



St Columba's
Primary School



MELBOURNE
ARCHDIOCESE
CATHOLIC SCHOOLS

St Columba's School Elwood

2022 Annual Report to the School Community



Registered School Number: 1070

Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report3

Vision and Mission.....4

School Overview.....5

Principal’s Report6

Catholic Identity and Mission.....8

Learning and Teaching.....10

Student Wellbeing14

Child Safe Standards.....18

Leadership21

Community Engagement27

Future Directions29

Contact Details

ADDRESS	24 Glenhuntly Road Elwood VIC 3184
PRINCIPAL	Daniella Maddalena
TELEPHONE	03 9531 6560
EMAIL	principal@scelwood.catholic.edu.au
WEBSITE	www.stcolumbasprimary.org
E NUMBER	E1093

Minimum Standards Attestation

I, Daniella Maddalena, attest that St Columba'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.

01/03/2023

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

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

Our Values

Our motto, 'The little school with a big heart' represents St Columba's unique culture of care, empathy and respect for diversity. This emanates from parish life and our unique association with Sacred Heart Mission, which embody these core values as their central tenets.

Our Mission

As a Catholic school, we are called to act with compassion and empathy, to respect and care for our world and for the most vulnerable and to promote inclusion and provide community.

It is the village feel that captures the hearts of those who choose to enrol their children into St Columba's. The warmth and genuine nurturing environment that they see and feel as they enter permeates throughout the school and well into our community.

Our Vision

Now as we enter this next chapter of our school's history, we see ourselves as a school for the future:

- A school that has a rich, relevant, and engaging approach to learning and teaching while maintaining its tradition of care and well-being.
- A school where children truly flourish both academically and socially emotionally.
- A school that works together with its community as partners in education.
- A school where the 21st century is seen as an exciting new frontier where opportunities abound for each child in our care.
- A school that leads the way with sustainable practices and actions.
- A school that keeps at its heart the foundational tenets that it and the parish has been built upon respect, community, inclusion, care for our world and for the most vulnerable.
- A school that clearly sets its sights on providing learning that is engaging, rigorous, purposeful and meets the needs of learning for the future.
- A school that understands its place within the bigger global context and acknowledges and accepts the responsibility and challenges that come with this.

Our history is very much a part of who we are today and as we move forward, we will strive to honour our past whilst embracing the challenge and excitement that St Columba's- a school for the future, promises our community.

School Overview

St Columba's, Elwood, was established under the direction of the Presentation Sisters in 1918. When it first opened on the corner of Glenhuntly Road and Normandy Avenue, it comprised only two classrooms with an enrolment of 48 students. Enrolment numbers have fluctuated over the years as demographic trends in the local area change. However, enrolments have stabilised as the local area has become more attractive to families wishing to live closer to their place of work. 2022 saw 159 students in eight class groupings - Prep, 1/2, 1/2, 3/4, 3/4, 3/4, 5/6, 5/6.

The school facilities have grown and been updated regularly over the past ten years to create a very contemporary learning environment. With seven home-room spaces upstairs, one classroom downstairs and two large common learning spaces, which includes the library, there is room for children and teachers to undertake a wide range of different learning and teaching activities. Furnishings are a mix of fixed and flexible with provision for rich and varied ICT & STEM learning. All classrooms and learning spaces are equipped with interactive TVs. There are enough ICT devices (laptops, Chromebooks and iPads) to facilitate a one-one program throughout the school. Downstairs learning spaces include a hall, parish centre and a dedicated Before and After School Care Centre. There is also a separate art room. The playground has been upgraded to include a synthetic grass athletics track, two multipurpose courts, climbing structure, cubby house, adventure play equipment, designed by the children, and green spaces including a vertical garden, a nature play area, a kitchen garden and pergola. The playground provides good areas for sport, physical education and for play.

Our School Improvement Plan 2022-2025 has brought a focus to renewing our school vision and mission, focused on developing students who are more confident, motivated and engaged as learners and empowering staff to be high quality teachers whilst improving student learning outcomes. At St Columba's we provide students with a caring, supportive and safe environment, which aims to maximise their engagement, sense of belonging and connectedness to school. We actively promote a family-friendly environment and build strong community partnerships by welcoming and encouraging a wide variety of participation in the life of the school. We acknowledge that the family is the most significant influence upon an individual, and therefore, learning is seen as an ongoing partnership between home and school. Our belief is that when parents and the community are involved in school, the outcomes for our students are enhanced.

