and we ensured that our staff and community as well as the School Advisory Council were briefed on the changes.

The 11 Standards, now include new requirements such as:

- involving families and communities in organisations' efforts to keep children and young people safe
- a greater focus on safety for Aboriginal children and young people
- managing the risk of child abuse in online environments.

Professional boundaries have been reinforced with all staff members and volunteers, as have obligations regarding the protection and reporting of allegations or disclosures of abuse.

We have continued to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.

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

The Child Safety Officer, Wellbeing Leader and all members of the Wellbeing Team meet on a regular basis discuss Child Safety.

### Achievements

- The embedding of policies and commitments into everyday practice.
- Child Safety Standards remains a regular agenda item at School Advisory Council meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed
- Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and student's management, duty of care, and reporting requirements
- Staff are informed of the new Victorian Child Safe Standards
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' via Professional Learning Team Meetings.

- Professional learning of teachers, non-teaching staff and volunteers.
- All teaching and non-teaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually.
- Staff, visitors and volunteers are required to comply with Child Safety requirements and are provided with regular briefings on acceptable behaviours and are required to read and sign the school's Child Safety Code of Conduct every time they enter the school site.
- Staff members have completed the Victorian Department of Education and Training's Mandatory Reporting eLearning modules.
- The school's Child Safety Action Plan focused primarily on the promotion and participation of student empowerment. Providing students with a voice is critical in ensuring their well-being and safety.
- Education about Child Safety was conducted. This culminated in the development of a 'Child Friendly Code of Conduct' developed and reviewed by the Student Representative Council (SRC) and communicated to students via relevant learning opportunities and made available to the broader school community via the school website.
- Staff members have completed the Victorian Department of Education and Training's Disability Standards for Education eLearning modules.
- Harmony Day addresses cultural inclusion and our Religious Education and Inquiry units ensure that cultural diversity is highlighted in the teaching and learning.
- The Wellbeing Team consists of the Principal, Deputy Principal, the Wellbeing Leader, the Religious Education Leader, and the Learning Diversity Leader. They work alongside staff to provide a range of supports for all students. The Wellbeing Team meet to outline the role of each person for the year, meet fortnightly (or when deemed necessary), liaise with staff and parents to support identified students, liaise with community/outreach organisations, for example, Catholic Education Melbourne personnel, CatholicCare and external specialists, refer to Government Policies and Regulations and update the staff and community. The Wellbeing Team liaise with the Occupational, Health and Safety Officer to ensure all safety measures are in place and meet guidelines.
- St Roch's Parish Primary School continues to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'
- The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via parent information nights, the school newsletter and website.
- A review of all Child Safety Standard documents took place in consultation with the School Advisory Council to ensure that they remain relevant.
- We continue to implement explicit Human Resource practices ensuring the suitability of any staff member or volunteer permitted to participate in 'Child Connected Works'

- To achieve this the school implements rigorous screening processes which have a child safety focus and include: Position advertisements, Position descriptions, Referee Checks, Key Performance Indicators have a Child Safety focus, Victorian Institute of Teaching Registration (VIT), Working with Children Checks & National Criminal Record Checks, Screening of Casual Relief Teachers, Contractors and Volunteers.
- All staff, visitors and volunteers go through the school's induction process and must comply with all requirements.
- Each event, excursion and incursion is scrutinised using St Roch's Risk Management Plan to ensure that the safety of all is considered prior, during and after an event.
- Our COVID Safe Plan is updated according to the updated announcements and Operations Guide from the Premier and Chief Health Officer as well as Catholic Education Commission of Victoria and Melbourne Archdiocese of Catholic Schools.

## Leadership

### Goals & Intended Outcomes

#### Goal

To ensure the differentiation of teaching and learning for each and every student is realised through consistent and collaborative curriculum delivery, informed by data and enlivened by our Catholic faith.

To ensure focusses professional learning occurs at Professional Learning Meetings.

#### Intended Outcomes

To strengthen our ways of working and collaborating as a team of professionals.

