



St Agatha's School Cranbourne

2022 Annual Report to the School Community



Registered School Number: 1736

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Minimum Standards Attestation

I, Michelle Bruitzman, attest that St Agatha'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.

30/03/2023

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

Governing Authority Report

The 2022 year began with a renewed sense of hope as schools transitioned back to face-to-face learning after two years of navigating the challenges of pandemic lockdowns.

COVID-19 quarantine requirements, however, delivered a new set of challenges as schools grappled with significant student and staff absences, compounded by a national teacher shortage. Once again, school communities demonstrated outstanding resilience and inspiring dedication through this difficult period.

Diocese of Sale Catholic Education Limited continued to focus on providing support and governance to the 38 Catholic primary schools and 5 Catholic secondary schools in the Diocese throughout 2022.

Ongoing investment in school staff and our leadership teams to promote expert learning and teaching practices continued to be a priority. We work in collaboration with parish priests, principals, school leaders and staff in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

In August 2022, DOSCEL set a major achievement as the first Diocese in Victoria to successfully negotiate its own *Enterprise Agreement* with the Independent Education Union Victoria Tasmania (IEUVicTas) in consultation with principals. More than 80% of staff voted in favour of the *Agreement* which covers all school staff in the Diocese and DOSCEL Secretariat.

Significant investment in new learning facilities and school infrastructure through the *Catholic Capital Grants Program* resulted in the completion and commencement of many large building projects to enhance learning spaces and amenities for staff and students.

The introduction of new *Victorian Child Safety Standards* during 2022 was rolled out to all our schools. We were delighted with the participation of schools in our Diocesan-wide Child Safety Week Art Competition held to promote child safety awareness among students, teachers, parents and parish communities.

In a world of change, our mission to deliver quality education in a safe and faith-filled environment that nurtures the development of every student, remains the core of what we strive to do every day.

I am thankful for the contributions of everyone involved in Catholic Education within our Diocese and for their ongoing commitment to our vocation of *Inspiring Faith, Inspiring Learning*.

Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

Vision and Mission

Our Vision

At St Agatha's Catholic Primary School, Gospel truths are at the core of our endeavours to provide an inclusive and effective education. Together, we will strive to build a culture of 'Courage, Faith and Love', where we are called to appreciate and acknowledge the intrinsic worth of each person and work towards a community where faith, culture and life are in harmony.

Our Mission

The Mission of St Agatha's Primary School is to:

- enrich the whole school community by providing direction
- bring about an authentic growth and improved learning outcomes for the whole student community
- build an effective school that makes a genuine and positive difference to the education and wellbeing of each student at St. Agatha's Primary School.



School Overview

St Agatha's School is a Catholic primary school located in St Agatha's Parish, Cranbourne. Our school has a rich history of community involvement and places a strong emphasis on pastoral care within an inclusive and effective curriculum. Our school motto, 'Courage, Faith and Love', reminds us of the bravery St Agatha displayed in the face of her persecution, highlighting the Catholic identity of our school and emphasising the Christian commandment of 'Love One Another, just as I have loved you' (Jn 13: 34).

Together, we strive to build a community where we appreciate and acknowledge the intrinsic worth of each person and where faith, culture and life are in harmony. We are a welcoming Catholic community, valuing the partnership of family, school, parish and the local community.

We offer Sacramental preparation programs for Reconciliation, Eucharist and Confirmation in partnership with the St Agatha's Parish. Students participate in prayer times and liturgies as well as in community activities that make links to the wider community, for example, through the St Vincent de Paul Society and Catholic Missions. We are proud of our success in caring for God's world through action and responsibility.

With an enrolment of over 500 students, the school operated twenty-five classes. The structure comprised four classes from Foundation to Year Three and three classes from Year Four to Year Six.

The school is well-equipped and well maintained. With dedicated staff and supportive parents, our school is a learning community in a safe and happy environment. We maintain a strong emphasis on literacy and numeracy and look to the future in our ongoing development of information and communication technologies. Specialist programs are in Physical Education, Performing Arts, Visual Arts, Music and Japanese.

In 2022 our school improvement focus was:

- to invite students to experience a deeper encounter with Jesus in their lives
- to develop a team based culture
- to provide an accelerated rate of progress for all students.
- to provide a safe and suitable environment for students, staff and visitors at St Agatha's.

