

St Roch's School

Glen Iris

2021

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 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

31/03/2022

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

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

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.

School Overview

St Roch's Parish Primary School first opened in 1924 and then moved to its present site in Glen Iris in 1930. 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 170 students in 2021. 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.

Located next to our historic Church, the school is housed in a beautiful, multilevel, air-conditioned building with heritage significance, yet modernised with the most up to date technological and educational resources. Our learning spaces consist of nine classrooms, an open learning space, administration and an original hall with period features. During the year we relocated our wonderful and welcoming library, which has become a focal point in the centre of the school. We enjoy the use of additional learning spaces housed in a period home adjacent to the school, which provides a space for extracurricular activities including instrumental music, singing and dancing lessons. We also have access to two Parish tennis courts and the clubroom during the school day. Our students enjoy playing together on two adventure playgrounds, a newly resurfaced playground with soccer field, basketball court and running track markings, a Jubilee Garden passive play area with drawing and construction activities.

The students and staff enjoy a quiet garden space as well as a student-maintained vegetable garden and recently installed garden pod maintained by parents and staff. Our carved sculpture, 'Learning Life and Faith', typifies the school's focus on our students' learning in the areas of spiritual, physical, emotional and intellectual education. This statue is also the home of the St Roch's Buddy Bench. This Buddy Bench is a place where students feel happy and safe. It is a central place where everyone at St Roch's Parish Primary School knows there is always someone close by to offer support. This initiative took the work of many people in our community; artists, builders, staff, students and the Parents and Friends Association.

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

We commenced 2021 excited about the prospect of returning to school after the previous year of interrupted learning and extended lock-downs. The students were looking forward to being with their friends, making new friends and learning in the classroom. Our theme for the year - New Encounters, Future Actions focused our attention on making new connections with each other and with God over the coming year. Whilst we understood there would be some restrictions in place, we never expected that 2021 would present with Lock-downs as early as February.

Subsequently, we pivoted as we learnt to do so well to Remote Learning, delivering Learning Packs to families and the students' learning continuing via the Google Classroom Platform. Following feedback from parents, students and staff, we developed our processes further allowing us to deliver explicit teaching and learning across all areas of the Victorian Curriculum. An important factor in embracing our community was the increased level of communication between home and school.

We were proud we could continue many of our planned activities, for example, Cyber Safety presentations, Transition to School Parent evening, prayer assemblies, our Sacraments of Reconciliation, First Holy Communion and Confirmation, About Real Life Sessions, Swimming, Raising Kids in a Digital World, Andrew Fuller, St Roch's Feast Day, Preps in Pyjamas, Working Bees, Virtual Open Day Tours, Learning Conversations, online and in person, Specialist Lessons, the introduction of STEM lessons, Robotics, Mother's Day, Father's Day, Year 5 and 6 Camp, Graduation, the Production - Mission H2O amongst many other possible activities. A highlight of the year was the improvement made to our playground with the installation of syntectic turf, a running track, soccer and football goals and a levelled playing space. This was all made possible through that the families' Capital Levy and Parents and Friends' fund-raising efforts. An official opening was enjoyed by all with Father Gallacher blessing and opening our new playground.

With over 160 days in Lockdown, Father Gallacher and I felt strongly about keeping our community connected, We began the Monday Morning Chat show, which was live-streamed to all families. This provided our staff, students and families with some light relief and energised them to start the week in a positive frame of mind. Another initiative was to invite our parents for a drive by collection of a care package for the family. All staff were there to provide a personal connection with their students and parents.

As our school prepared to migrate to the systemic change to Melbourne Archdiocese of Catholic Schools (MACS) and Integrated Catholic Online Network (ICON), were able to adapt and thrive during this time.

It is with great appreciation that I thank all in our community for their contribution to the success of 2021 - to the teaching staff, Nadine Bolton, the Deputy Principal and each member of the Leadership Team, the Office Managers, the Learning Support Officers, families, parishioners, Parents and Friends Association, our community of St Roch's, the School Advisory Council, the Regional Learning Consultant, Jackie Purcell and Father Gallacher. Finally, my utmost respect for our students for their positivity, persistence and ability to demonstrate their resilience for a second year of unprecedented times.