To deepen our understanding of teacher capacity in all learning areas to inform Professional Learning through The School Improvement Learning Collaborative (SILC) and Positive Behaviours for Learning (PBL).

To provide opportunities for staff members to tailor their professional learning to individual needs and passions.

To provide professional learning for staff based on the learning from SILC, Simon Breakspear and PBL to improve student outcomes and effective teaching practices as a leadership team.

To refine our Curriculum Data Plan from Years Prep to Year 6 in collaboration with staff and informed by effective practice.

#### Achievements

- We were privileged to continue to be a part of School Improvement Learning Collaborative (formerly The Learning Collaborative) for the third year of our intake. This professional learning led by Lyn Sharratt, a highly accomplished practitioner, researcher, author and presenter made possible by the Eastern Region focuses on increasing each student's growth and achievement by working alongside leaders and teachers to put FACES on their data, taking intentional action to make equity and excellence a reality for all students. We were also involved in professional learning led by Simon Breakspear and Ryan Dunn.
- We shared this deep learning with staff through Professional Learning Meetings, Facilitated Planning and School Closure Days and our community through our newsletter, Conversations with the Principal and Family surveys.
- Our aim was to build the capacity of teachers to analyse data that would inform best practice and enable student growth to be maximised. We continued to co-construct a data wall to initiate discussions about Students of Wonder that we could support through Case Management Meetings. We embedded leader understanding of the high yield strategy of learning walks and asking the five key questions to students that would inform our professional learning:
  1. What are you learning? Why?
  2. How are you going?

3. How do you know?
  4. How can you improve?
  5. Where do you go for help?
- Students' responses informed educators of the effectiveness of their teaching and what enhancements and modifications need to be made.
  - Case Management Meetings continued during PLMs to support student learning and offer further teacher professional learning around effective instructional strategies.
  - Leadership School Improvement Meetings focused on data, Learning Walks and Case Management Meetings as well as exploring aspects of the Waterfall Chart. Work around 'feedback' continued to enable student feedback and parent feedback.
  - Weekly School Improvement as well as Day to Day Management Leadership Meetings are held to maintain transparent and cohesive links, involving the Principal, Deputy Principal, Religious Education Leader, Learning Diversity Leader, the Student Wellbeing Leader, the Wellbeing Team, the Digital Technologies Leader, the Literacy Leader and the Mathematics Leader.
  - 'Ways of Working' were reviewed regularly to ensure staff collaboration and professional working relationships.
  - Leaders attended network and cluster meetings to support them throughout the year and share with staff at Professional Learning Meetings. Staff were encouraged to attend professional development to enhance their expertise.
  - Formal and Informal Annual Review Meetings are conducted for all staff.
  - All Policies continued to be rebranded and reviewed according to Melbourne Archdiocese Catholic Schools guidelines.
  - The Principal and the Staff Representative/Deputy Principal attended School Advisory Council meetings.
  - The Principal and Deputy Principal attended Parents and Friends Association Meetings. Prep 2022 Information Evening and Orientation sessions were held for prospective Prep children.
  - The staff at St Roch's undertook continued professional learning in Emergency Management with this course outlining the emergency procedures relevant to our site. Evacuation maps are displayed on the various exits around the school and the children have been talking about safety in and around the school.
  - The School Audit was conducted by Deloitte. Our Business Manager and Finance Office Manager worked together to prepare and complete the audit and are to be commended for their work.
  - Melbourne Archdiocese Catholic School, School Improvement Surveys (MACSSIS) were conducted by children, parents and staff in September.
  - Year 5 students offered the Michael Grose Leadership Program facilitated by the Deputy Principal and Classroom Teacher – the student submitted a letter to the Principal, attended an interview with the Principal and made a speech to Years 4-6. Voting took place by both Year 5/6 students and staff.