We are an authorised International Baccalaureate Primary Years Program World School.

The programs of, and teaching in, St. Columba's school, support and promote the principles and practice of Australian Democracy including a commitment to: elected government, the rule of law, equal rights of all before the law, freedom of religion, freedom of speech and association, and the values of openness and tolerance.

Principal's Report

The return to school in 2022, whilst welcomed by all, had its challenges. Two years of remote learning has had a significant impact on everyone's wellbeing and despite our children really engaging with online learning, the social isolation, lack of collaboration and social interactions generally has meant much time has been needed to reinstate what was once just the norm. It has affected the way in which not only children learn, interact, and communicate, but also the way we do this as teachers, adults and as a community. I am glad that as a school we have always placed such a high priority on wellbeing, as this has been the one area that we have continuously needed to address on all fronts throughout the year. I feel that we have certainly come a long way since the beginning of the year, and we are now seeing the benefits of this focus, starting to play out in classrooms and on the playground; academically, socially and emotionally.

This year as an IB world school, our students and teachers have continued to develop the learner profile and approaches to learning. Our staff have become more 'responsive' teachers. Responsive teaching is setting clear goals and planning learning carefully based on needs and current levels of understanding. It's identifying what pupils have understood and where they are struggling. This has been particularly important as we came back from two very uncertain and disjointed years. To be responsive educators we have listened to and observed our students, noticed skills and dispositions, and made connections to conceptual and enduring understandings. Whilst also carefully scaffolding, challenging, provoking and inspiring students to be curious inquirers and learners. Throughout the school we have seen our students become more responsive to their learning, embracing opportunities to act, and becoming more focused on identifying their own strengths as learners. This came through clearly during the Year 6 Exhibition. This culminating experience of their final year brought together their learning in an authentic transdisciplinary manner and demonstrated the richness of their learning across the curricula including literacy, numeracy, digital technologies, and the arts throughout their time at St Columba's.

Inquiry is not just about knowing how to plan – it's about how we teach. It's about what we say to kids and how we say it. It's about the way we listen and the way we feel about what our kids are saying. It's about knowing when to step back and when to step in. The language we use the silences we deliberately leave. It's about what we are thinking about what we are doing.

Kath Murdoch

Reflecting over the year what has stood out for me is how wonderful it has been to come back as a community. To hold assemblies, be able to participate in sporting events, to go on camps and excursions, to celebrate Book Week and to have extended family and friends here for Grandparents Day, to host the first Year 6 exhibition and to finally showcase the school musical – 2 years in the making Madagascar Junior once again. This is what we yearned for and missed throughout COVID and to finally be able to do this was an absolute joy for the entire community.

This year we have also undertaken to involve parents, students, and teachers more in decision-making, as we know from previous survey data this is an area that we hope to improve upon. We have invited feedback and used this to determine future directions. To this end a number of new initiatives including the move from multi-age classes to single classes will take effect in 2023.

We have been extremely fortunate to have been able to secure a wonderful staff for 2023. Staffing was finalised at the end of term 3, and we have been able to employ experienced and passionate educators who have worked across a diverse cross-section of schools in Australia and internationally, in a full-time capacity at each grade level.

Our school has a strong emphasis on the arts, and I am very excited to announce that we will have Performing Arts as a specialist program along with Visual Arts, PE and Mandarin in 2023. Extracurricular programs for 2023 will include lunchtime clubs, instrumental music lessons, school choir, Lego and chess clubs. We are also very excited to be offering for the first time the opportunity to participate in STEM, Drama lessons and basketball sessions after school.

We have so many wonderful initiatives planned for 2023. Staff have already spent considerable time planning and developing units of work that will maximise the learning opportunities for children next year. During 2022 we were very fortunate to work with literacy and maths experts, Kath Murdoch (inquiry) and were able to participate in IB PYP professional development opportunities. We have seen considerable growth across all year levels especially in numeracy with many of our children working well above the standard across the literacy and numeracy domains. We will continue to focus our professional learning for teachers on Literacy, Maths and high-quality instruction and teaching throughout next year, along with student voice, agency and feedback to students that will specifically drive learning forward.

We are extremely fortunate to be able to continue to provide extra support to classrooms with our LSOs and Curriculum Leaders. We are looking to really strengthen our commitment to personalising and differentiating our learning programs for students particularly in literacy and numeracy. By having extra teachers working alongside classroom teachers, we feel we are more able to target individuals at their point of need and provide coaching and mentoring for staff.