Principal's Report

In writing the *Annual Report to the Community* I would like to commence by thanking all those associated with St Agatha's School for their contribution to school life. I would like to express my sincere gratitude to Mr Liam Doherty who, in the capacity of Acting Principal, led the School throughout Terms One and Two before I commenced as Principal at the beginning of Term Three.

St Agatha's has a dedicated and committed staff who work tirelessly to provide a safe and nurturing learning environment for all students. I feel blessed to be part of the St Agatha's team and know that collectively we will make a difference to the lives of our learners.

In Terms Three and Four, the main focus was in the areas of Literacy and Numeracy. We were lucky enough to employ a Tutor Teacher who could work with small groups of students whose learning was greatly impacted by the COVID-19 lock-downs. The other focus was on Student Wellbeing. The whole school expectations of Respect, Responsibility and Safety were revisited and the *Whole School Approach to Positive Behaviour* was relaunched. Both of these areas will remain a focus into 2023.

I would like to thank the whole school community for their warm welcome and look forward to working with you all into the future.

Michelle Bruitzman

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

Goal

To invite students to experience a deeper encounter with Jesus in their lives

Intended Outcomes

That staff and students are assisted to a post-critical belief stance.

That the Diocesan Human Sexuality (HS) curriculum is introduced throughout the school.

Achievements

- Teachers continued to build their knowledge and skills in using the AWES (A Way of Encountering Scripture) approach to teaching scripture.
- Staff engaged in ongoing knowledge building and formation in Catholic Identity and Religious Education throughout the year during professional learning days and staff meetings. We worked towards using an inquiry approach to teaching religious education topics, emphasising the importance of dialogue and an openness to the Other. We also worked on developing rich questioning and assessment strategies.
- Staff participated in professional learning supported by the Diocese of Sale's Catholic Identity and Religious Education (CIRE) team to learn about inquiry-based approaches to teaching Religious Education.

VALUE ADDED

- Mini Vinnie leaders were appointed as the Social Justice Leaders of St Agatha's. The group of students worked with the Religious Education Leader to create social justice opportunities that raised money for Caritas and St Vincent de Paul. The team was instrumental in creating an awareness of the Catholic Social Teachings, especially, Preferential Option for the Poor.
- The School and Parish continued to work together to deliver a comprehensive Sacramental program, including child/parent workshops for Reconciliation, First Eucharist, and Confirmation.
- Whole school and year level masses and prayer liturgies were celebrated throughout the year .
- Project Compassion was promoted during Lent.
- Socktober was celebrated in the month of October to promote Catholic Missions.
- Christmas Hampers were created by the school community and donated to St Vincent de Paul.

Learning and Teaching

Goals & Intended Outcomes

Goal

To provide an accelerated rate of progress for all students.

Intended Outcomes

- That leaders and teachers have the capacity to read, interpret and action data and evidence, for school and student performance.
- That the new EAL curriculum is implemented throughout the school.
- That the wellbeing needs of students are promoted and enhanced through the explicit teaching of the Personal and Social Capabilities and links are made with the School Wide Expectations; Respect, Safety and Collaboration.
- That teachers have a deep knowledge of the Victorian Curriculum and VCAA Learning Progressions in English and Mathematics.

Achievements

After two years of not being able to hold face to face learning conversations with parents to discuss student learning achievement, we were able to offer the opportunity to parents to meet with their child's face to face discuss academic growth. The learning conversations were well attended with parents commenting that they appreciated the return of face to face learning conversations.

The Whole School Approach to Positive Behaviour was introduced to staff and the expectations of Respect, Responsibility and Safety were introduced to the students. A staff matrix was developed that describes the behaviours that underpin the three expectations for staff. The behaviour flow chart was introduced to provide clarity for staff when required to support students to regulate their emotions and be safe at school.

Staff became familiar with the new EAL curriculum through professional learning held at staff meetings led by DOSCEL secretariat staff. Several students were identified as EAL learners and teachers have begun to teach and assess using the EAL curriculum.

Professional Learning Teams were established and a middle leader appointed to lead the work at the planning table. Staff knowledge of how to analyse student learning data was developed, and this data was used to plot students on the curriculum learning progressions to provide a more differentiated approach to teaching and learning.