Mrs Angelina Mastoras

Principal

St Roch's Parish Primary School

School Advisory Council Report

The purpose of the School Advisory Council is to act 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. 2020 was my first 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.

As we are all aware 2021 proved to be a very challenging year. The complexity of providing a supportive and functioning school and parish community during such an uncertain and stressful year cannot be underestimated. Overnight the school team had to pivot to online teaching requiring the acquisition of IT resources, recreate educational programs online as well as care and cater to the needs of their own families. The dedication shown to the students and families was evident by the fact that Fr Gallacher, Angie and all the staff were able to conduct and celebrate all the sacraments and important milestones for the children last year. For example, at the end of an exhausting year, the Grade 6 students were able to celebrate the following in just 9 days; school camp, their Confirmation, big day out and graduation. A big thanks to all in making this possible.

I would also like to congratulate Angie on being appointed permanently to the role of Principal. It is a testament to her dedication and leadership to the St Roch's community over many years.

Despite current COVID-19 issues impacting us all, we looked forward to a more normal 2022 knowing we are in good hands at St Roch's.

Matthew Moylan

Chair

School Advisory Council

Education in Faith

Goals & Intended Outcomes

Goals

Building teacher knowledge of the progression of Learning for Religious Education. To build whole staff spiritual formation to support the individual faith development and knowledge of the staff.

Intended Outcomes

To embed the Pedagogy of Encounter Inquiry 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.

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

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 2021 year was 'New Encounters, Future Actions', which continued to be the focus for all activities, discussions and planning throughout the year. The theme propelled us all to make connections with others in various ways, especially during times of Remote Learning. As we developed connections with our teachers and classmates in both our new and virtual classrooms, we recognised that God is with us always, guiding and supporting our words and our actions.

Prayer is always an integral part of daily learning and this was promoted during all Remote Learning experiences. Students began each school day praying together online as they would have whilst onsite.

The Religious Education Curriculum continued to be implemented during Remote Learning with Professional Learning Meetings and Facilitated Planning ensuring professional dialogue and collaboration between all staff on both online platforms and face-to-face.

A strong focus on social justice opportunities was facilitated by the Year 6 Leaders each term. During Remote Learning the students continued to support Caritas Australia, CatholicCare, the Malvern Emergency Food Fund to support local families and Legacy Australia.

The 'Sunday Connection' activity continued to be shared each week to keep students and families connected to the Sunday Gospel reading. Whole school fortnightly assemblies gave us the opportunities to share our faith. The Parish weekly bulletin and podcasts by Father Gallacher were shared with families during Remote Learning and remained in place during restrictions to ensure the connection between families and the Parish remained.

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: 'New Encounters, Future Actions' - facilitated by Fr Michael Gallacher and knowledgeable speakers at each venue

Session 1: St Patrick's Cathedral: A Sense of Place and Belonging Session 2: Mary Glowery Museum: Promoting Equity and Justice Session 3: Mary McKillop Centre: 'Mary's Melbourne'

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 Communion Program and Year 6 Confirmation program were taught and students received the Sacraments in Term 4

'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, Malvern Emergency Food Fund and 'Letters' to Cabrini residents

Online/onsite Liturgies and Prayer Assemblies for Remembrance Day, CatholicCare Family Week, St Roch's Feast Day and Catholic Education Week

The Rosary was prayed online through the month of October online for Prep to Year 6, staff and parents

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 & Teaching

Goals & Intended Outcomes

Goal 1:

To build teacher understanding of Descriptive Student Feedback, enabling teachers to base feedback to students on the co-constructed Success Criteria that is differentiated for each child.

Intended Outcome - English: To build teacher knowledge around extending students in the top two bands in Reading across the school.

Intended Outcome - Mathematics: To build teacher knowledge around extending students in the top two bands in Number and Algebra across the school.