- Year 5 Students participated in the UPP Leadership Program to support their Leadership Program.
- School tours were conducted by our Year 6 Leaders and flyers were displayed on St Roch's enrolment billboards around our community and at kindergartens. Enrolment interviews were conducted and offers made on 31 May.
- Year 6 Leaders attended the GRIP Leadership Day to enhance their leadership skills.
- Flu Injections for staff provided by a local General Practitioner.
- The school audit was conducted by Deloitte. Our school accountant and Office Manager – Finance worked together with the accountant and are to be commended for their work.
- Hygiene protocols and COVIDSafe practices as designated by the Department of Health continued to be implemented.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2022

Professional Learning in which staff participated included:

- About Real Life – Human Sexuality P-6
- Child Safety Standards with Martin Tennant – Safesmart Solutions
- Child Safety – Online Mandatory Reporting Modules
- Child Safety – Emergency Management and Warden Training with Dynamiq
- Child Safety - First Aid Update Qualification for all staff
- Cybersafety – With Carley McGauran and Marty McGauran
- Deb Sukano – Reading and Spelling Professional Development
- Leadership Network Meetings
- Learning and Teaching Network Meetings
- Learning Diversity Network Meetings
- Learning Links – Dyslexia Training for Learning Support Officers
- Literacy Network Meetings
- Mathematics Consultant Whole Staff Professional Development with Ryan Dunn
- Mathematics Network Meetings
- Mick Ymer Mathematics Graduate Day
- Office Managers Network Meetings
- OH&S SafeSmart Safety Practices
- Oliver Library System Training
- Online Training – Disability Standards of Education, Mandatory Reporting

- Parent Seminar: Mindfulness – Immunising our children against stress
- Positive Behaviours for Learning (School Closure Day & PLMs)
- Principal Professional Development
- Principal Network Meetings
- Principal Wellbeing Breakfasts
- Professional Learning with Melbourne Archdiocese of Catholic Schools staff
- Professional Learning Building Resilience with Inform and Empower
- Regional Learning Consultant sessions with the Principal
- Religious Education Network Meetings
- Religious Education Staff Formation Day – St Patrick’s Cathedral, Mary Glowrey Centre, Mary McKillop Center
- SMART Spelling
- Student Data and Assessment Online Professional Development
- Supporting Writing Professional Learning

Number of teachers who participated in PL in 2022	21
Average expenditure per teacher for PL	\$600

**TEACHER SATISFACTION**

Local data, reflections, feedback from parents over the year and from surveys and Conversations with the Principal, feedback from students and teachers from surveys, qualitative comments enabled us to continually improve our practices and reflect on our impact.

Melbourne Archdiocese Catholic Schools – School Improvement Surveys (MACSSIS) are conducted annually for schools in the Catholic Archdiocese of Melbourne. All staff were invited to access MACSSIS.

Our data from 2022 shows that we continue to be above the MACS Average. Our particular strengths include Staff Leadership Relationship, Instructional Leadership, School Leadership Collaboration Around an Improvement Strategy and Staff Safety. Our staff valued the opportunities to work collaboratively and attend various external professional learning.

<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	96.1%

<b>ALL STAFF RETENTION RATE</b>	
Staff Retention Rate	91.7%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	7.1%
Graduate	21.4%
Graduate Certificate	7.1%
Bachelor Degree	71.4%
Advanced Diploma	35.7%
No Qualifications Listed	28.6%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	17.0
Teaching Staff (FTE)	12.2
Non-Teaching Staff (Headcount)	7.0
Non-Teaching Staff (FTE)	5.8
Indigenous Teaching Staff (Headcount)	0.0

## Community Engagement

### Goals & Intended Outcomes

#### Goals

To strengthen teachers' understanding of the role of parent partnerships and establish shared expectations of parent partnerships at St Roch's.

#### Intended Outcomes

To strengthen family engagement through providing opportunities for families to celebrate their children's learning.

To strengthen parent partnerships by providing opportunities for students to share their learning and goals and for teachers to engage in deeper learning conversations with parents.

To provide family information sessions and establish shared expectations of parent partnerships at St Roch's.

To develop and embed strategies to partner with parents in their children's learning through learning conversations, learning walks, assemblies and communications.