Staff were introduced to the Science of Reading and the Little Learners Love Literacy approach to teaching phonemic awareness in Foundation to Year Two. This approach was used consistently and staff committed to its implementation.

Teachers were up-skilled in the area of data analysis to assist in planning for student learning in the areas of Mathematics and Literacy. This was achieved through the school being included in a Collective facilitated by an educational consultant of DOSCEL.

Tutoring continued in 2022 in terms 3 and 4 and targeted the area of Reading. Students were identified in years 2 and 3 who had fallen behind in their reading skills as a result of interruptions to learning due to COVID lock-downs.

STUDENT LEARNING OUTCOMES

There was an increase in NAPLAN results in 2022 compared to results in 2021. The improvement to overall results was pleasing and can be attributed to a return to focused and explicit teaching after two years of interruptions to teaching and learning. The Literacy results in 2022 are close to State results. This can be attributed to the introduction of the Little Learners Love Literacy approach to teaching synthetic phonics. Tutoring was also used as a tool to boost learning in the area of Reading. Numeracy results for Year Five are close to the State's results and demonstrates that teachers are working hard to teach at student point of need.

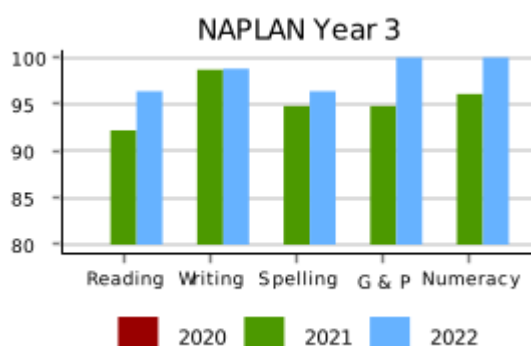
ACER PAT in reading and Mathematics, Fountas and Pinnell, and the Maths Assessment Interview were used to identify misconceptions in student learning. Teachers regularly analysed student outcome data at Professional Learning Community (PLC) meetings and is used to inform planning for student learning. Throughout 2022, students with additional learning needs were identified and teachers guided to implement evidence based interventions documented in student personalised learning plans (PLPs).

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021	2022	2021 – 2022
	%		Changes	%	Changes
	*		*		
YR 03 Grammar & Punctuation	-	94.8	-	100.0	5.2
YR 03 Numeracy	-	96.1	-	100.0	3.9
YR 03 Reading	-	92.2	-	96.4	4.2
YR 03 Spelling	-	94.8	-	96.4	1.6
YR 03 Writing	-	98.7	-	98.8	0.1
YR 05 Grammar & Punctuation	-	92.0	-	100.0	8.0
YR 05 Numeracy	-	95.9	-	98.2	2.3
YR 05 Reading	-	84.9	-	98.3	13.4
YR 05 Spelling	-	89.3	-	98.3	9.0
YR 05 Writing	-	90.7	-	100.0	9.3

* 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 develop a team based culture.

Intended Outcome

That the wellbeing needs of students are promoted and enhanced through the explicit teaching of the Personal and Social Capabilities and links are made with the School Wide Expectations; Respect, Safety and Responsibility.

Achievements

In 2022, the school community were once again welcomed back into the school and enjoyed participating in school events. As a result, parents reported feeling more connected to the school. This engagement took time as there was an uncertainty due to the shifting landscape of COVID-19 mandates. By the second half of the 2022 school year, the school was able to confidently open the gates and encourage a physical partnership between school and home.

The Whole School Approach to Positive Behaviour Support (WSAPBS) was a major focus for 2022. A WSAPBS team was established to lead staff in a strategic approach to ensuring that the Universals of Active Supervision, and building Positive Relationships between teachers and students were in place. In the latter part of the year there was a sharp focus on ensuring a 'safe and predictable' learning environment for all students.

The School Counsellor continued to be widely utilised to offer therapeutic intervention for students and families who were negatively impacted by the pandemic. External support were provided to families where necessary such as, referrals to Orange Door, and Berry Street.

All staff participated in professional learning that focused on the WSAPBS universals especially developing a deep understanding of Active Supervision in the classroom, playground and especially during transition times.

Teachers were encouraged to use the ABLES assessment tool to measure students' skills and competencies in the Victorian Curriculum's Personal and Social Capability. In this way, teachers could identify personal goals with students and their families and employ evidence based and effective strategies to improve social skills such as Circle Time and Play Is the Way activities.