I would like to take this opportunity to thank the staff for their care, professionalism and nurturing of the children. I know that each staff member has worked resolutely to provide the best education for each of your children. It is not by luck that we have such a committed group of teachers.

I would also like to acknowledge the support that we receive from the parish. Thank you to Fr John and the parish team for their continued support and encouragement of the work that we undertake each day.

Catholic Identity and Mission

Goals & Intended Outcomes

Goals:

To provide the knowledge, skills, dispositions and understandings that will support students to participate in a contemporary world

Intended outcomes:

That students' understanding of their Catholic identity informs their actions.

Achievements

Despite the lagging impact of COVID-19 and the impact this had on the school community throughout the year, the school managed to maintain a strong focus and priority on Catholic Identity.

Our priorities for the year included:

Continue to provide opportunities and greater awareness to further engage parents in participating in the Catholic life of the school

Continue our Parish partnerships

Develop teacher and student understanding of church traditions and rituals and structure of the Mass through authentic links to the Units Of Inquiry.

Introduce the Religious Education Curriculum Framework, the Pedagogy of Encounter and Catholic Social Justice Teachings.

Make explicit the connections between Catholic identity and Catholic traditions for children in and beyond the classroom.

Continue the connection of each year level to either Sacred Heart Mission, St Vincent de Paul, Brigidine Asylum Seekers, CARITAS or Catholic Mission in alignment with our RE & Inquiry learning, Catholic Social Teachings and call to Faith in Action.

Throughout 2022 staff continued to work collaboratively to develop units of inquiry and learning experiences that were not only relevant, engaging but also sought to encourage students to think deeply about their world whilst considering our Catholic faith and traditions. This was supported and underpinned by providing relevant professional learning and dialogue for staff and by re - establishing connections beyond the school, locally and globally.

The data for staff, parents and students has always indicated a strong commitment to social justice and with the return to school, we were committed to reinstating our strong emphasis on connection, belonging and action. It was with this in mind that we sought to bring our families together safely to celebrate liturgy at special events such as Mother's Day, Grandparents Day, school masses and sacraments as we have done in the past. It was also important that as a school we acknowledge and begin to rebuild our connection with Sacred Heart Mission, St Vincent de Paul and other local community organisations. These organisations were the focus of our community action work throughout the year, along with Caritas and Socktober, sustainable events and other important appeals.

VALUE ADDED

Activities undertaken included:

- Units of Inquiry all have a RE line/s of inquiry where this is not possible the unit is taught as a stand-alone unit
- During planning of Units of Inquiry the Catholic Social Teachings are discussed and used to provide explicit connections for the children between Catholic Identity and Catholic traditions
- Change of model from one RE leader to distributed model for 2022. Principal and Deputy share the role and Level teachers are responsible for particular times of the year.
- Formation for staff provided by parish priest and pastoral associate re the sacraments and catholic traditions.
- Parish priest assisted classroom teachers with writing lines of inquiry for Units Of Inquiry and linking UOIs to the RE curriculum. This included attending planning and time in classrooms as a guest speaker.
- Worked very closely with the parish pastoral associate to prepare children for sacraments. This included hosting joint sessions with parish children making their sacraments.
- Provided opportunities for families to come together at year level Parish Mass and BBQ – junior and senior school
- Provided opportunities for the community to celebrate liturgy/ and or Mass eg School Feast Day, Grandparents Day, Mother's Day
- Reconciliation Week acknowledged and celebrated
- New RE resources acquired for classroom use for staff and children
- Regular updates for staff in the staff news re: Feast of Mary McKillop, Children's Day and NAIDOC Week, Liturgical calendar, Current liturgical colour, Church traditions through professional readings and websites linking into Catholic traditions.
- Families provided with formation for the sacraments. This is done jointly with the parish. parents also provided with reading that helps to unpack the sacraments.

Learning and Teaching

Goals & Intended Outcomes

Goals:

To develop the capacity for all stakeholders to critically reflect on practice.

To enable the learning community to support agency and foster self – efficacy.

To provide the knowledge, skills, dispositions and understandings that will support students to participate in a contemporary world.

Intended Outcomes:

That there is a shared understanding & consistency of pedagogical approaches across the school.

That students and staff are more confident, motivated and engaged learners who experience success.