Goal 2:

To build teacher capacity in using High Impact Strategies with a focus on descriptive feedback that will develop student learning across the curriculum.

To build teacher capacity with a focus on STEAM to develop students learning across the curriculum.

Intended Outcome - English: To use assessment opportunities to develop differentiated learning opportunities for students in Reading and Writing.

Intended Outcome - Mathematics: To use assessment opportunities to develop differentiated learning opportunities for students in Mathematics.

Goal 3:

To develop strategies for ongoing, daily assessment that informs instruction and is transferred into student learning and thinking.

Intended Outcome - English: To review and develop targets and strategies for ongoing, daily assessment that informs instruction to increase student growth with consideration of the top two bands in Reading with Prep to Year 6 students.

To review and develop targets and strategies for ongoing, daily assessment that informs instruction to increase student growth with consideration of the top two bands in Number and Algebra using Essential Assessment Prep to Year 6.

Intended Outcome - Mathematics: To develop strategies for ongoing, daily assessment that informs instruction and is transferred into student learning and thinking.

Achievements

The School Leadership Team has established and maintained 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.

When required in 2021, Remote Learning was implemented, with teaching staff regularly reflecting upon and asking, 'What worked well? What could we do better?', with changes and improvements made when required. The Google Classroom online platform, in conjunction with student learning packs that were sent home, continued to support student learning during this time, with a significant increase in face to face online teaching and learning opportunities. This included whole class lessons, as well as small groups and one to one sessions with class teachers, specialist teachers and Learning Support Officers. Learning Support Officers not only supported student learning, but also focused on students' social and emotional wellbeing via Virtual Playgrounds.

Professional Learning Meetings and facilitated planning sessions for teaching staff, supported by Leaders in Religious Education, Learning & Teaching, Literacy and Mathematics continued both online and onsite where applicable, to support to build teacher capacity in personalising learning through the use of data and feedback on the achievement, growth, strengths and weaknesses of individual students. 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 2021 students continued to regularly participate in a wide range of specialist subjects, including Physical Education, Italian (LOTE), Library and Performing Arts, whether onsite or online. Whilst the students commenced preparing for and rehearsing for the biannual St Roch's School Production, it was unable to be performed in front of a live audience and was filmed at school and distributed to families to enjoy at home. The Mission H2O production was another highlight of the year.

Prep to Year 6 students also engaged in weekly STEAM lessons with a specialist teacher focusing on the areas of Science, Technology, Engineering, Art and Mathematics. Students explored digital systems in Term 1 and were explicitly taught how to utilise technology and a range of Google for Education Apps in the event of Remote Learning. STEAM lessons supported students to work collaboratively with others, understanding how to negotiate with their peers, come to conclusions in group settings whilst developing innovative ideas to solve a range of problems. Throughout Remote Learning, students were provided with instructional videos and lessons to develop their problem-solving skills and critical and creative thinking. These STEAM based lessons utilised the design process as students explored physical science, aspects of chemistry as they created art work and mathematical concepts, including measurement, as they created models and representations of a range of designs. 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 STEAM specialist teacher for Year 5 and 6 students. Students participated in the program throughout the year both at school and remotely. Students worked towards participating in the First Lego League competition where they were encouraged to apply a range of skills and knowledge developed through STEAM lessons, which included critical thinking, problem-solving, innovation, design thinking and coding.

Additional Chromebook devices were purchased to support students in the school from Prep to Year 6 access to one-to-one devices which assisted students to access learning whilst in Remote Learning.

The 2021 school year required thoughtful differentiation be upheld so that students could access learning at their point of need from the varied learning environments they were working in. 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, which were held onsite in Term 1, via phone conversation in Term 2 and as Zoom Meetings in Term 3 and Term 4.

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 Literacy Leader when onsite 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 provided 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 provided opportunities for staff to make decisions around the best practices and strategies to provide growth for these students.

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.