VALUE ADDED

- Students participated in Harmony Day to celebrate the diverse array of cultures at the school
- Teacher led Chess Club at lunchtimes
- Teacher led Gardening Club at lunchtimes
- Professional learning in zones of Regulation, Cycle of Escalation, WSAPBS
- CyberSafety incursion and family info evening online session

- Police in Schools for Year Six incursion
- Graffiti incursion for senior students
- Introduction of class meetings
- Circle Time program utilised.

STUDENT SATISFACTION

The School Improvement Student Survey has demonstrated that there was a decline in student satisfaction in 2022 compared to 2021 in Emotional Wellbeing and Teacher Relationships and Engagement in Learning.

STUDENT ATTENDANCE

Many students found the transition back to face to face learning challenging. The impact of multiple and often long-term disruptions in the preceding years was evident.

Attendance is monitored closely via the collection of electronic roll data, twice daily. The school has a policy of requiring parents to notify the school when children are absent and providing a reason for the absence. This can be relayed to the school via a phone call, email or notification through the PAM app.

All unexplained absences are followed up in the following way on the day of the absence;

- Text messages are sent to parents/carers for any unexplained absences by 10:00 am of the day of absence.
- If parents are unresponsive to the text message, phone calls are made to all emergency contacts to verify the reason of a student's absence.
- A further step is followed up by the Principal if necessary.

St Agatha's includes a summary of attendance in the school reports in June and December.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	85.5%
Y02	84.0%
Y03	86.4%
Y04	86.5%
Y05	83.8%
Y06	84.1%
Overall average attendance	85.1%

Child Safe Standards

Goals & Intended Outcomes

The School's vision to provide a safe and suitable environment for students, staff and visitors at St Agatha's was an important focus for 2022. The broad goal of embedding a culture of child safety was worked towards throughout the year.

Achievements

- All staff were involved in professional learning opportunities throughout 2022 to learn about and implement Ministerial Order 1359 and the new 11 Child Safe Standards. Child Safety was included as a standing agenda item at all staff meetings for the second half of the year. This provided an opportunity staff to raise child safe matters that could be further discussed by the Child Safety Team.
- We continued the implementation of 'PROTECT, identifying and Responding to all Forms of Abuse in Victorian Schools'. All staff completed the Mandatory Reporting eModule.
- Student Voice was identified by the school as an area of improvement. Democratic Class Meetings were introduced in classrooms to promote and introduce student voice. Through class meetings the students were encouraged to identify and problem-solve issues relating to child safety.
- All students were given the opportunity to use the 'Helping Hand' strategy to identify safe and helpful adults at school who they can speak to about child safe matters.
- The Acknowledgement of Country was used at the beginning of all gatherings, including staff meetings, assemblies and Masses. A Welcome to Country smoking ceremony was held to raise awareness of the traditions and cultures of First Nations people.
- Cyberbullying awareness was raised through an information session for parents that was held online and an incursion for all senior students. Teachers were also inservice about cybersafety.
- There was a review of the induction process for CRTs, volunteers, and contractors to the school.
- The Child safety Team met weekly in order to discuss the implementation of the new 11 Child Safe Standards and to discuss proactive strategies to address issues at the school such as raising cultural awareness.
- The School Advisory Board worked through the Child Safety Standards and information was provided to the school community via the newsletter.

Leadership

Goals & Intended Outcomes

Goal

Leaders create the optimum conditions to develop and support collective efficacy.

Intended Outcome

That school leaders create the conditions in which expert teacher practice is developed to enact the curriculum and students have access to their learning entitlement.

Achievements

- The Leadership Team underwent significant changes again in 2022, with the new principal starting in Term Three. The structure of the leadership team in terms three and four was strengthened and stabilised.
- Lead teachers were released to facilitate Professional Learning Team meetings at team planning times. During team planning, teachers were able to devote time to creating effective plans for student learning.
- Opportunities were provided for staff to attend Professional Learning to improve practice.
- New cleaners were contracted by the School and a maintenance plan was established.
- Two graduate teachers successfully presented their VIT projects to the Leadership Team for approval.
- Student commendations and Courtesy and Courage awards were introduced to promote student achievement.
- Student House Leaders led 'House Assemblies' each fortnight in Term Four.
- Leaders participated in the DOSCEL Learning and Teaching Network.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Professional learning activities were impacted by the global pandemic and professional learning events were offered in a virtual format and when safe to do so were offered face to face.