That all stakeholders have voice, choice and ownership.

That student outcomes will show growth.

That transdisciplinary learning is reflected across the school.

That there is a shared understanding of transdisciplinary learning amongst all stakeholders.

Achievements

The focus during 2022 has been to embed practice in literacy and to establish a consistent approach to teaching numeracy; to continue to improve literacy and numeracy outcomes; and as an authorised IB Primary Years Program World School to embed transdisciplinarity and agency; and to engage staff in professional learning related to these areas throughout the year.

During the year we worked with Kath Murdoch on building agency and inquiry in P-6. We continued our work with Matt Glover to embed rich and authentic writing experiences in all year levels. And continued to develop the Grammar in Context work undertaken in previous years, utilizing staff expertise in this area. Our professional learning days and Professional Learning Team meetings were focussed on using rich assessment tasks in Maths aimed to assist staff to create authentic learning experiences, with breadth and depth, to develop greater understanding of mathematics in context. Across the school we adopted the SMART Spelling program P-6 and continued to use Read, Write Inc in the junior school to explicitly teach phonics and spelling patterns. We focussed on collaboration and ensured staff had dedicated time to plan units of inquiry that were relevant, engaging, and authentic, linking RE as a line of inquiry where possible. In addition to this, we had recognised through staff feedback that developing agency and self-efficacy in our students was a challenge especially after all the lockdown periods. We provided professional learning to staff on strategies to develop independence and help students self-regulate so they could begin to develop a sense of efficacy.

These intended outcomes were used to inform the following activities:

Promote a culture of collaboration to strengthen planning and classroom practices.

Promote effective and confident sharing of practice through classroom observations and learning walks.

Provide opportunities for students to develop a growth/innovative mindset to increase a sense of agency in their learning.

Create learning environments where students will become resilient and self-managing learners who are motivated and embrace challenge.

Promote a culture that acknowledges the significance the home/school partnership and actively seeking to engage parents in their child's learning and the life of the school.

Activities undertaken included:

- The development of consistent Maths Planners
- Updating of Unit Of Inquiry planners
- New resources bought for Maths and for reading across every year level
- Investment in good reading materials for all classroom libraries
- Data discussion held with teachers held each term to discuss next steps for all children
- P-2 staff participation in the mathematical Sequencing of Learning Professional Learning run by MACS
- Professional learning with Kath Murdoch : 1 after school session and a school closure day Creating Inquiry Classrooms
- Professional learning for staff re The Year 6 Exhibition
- All staff assigned Year 6 group to mentor for exhibition.
- Refresher on Mentor text (Matt Glover's work) and Grammar in Context (utilizing staff for this)
- Professional learning re differentiation and targeted teaching in Literacy and Maths
- All staff attended MACS Professional learning Student engagement in Maths
- Staff consulted on current assessment schedule and assessments feedback used to create 2023 schedule
- Development of the Program of Inquiry two year cycle

STUDENT LEARNING OUTCOMES

The directions for the school in 2022 were based on data such as: NAPLAN 2021, Literacy (Early Years, PAT, Fountas & Pinnell) and Numeracy (Numeracy tracker, PAT). We have also drawn on direct feedback from staff and students to assist with developing actions that would address the areas we felt were key in moving our school forward in 2022.

Despite an inconsistent year of schooling in 2021 our 2022 academic data shows no significant learning loss for the majority of children. On the return to a somewhat more stable year of schooling in 2022, COVID and illness did impact to a degree with staff and student illness affecting school attendance at various times of the year.

With the return after two very interrupted years, it was an imperative that we opt for small, targeted teaching groups on our return in 2022 for reading, writing and mathematics. We believe this approach contributed to the stable results during this time. Having smaller groups

allows for greater differentiation and personalisation of programs and means we could target those children deemed at risk by increasing the number of times they were seen by a staff member in a smaller setting. Overall, our data indicates continued growth in reading, writing, spelling and maths across the school Prep – Year 6.

In NAPLAN the school continues to perform well in English, in particular reading and writing and we are showing gains in Mathematics as a school. Our Year 3 cohort made significant gains across the board. Growth in reading, spelling and numeracy from 2021 to 2022 for Year 3, places our children well above the state. In year 3 reading we have 84% of our children in the top 2 bands. Due to COVID and no NAPLAN in 2020 we are unable to see the growth from Year 3 – 5 which is an area we traditionally do particularly well in. Our year 5 data for 2022 is consistent with the state data, with some excellent individual results achieved.