STUDENT LEARNING OUTCOMES

NAPLAN results in 2021 showed that overall our students had performed extremely well against the State and National cohorts. In light of the interruptions to onsite learning throughout the year these were impressive results. This is the work of incredibly dedicated and skilled teachers to maintain such high levels of education in challenging teaching environments.

In Year 3 our students outperformed the National median in all areas of NAPLAN, Reading, Writing, Spelling, Grammar & Punctuation and Numeracy. They outperformed the State median in all areas except Grammar and Punctuation.

Our Year 3 boys, outperformed the National and State median in all areas of NAPLAN, Reading, Writing, Spelling, Grammar & Punctuation and Numeracy and were significantly above the median score in Reading and Numeracy.

Our Year 3 girls, outperformed the National and State median in all areas of NAPLAN, Reading, Writing, Spelling, Grammar & Punctuation and Numeracy and were significantly above the median score in Reading.

In Year 5 our students outperformed the National and State median in Writing, Spelling, Grammar & Punctuation and Numeracy. Our Year 5 boys excelled in Writing and Spelling.

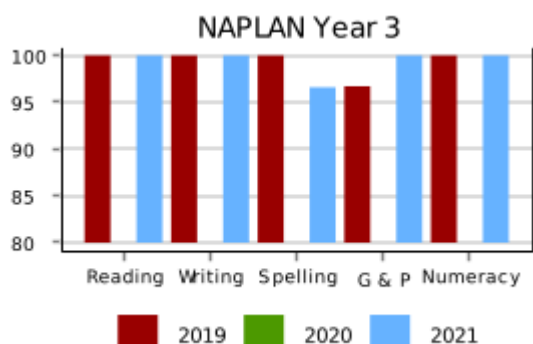
The Five Year Trend Report for Year 3 students shows that St Roch's continues to maintain high levels of academic excellence. Our school's Scaled Score Means shows growth from 489 in 2019 to 506 in 2021 in Reading. The Five Year Trend Report indicates that we continue to operate above both National and State Scaled Score Means in all areas of NAPLAN.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	96.7	-	-	100.0	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	100.0	-	-	96.6	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	100.0	-	-	100.0	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	100.0	-	-	100.0	-
YR 05 Writing	100.0	-	-	92.9	-

* 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 use EXCEL Guidelines to audit wellbeing practices in order to establish a common understanding of the purpose and processes involved in developing student wellbeing.

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.

Achievements

We created opportunities for students, staff and families to enable a smooth transition to school for all by dedicating the first four weeks to Wellbeing. The focus was on getting to know each other, to establish class ways of working and the Code of Cooperation, to embed a shared belief around behaviour management for all students using our Restorative Approach. Our value of Belonging was selected for Term 1 to enhance a sense of belonging for all.

External consultants led Parent Seminars on Transitioning to School and Cybersafety. Our participation in The Resilience Project in 2020 continued to support our work with GEM moments in the classroom where being Grateful, having Empathy and being Mindful was explicitly taught during Circles to promote cohesion, resilience and collaboration. This work was an important factor as we transitioned in and out of Remote Learning to create opportunities for students to connect with each other, their teachers and Learning Support Officers.

Professional learning around the use of the online platform led by the Digital Technologies Leader was pivotal in ensuring that it was a smooth transition to Remote Learning, with devices shared and a website created to support families and enable students to enter the Google Classroom at home. The health and wellbeing of every student was of utmost importance and our School Psychologist was employed for additional time to support students and families in need and provide professional development for staff and parents. Virtual Playgrounds and Wellbeing Check-ins online became a regular occurrence for students and parents to connect with our staff.

Leadership members, such as the Principal, were present during Google Meets and checked in regularly with staff, students and parents to ensure that the health and wellbeing of everyone was monitored.

Father Gallacher provided a gourmet hamper for each staff member to thank them for their work and commitment to the students of St Roch's upon their return to onsite learning.

The Parents and Friends Committee provided staff with fruit hampers, morning tea and many messages of thanks that brought smiles to the faces of all staff.