- Learning and Teaching Network meetings were attended by all members of the Leadership Team led by CILLT (DOSCEL).
- All staff members were provided with the opportunity to participate in a professional learning event focused on 'The Call to Share in Responsibility: Empowering and Building Teacher Confidence'.
- All teaching staff participated in An Inquiry Approach to Religious Education professional learning to build capacity in the area of inquiry-based learning.

- Teachers completed modules run by Catholic Education Office Sale to gain accreditation to teach in a Catholic school.
- Professional Learning Community meetings continued throughout the year and enabled classroom teachers to work collectively to analyse student data and plan for learning.
- All staff members were led through a series of professional learning activities to further understand students with additional needs and the requirements of NCCD.
- All staff members were led through a series of professional learning activities to build an understanding of the Whole School Approach to Positive Support at the Universal and Intensive levels. Staff worked with the Student Wellbeing Leader to review and revise the school's behaviour management processes and introduced a staff behaviour matrix and whole school expectations.
- All staff completed Level 2 First Aid, CPR, Asthma, and Anaphylaxis training.
- All staff members completed the online Mandatory Reporting module.
- Learning Support Staff participated in Phonological Awareness training run by VersaLearn.
- Four Learning Support Officers completed their Certificate IV.

Number of teachers who participated in PL in 2022	52
Average expenditure per teacher for PL	\$420

TEACHER SATISFACTION

The Insight SRC Survey conducted in 2022, indicated an overall drop in Staff perceptions measured in the Organisational and Teaching Climate Aggregate Indicators. At the beginning of 2022 there was still an element of uncertainty for the school as the mandated rules of the pandemic shifted and slowly eased. This uncertainty, coupled with change of leadership, created a somewhat stressful environment for all staff. Despite this, the School remained intent on improving curriculum processes through professional learning.

The Whole School Approach to Positive Behaviour Support survey was conducted and all indicators of the staff's understanding of supporting student behaviour improved dramatically. Staff identified the importance of relationship building with students, the identification for behaviour motivation, and a restorative approach to dealing with conflicts as the main contributors to the lift in teacher perceptions regarding student behaviour data.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	82.3%
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ALL STAFF RETENTION RATE

Staff Retention Rate	80.0%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	38.7%
Graduate	16.1%
Graduate Certificate	3.2%
Bachelor Degree	83.9%
Advanced Diploma	16.1%
No Qualifications Listed	0.0%

STAFF COMPOSITION

Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	46.0
Teaching Staff (FTE)	39.0
Non-Teaching Staff (Headcount)	28.0
Non-Teaching Staff (FTE)	20.9
Indigenous Teaching Staff (Headcount)	1.0

Community Engagement

Goals & Intended Outcomes

The goal and intended outcomes for Community Engagement is to continue to build the community spirit of the school.

Achievements

There was a focus on rebuilding the community spirit of the school after two years of cancelled or postponed events due to COVID-19. Parents and friends of St Agatha's enjoyed being welcomed back into the school as mandated rules were relaxed and the school could once again open the gates and allow parents onsite to enjoy key events throughout the year.

The following is an outline of some of the events held;

- Student-Led Parent/Teacher Conversations
- Holy Week and Advent prayer liturgies
- Kaboom Sports Day
- Confirmation Retreat Day for Year Six Students
- Grandparents Day
- An Art Show, Musical Production of Pirates of the Curry Bean, Indigenous Dancers and Japanese Day were held at our inaugural Arts Week. Students positively engaged with the events during the Arts Week
- Mother's Day Breakfast
- Father's Day Breakfast
- Christmas Carols on the Green
- Whole School Masses for the St Agatha's Feast Day and other celebrations
- Online cybersafety seminar for parents
- Foundation information session and transition sessions were held onsite in 2022.

PARENT SATISFACTION

Pleasingly, the Insight SRC survey data reflected an increase in parent perceptions, particularly in the areas of Learning Opportunities and Peer Relationships. Overall, parents feel that their child is being given the best opportunity to learn and that the educational programs of the school address the learning needs of their children. Parents also report that the school assists their children to develop appropriate social skills and strong relationships with their peers.