Our MACSSIS data in 2022, confirms the upward trend that we have seen over the past few years for student learning. This is very pleasing, as we have worked hard to continue to grow particularly in areas of school engagement, agency and belonging.

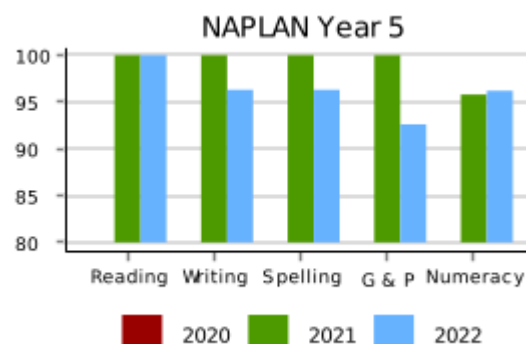
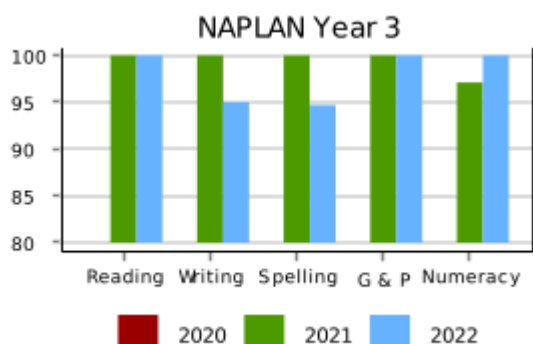
Our new School Improvement Plan focuses on three priority areas. A culture of growth, Agency for engagement and Transdisciplinarity. And we have taken the areas of student engagement, learning dispositions, belonging and student voice to be key areas to monitor moving forward. As such they have played a significant role each year in our Annual Action Plan for 2022 and have formed the basis of Professional Learning for staff. Creating learning environments where students will become resilient and self-managing learners who are motivated and embrace challenge is of particular importance. The MACSSIS data from our Year 3-6 children indicates our students feel very connected to school, are motivated to learn, have confidence in their ability to learn and are connected to their peers. We were concerned given all the time away from school, but our children have shown themselves to be resilient and many have developed a greater appreciation for the school and their peers. In our 2022 AAP, we have focused on engagement, student voice and student safety. These priorities also reflect in our commitment as an International Baccalaureate (IB) Primary Years Programme (PYP) World School, with learner agency central to IB philosophy. The survey reinforces and upholds the emphasis we place on social/ emotional learning and engagement in learning within the school.

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	-	97.1	-	100.0	2.9
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	94.7	-5.3
YR 03 Writing	-	100.0	-	95.0	-5.0
YR 05 Grammar & Punctuation	-	100.0	-	92.6	-7.4
YR 05 Numeracy	-	95.8	-	96.2	0.4
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	100.0	-	96.3	-3.7
YR 05 Writing	-	100.0	-	96.3	-3.7

* 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

Goals:

To develop the capacity for all stakeholders to critically reflect on practice.

To enable the learning community to support agency and foster self-efficacy.

To provide the knowledge, skills, dispositions and understandings that will support students to participate in a contemporary world.

Intended Outcomes:

That there is a shared understanding & consistency of pedagogical approaches across the school.

That students and staff are more confident, motivated and engaged learners who experience success.

That all stakeholders have voice, choice and ownership.

That transdisciplinary learning is reflected across the school.

Achievements

During 2022 the focus has been on rebuilding connectedness to peers and school. We believe that academic accomplishment is strongly linked with a rigorous SEL education program. To ensure that SEL is embedded across the school we have linked it very closely with our Learning and Teaching goals, the PYP Approaches to Learning and the PYP Learner Profile. At St. Columba's we use the programs - Bounce Back and the Berry St Model to help facilitate learning in this area.

It has to be said that much of 2022 was spent supporting the transition back to school. Each year and term we begin with Wellbeing Week. The focus this year has been on our school theme which is 'JOY'; developing relationships and building a strong sense of connectedness and community spirit. At St Columba's we place a great emphasis on the development of children's Social and Emotional skills. Our Wellbeing weeks are specifically designed to reinforce skills of resilience, empathy, relationships, positive emotions, mindfulness, and gratitude. These skills are reinforced throughout the term during explicit SEL lessons and as a line of inquiry in Units of Inquiry. The skills taught are foundational to and underpin the key building blocks of the learning process for each child. For we know when children are settled and happy, they have the confidence and courage to pursue learning.