VALUE ADDED

The Wellbeing team was extended to include two members of staff. Two classroom teachers, passionate about Wellbeing, met fortnightly with the Student Wellbeing leader, to create Wellbeing lessons and Circles to be used by the teachers in the classrooms.

A Student Representative Council (SRC) was elected from Prep to Year 5 and these students met fortnightly with the SRC Leaders and Wellbeing Team. The 2021 SRC representatives elected at the beginning the year continued their leadership role throughout the year due to COVID interruptions.

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, Cyber Safety, and Jump Rope for Heart and Child Safety.

SRC representatives led the fortnightly Circle in the classroom with support from the classroom teacher.

Articles in the newsletter 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 emergency teachers to support our students and the flow of the 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.

STUDENT SATISFACTION

Local data, remote leaning 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 students from Years 4, 5 and 6 accessed MACSSIS.

Our 2021 data is closely aligned to the 2019 School Data and the MACSIS Average. We are pleased to report that the data in areas of Student Safety and School Teacher-student relationships have shown significant growth.

Despite our students learning on a Remote Learning platform, the areas of Rigorous Expectations, Student Voice, Enabling Safety and School Climate maintained our high standards.

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 and play with friends on the playground. The bell sounds at 8:50am and the day begins with a whole school greeting from the Principal, Leadership Team and Staff. 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 tight 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 ever 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 to be maintained of such contact. In certain instances, this communication will be 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 look 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.

Due to COVID-19, student attendance requirements were modified for students learning remotely. Students who were supervised onsite were recorded via Operoo and placed on nForma on a daily basis and students learning offsite were recorded as learning offsite.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	97.0%
Y02	96.6%
Y03	96.9%
Y04	96.9%
Y05	96.1%
Y06	97.5%
Overall average attendance	96.8%

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.

Our school has sought to further embed its Child Safety strategies after the review of policies once Melbourne Archdiocese of Catholic Schools commenced governance in Catholic Schools. As part of our ongoing registration requirements all Victorian schools are required to meet Child Safety Standards as specified by Ministerial Order No 870. The results of this review were positive and St Roch's Parish Primary School was deemed compliant. 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.

Due to COVID-19 we communicated the school's Child Safety strategy via an online platform to all staff, parents and students during the Lockdowns.

Achievements

The embedding of policies and commitments into everyday practice.

Child Safety Standards remains a regular agenda item at Parish School Education Board 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

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 Board 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 was adjusted according to the updated announcements and Operations Guide from the Premier and Chief Health Officer as well as Catholic Education Commission of Victoria.

Leadership & Management

Goals & Intended Outcomes

Goal

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

Intended Outcomes

To deepen our understanding of teacher capacity in all learning areas to inform Professional Learning through The Learning Collaborative.

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

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

To provide opportunities to involve and engage parents in their child's learning and enhance teacher/student/parent relationships.

To create a Curriculum Data Plan from Years Prep to Year 6 in collaboration with staff and informed by good practice.

Achievements

We were privileged to continue to be a part of School Improvement Learning Collaborative (formerly The Learning Collaborative) for the second 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.

This professional learning for the Leadership Team moved into an online platform as we went into Lockdown 1.0 and continued for the rest of the year. We managed this online transition for professional development alongside online learning for our staff, students and families.

We shared this deep learning with staff through Professional Learning Meetings, Facilitated Planning and School Closure Days. 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 developed 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 would then inform educators of the effectiveness of their teaching and what enhancements and modifications need to be made.

Case Management Meetings were continued in PLM's 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 Lyn Sharratt's Waterfall Chart. Work around 'feedback' commenced to enable student feedback and parent feedback.

The Principal met individually with the Parish Priest weekly to share diaries, discuss and plan for events in the weeks ahead and debrief on the week that has been. To support and connect with the community, the Parish Priest and Principal livestreamed a Monday Morning Chat Show.

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 online 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 were 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 2021 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 - 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.

School tours were conducted and displayed on St Roch's enrolment billboards around our community. Enrolment interviews were conducted and offers made on 31 May.