To provide opportunities for Parent Information Evenings, Conversations with the Principal, newsletters and Learning Walks to keep parents informed on a regular basis.

To build on current assessment practices in all areas of the curriculum to engage and inform families of their children's learning.

#### Achievements

St Roch's is proud of its strong community spirit. Families returned to start the year of 2022 with a new sense of vigour and commitment to reconnect as community and attended all events with strong numbers. We communicate to families at Open days and at parent information evenings that we enrol families, not just students, and we invest time to get to know each and every person in our community. We are proud of our Catholic faith. We live out the wisdom and justice of the Gospel values in all that we say and do.

We seek to help the children develop their individual identities and build and nurture a strong faith, where they feel a part of the St Roch's Catholic faith community.

At St Roch's we make important connections with the local community, such as local kindergartens, aged-care homes and parishioners. Our staff and students foster sincere relationships within the school and with the wider community. We aim for our students to develop deep understandings of themselves, others and their world.

Classroom Helper Training was undertaken early in the year, with a number of parents involved. These were very well attended as parents were keen to support teachers in the classroom after the past two years. Parents expressed a greater appreciation for and understanding of the role of the classroom teacher and were eager to be involved

The following activities were offered during 2022:

- Welcome Evening for parents hosted by P&F
- Online 'meet the teacher' evening - Parent Information Evening
- Parents and Friends Committee Meetings
- Holy Week Re-enactment
- ANZAC Day Liturgy
- Class Representatives
- Small group Parent Conversations with the Principal to obtain community feedback
- Mother's Day Breakfast and Mother's Day stall led by our P&F
- Father's Day Breakfast and classroom visits and Father's Day stall led by our P&F
- Termly Working Bees in year levels with strong participation by most families
- Sacraments of Reconciliation, First Holy Communion and Confirmation and Sacramental Family Information Evenings
- Preps in Pyjamas Evening of Prayer and Song
- Year level Family Masses re introduced and well attended
- Return to Class Assemblies each fortnight throughout the year. Assemblies now live streamed for families to join remotely.
- Program Support Group Meetings held each term with an option for a Zoom Meeting
- Parent/Teacher Meetings and Parent Teacher Learning Conversations
- The 2022 Art Show 'Walking in a Winter Wonderland'
- Classroom Helper Training sessions in Term 1 and Term 2
- Parent Seminar - Cybersafety
- Graduation Mass and dinner with Yr 6 students, parents and school staff

## PARENT SATISFACTION

Local data, surveys and reflections, feedback from parents, students and teachers, qualitative comments enabled us to continually improve our practices and reflect on our impact.

Melbourne Archdiocese Catholic Schools – School Improvement Surveys (MACSSIS) are conducted annually for schools in the Catholic Archdiocese of Melbourne. All parents were invited to access MACSSIS.

Our MACSSIS 2022 school data reflects that our results are above the MACSSIS Average in Family Engagement, School Fit, School Climate, Student Safety.

## Future Directions

At St Roch's Parish Primary School, we will continue to drive our moral imperative to improve student outcomes in 2023 with a focus on Child Safety and Student Wellbeing at all times, particularly with the introduction of the Positive Behaviours for Learning framework. The sense of strong connections that define St Roch's will remain a priority as we support the academic and social, emotional needs of all of our students.

### We aim to:

- Build community through interactions and events that bring to life our theme of 'Walking Together' with families, students, staff and the parish community
- Reflect on the ongoing implementation of the School Improvement Plan 2020-2023 with a focus on the Annual Action Plan for 2023 whilst preparing for our REVIEW
- Continue to make explicit links, ensuring that values are strongly based on Christian Tradition and that Social Justice activities are deeply based in scripture and Catholic Social teachings
- Continue to focus on building teacher capacity around student to student, teacher to student, teacher to teacher and leader to teacher feedback
- Continue to build a shared understanding of differentiation and ensure that it is a key feature of every teacher's classroom practice, characterised by regular use and analysis of data to determine strengths and weaknesses of each individual student in order to cater for extension and enrichment opportunities as well intervention.