In addition to this in 2018, we established St Columba's Kids peer support program, this has continued to evolve and is now firmly cemented in our school's philosophy and ethos. It is a powerful way of assisting all students to feel they belong ensuring they have connections across all year levels and multiple staff. Research shows the success of any school-based program is reliant on home school partnerships, which is why it is vital that these skills are modelled and reinforced at home, and we have actively sought and encouraged parents to reengage in their child's learning at school after remote learning, within and beyond the classroom via multiple platforms including not only traditional settings such as assembly, classroom helpers, volunteering but specifically online through Seesaw.

In line with our goal of critically reflecting on the current needs of our students and what is best practice, we will introduce The Resilience Project P-6. This will ensure the delivery of a consistent evidence based pedagogical practice across the school.

VALUE ADDED

- Regular Intervention meetings between teachers, Diversity Leader, Wellbeing Leader and Principal
- Regular PLCs and staff professional learning with a focus on student wellbeing
- Regular SRC meetings
- ASPIRE Year 6 leadership day
- Year 6 leadership structure change
- At the end of each term a wellbeing day designed and focused on building connectedness to school and peers and led by the children: Friendship Fair, tabloid Sports day, Footy & Pie Day.
- Wellbeing leader working with, and targeting, small groups of children in each of the year levels focusing on an aspect of SEL relevant to the specific needs of the group each week and as needed
- Mindfulness meditation - Mindfulness Mondays in in each class. Mindfulness practice at staff meetings
- Peaceful Kids program running for small groups of children
- Participation in Walk/Ride to school days and Ride to school days
- Continued implementation and review of Child Safety standards
- Participation in events for National Day against Bullying
- Year 2 Fun afternoon at the end of the year as part of their transition
- Participation in the Sporting Schools program
- Regular Student Wellbeing Group meetings for each level each term
- Yoga Year ½
- Staff completion of eLearning course in the Disability Standards for Education
- First Aid training – First aid for all staff
- Students using Seesaw to share their work with home – parent engagement in learning
- Lunchtime activities including Lego Club, Chess and board games, soccer, games and use of the beach
- School Musical Madagascar Junior
- NCCD professional learning attended by Diversity Leader, L&T leader and Principal

- Professional learning for staff with regards to NCCD, collection of data, analysis of data, evidence, maintenance of data, moderation of data, how to determine level adjustments, ongoing monitoring of adjustments, growth and accountability
- Yoga for Years 1 and 2
- Participation in sporting schools - Taekwando
- Soccer for P-2
- Harmony Week whole school activities and lunchtime games
- Ride to school day breakfast
- Friendship fair
- Shrove Tuesday lunchtime pancakes
- Whole school involvement in Clean up Day
- National day of action against Bullying
- Camp for years 3-6
- Zones of regulation P/L for staff with Julie Liptak
- Interrelate sessions for Year 3-6 and parent session
- Music throughout term one with Chris
- St Patrick's Day – wear a touch of Green
- Staff Professional learning PSG PLP SMART Goals
- Zones of regulation professional learning for staff
- Induction of staff to the new Child safety standards

STUDENT SATISFACTION

Our student data in the MACSSIS surveys shows an overall general satisfaction. This year the data included Year 4 to 6 students and the data between groups differs according to area, year level and gender. The data from our Year 4-6 children indicates our students feel very connected to school, are motivated to learn, are connected to their peers, feel safe, are engaged and have a voice.

We were concerned, given the prolonged period of remote learning, but the children's data indicates that they feel themselves to be resilient and very connected to their peers and the school despite of this. Anecdotally our students are always fully engaged in all aspects of school life and continue to thrive with the opportunities provided. As a school, we have continued to focus on strengthening the supportive and effective learning environments and improving teaching practices. This is reflected in our students' overall school climate, school belonging, teacher student relationships, learning dispositions and student safety results.

Despite the challenges and waves of COVID in of 2022 we were determined to provide many opportunities throughout the year for students feel connected to their peers, teachers and the

school. We believe based on these results that we were able to achieve this. In our 2023 AAP we have focused on engagement, student voice and agency. The survey reinforces and upholds the emphasis we place on social/ emotional learning and engagement in learning within the school.