Year 6 Leaders attended the GRIP Leadership Day

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.

A major consideration throughout 2021 continued to be the implementation of strict hygiene protocols and COVIDSafe practices as designated by the Department of Health.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

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)
- Principal Induction and Professional Development
- Principal Network Meetings
- Professional Learning with Catholic Education Melbourne staff
- Professional Learning Building Resilience with Inform and Empower
- Regional Learning Consultant sessions

- 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 2021	25
Average expenditure per teacher for PL	\$1066

TEACHER SATISFACTION

Local data, remote leaning 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 staff were invited to access MACSSIS.

Our data from 2021 shows that we are significantly above the MACSSIS average. Our particular strengths include Collaboration in Teams, Psychological Safety and Feedback.

We remain consistent with our high 2019 results in the areas of Support for Teams, Collective Efficacy, Catholic Identity, Student Safety, School Climate, Staff Leadership relationship, School Leadership and Staff Safey. Due to the various lockdowns, our staff were unable to attend external professional learning. Professional Learning was delivered online on a regular basis as required.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	97.7%
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ALL STAFF RETENTION RATE

Staff Retention Rate	88.9%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	9.1%
Graduate	18.2%
Graduate Certificate	9.1%
Bachelor Degree	90.9%
Advanced Diploma	36.4%
No Qualifications Listed	9.1%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	20.0
Teaching Staff (FTE)	13.3
Non-Teaching Staff (Headcount)	8.0
Non-Teaching Staff (FTE)	9.5
Indigenous Teaching Staff (Headcount)	0.0

School Community

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 build on communication of students' learning with parents via a number of avenues on an electronic platform.

To deepen our parent partnerships through collaborative learning conversations and learning walks.

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

To build on our current assessment practices to engage and inform families about their children's learning.

Achievements

The sense of community continues to be strong at St Roch's, even through the challenges of 2021. We enrol families, not just students, and we take the 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. Unfortunately, due to the restrictions to onsite learning, parents were unable to fulfil their classroom helper roles.

During Remote Learning the school continued to maintain strong school-home partnerships via regular communication, which took the form of newsletters, updates, Monday Morning Chat Show with the Principal and Parish Priest and whole school assemblies. Parents were also able to access learning conversations with their child's class teacher online. Formal reporting opportunities to parents, such as school reports each semester and Parent/Teacher Conversations also continued, whilst 'informal' online conversations were available, as they were required.

The following activities were offered during 2021:

- Welcome evening for parents
- Parents and Friends Committee Meetings
- Class Representatives
- One-to-one Parent Conversations with the Principal to obtain community feedback
- Mother's Day gifts distributed to our Mothers
- Father's Day Morning
- Working Bees
- Parent/Teacher Learning Conversations
- Smooth transitions to Remote Learning and return to school
- Sacraments of Reconciliation, First Holy Communion and Confirmation
- Live Stream Assemblies
- Online Learning Conversations with teachers
- Online professional development for parents
- Online Program Support Group Meetings
- Parent/Teacher Meetings
- The filming of the Performing Arts Production Mission H2O
- Classroom Helper Training
- Parent Seminar/Mindfulness
- Virtual Prep Disco
- Online Parents and Friends Committee social events -Trivia, Bingo and Wine and Jokes Night
- Onsite Graduation Mass and dinner with Yr 6 students, parents and school staff

PARENT SATISFACTION

Local data, remote leaning 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 2021 school data reflects that our results are above the MACSSIS Average in Student Safety and significantly above in the area of Barriers to Engagement. We are pleased that our data is aligned to the MACSSIS average in the areas of Catholic Identity, Communication, Family Engagement, School Fit and School Climate.

Future Directions

At St Roch's Parish Primary School, we will continue to drive our moral imperative to improve student outcomes in 2022 with a focus on Student Wellbeing at all times, particularly with the introduction of Positive Behaviours for Learning framework.

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
- Continue the ongoing implementation of the School Improvement Plan 2020-2023 with a focus on the Annual Action Plan for 2022
- 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 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.