STUDENT ATTENDANCE

Student non-attendance is managed through the student attendance roll. Parents phone, Skoolbag or email the school in the morning to report a child's absence. If there is no contact from home by 9:30am to explain a child's absence the parent/ guardian is called to ascertain the whereabouts of the child. Students leaving early or arriving late are signed in and/or out by their parent or guardian and the data is entered into the roll. Students with high levels of unexplained absences are followed up with parents. The days absent are included on the child's report.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	87.1%
Y02	86.4%
Y03	86.3%
Y04	87.8%
Y05	89.0%
Y06	90.4%
Overall average attendance	87.8%

Child Safe Standards

Goals & Intended Outcomes

St Columba's Primary School is committed to providing a safe environment for all students and young people and will take active steps to protect them against abuse. To achieve this, the school has developed and actively enforces Child Safety Strategies to ensure that any person involved in 'child connected work' is aware of their obligations & responsibilities for ensuring the safety of all children under their care.

In accordance with requirements of the Victorian Government's Ministerial Order No 1359, St Columba's Primary School maintains a culture of 'no tolerance' to child abuse. To achieve this it has established a holistic Child Safety Strategy incorporating the processes, policies & procedures listed below.

St Columba's Primary School Child Safety Strategy includes, but is not limited to the:

- Establishment of strategies for embedding a culture of child safety at the school;
- Maintenance & communication of a policy affirming the school's commitment to child safety and the promotion of an environment where children feel respected, valued and encouraged to reach their full potential;
- Maintenance & implementation of a Child Safety Code of Conduct;
- Established processes for screening, supervision, training, and other human resource practices to reduce the risk of child abuse & promote a child safe learning environment;
- Maintenance & Communication of procedures for responding to and reporting child safety complaints, suspected abuse, disclosures or breaches of the Child Safety Code of Conduct.
- Risk Management strategies to identify and reduce or remove risks of child abuse
- Maintenance of strategies to promote student participation & empowerment in creating an environment where they feel respected, valued and are capable of reaching their full potential.

Achievements

In order to continue to embed and implement Ministerial Order No 1359 during 2022 the school undertook the following steps:

- Details contained within Ministerial Order No 1359 were reviewed by staff, school advisory members and parish team at the beginning of the school year and consequently discussed throughout the year
- The School's Plan of Action to support school implementation of the Ministerial Order requirements was reviewed and updated along with St Columba's Child Safety Standards Booklet
- The Child-Safety Team, consisting of members of the school leadership team to support ongoing implementation of the child safe standards met regularly to ensure the implementation of the Plan of Action
- Existing policies e.g. student wellbeing, social media, cybersafety, child safety code of conduct, recruitment policy were updated

- School practice in each of the following school environments were reviewed:
 - excursions and camps
 - out-of-hours activity
 - interschool sport
 - remote learning
 - use of technology, messaging and smart phones and watches
- All members of the community volunteers, clergy, staff, CRTs, BASC, contractors are informed annually and are required to reacknowledge and sign our code of conduct before engaging in any works volunteer or otherwise in the school
- Policies are on the website and parents are informed via the newsletter, parent information night and website
- Child safety is regularly addressed at staff professional learning meetings as part of Student Wellbeing with a particular emphasis on building staff confidence in delivering age appropriate education about child protection awareness including healthy and respectful relationships
- Student Wellbeing and SEL program aligned with Respectful Relationships
- Biannually we engage Interrelate to speak with parents Years 3-6 and to engage with students Years 3-6 with regard to respectful relationships.
- During staff professional learning there was a continued emphasis on unpacking the Personal and Social capability of the Victorian Curriculum, understanding and using the Berry St Model and the Bounce Back Program to explicitly teach SEL, protective behaviours and resilience
- Our Units of Inquiry where appropriate and authentic include: the elements of the personal and social capability, protective behaviours, resilience and explicit teaching of Social Emotional Learning.
- Continued work with staff during staff professional learning to assist them to be able to empower and encourage children to participate in creating a child safe and inclusive school
- Child Safety and what can be done to minimise the risk of abuse, neglect, or harm is a regular feature of the weekly staff news
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools
- Continued to strengthen the process of student engagement in conversations relating to Child Safety and development of effective strategies through the SRC and by including Child safety in our units of Inquiry and SEL lessons. This includes:
 - Consulting directly with our students about what they think makes their school safe.
 - Giving children information regarding their rights.
 - Teaching students how to raise concerns and, make complaints or let someone know if they feel unsafe.
- Reviewing the Child Friendly Code of Conduct for the school with SRC

- All children in the school are made aware of this code of conduct through SEL lessons with their classroom teachers
- The school is an eSmart school
- Principal and Deputy participated in the MARAM training and have begun the implementation process
- All policies were updated in accordance with MACS requirements

Leadership

Goals & Intended Outcomes

Goals:

To develop the capacity for all stakeholders to critically reflect on practice.

To embed student and teacher goal setting & feedback practices in the school

To provide the knowledge, skills, dispositions and understandings that will support students to participate in a contemporary world.

Intended Outcomes:

That there is a shared understanding & consistency of pedagogical approaches across the school.

That teacher professional learning plans are aligned with the school improvement plan.

That transdisciplinary learning is reflected across the school.

That there is a shared understanding of transdisciplinary learning amongst all stakeholders.

Achievements

2022 was the first year of our new school improvement plan with its priorities of: culture of growth, agency for engagement and transdisciplinary learning. Within this there was the clear intent of building upon our previous SIP's work to develop high performing expert teams, ownership, clarity, professional growth and giving and receiving effective feedback. Our 2022 MACSSIS data shows that in the majority of areas in the staff survey we continue to be well above the MACS average, revealing a strong organisational culture within our school. With 2022 being our first year of continuous onsite learning after COVID and a number of new staff to the school we looked to consolidate the work we had been doing across the last four years of our previous School Improvement Plan. We knew that induction and support for new staff would be essential.

Some of our other achievements for 2022 were:

- Re-establishment of new teams at each level including new LSOs and those who have moved levels
- Clear role descriptions for all roles within the school
- Focus on clarity on first day back
- Website updated as needed to keep current
- Peer to peer observations
- Learning Walks
- Professional goals and learning plans for all staff meetings completed
- All members of the school community required to sign Code of Conduct annually
- Nature Play areas completed
- Parent exchange days – each staff given a day either face to face, phone, or zoom well taken up by parents

- Support in place for the new teachers to the school – all appointed a mentor teacher
- Regular PYP updates and messaging through the newsletter
- Regular PYP focused professional learning for teachers.
- Participation of teaching staff in the Victorian PYP network teach meets
- eSmart team continued and school awarded eSmart school status
- Community leader in contact with Kinders and working with marketing to attract enrolments to the school and reinforcing school presence in the community
- NAPLAN online
- Marketing – building upon our social media campaign Instagram and Facebook
- Data discussion meetings held with teachers each term
- Time given to staff to complete F&P testing and NCCD
- Master Plan developed with architects
- All new MACS policies adopted and adapted and required policy loaded onto school website when required
- Painting interior of school completed
- Shade sails grant application acquitted and new shade sail installed and the area between the school and church developed as an outdoor learning area
- MACSSIS survey undertaken by staff, students Year 4-6 and parents
- Essential agreement for staff – updated for 2022
- Staff formation with Fr John
- Staff P/L focus on data informing planning and IB perspective on targeted teaching
- Support for graduate teachers in the classroom by providing mentoring from leadership
- Continual updating of COVID safe plan
- Management of COVID cases within the school and those required to isolate due to close contacts
- RAT test distribution
- Extra Air purifiers purchased with PFA raised money
- Teacher and LSO check in with principal re their professional learning plan and goal each term
- Learning walks with all staff encouraged to participate in at least one this term.
- Learning walk feedback shared at staff meeting and on the meeting agenda
- Staff consultation via Google forms and follow up staff meeting re: moving from multi age classes to single and school communication
- SAC assistance with gathering feedback from families re: moving from multi age classes to single
- Rationale for straight classes developed to share with parents and feedback sought

- Staff consulted to make changes to the peer to peer protocols and observation sheet
- Parent consultation via Google forms survey re: moving from multi age classes to single and school communication
- Feedback provided to SAC and decision taken to write a clear response to be distributed in term 4 week 3 to families and staff re the decision to move to staright classes as of 2023
- Staff consulted on fourth specialist for 2023 as per the agreement
- Data discussion meetings especially prior to parent teacher interviews
- Staff asked for feedback regarding current reports
- ARMS for teachers conducted
- MACSSIS survey undertaken staff, parents students
- New staff for 2023 employed
- ARMS for LSOs conducted
- MACSSIS survey - staff resurveyed to better understand the results of this year's survey
- Results collated and shared with staff. This information helped to inform the 2023 AAP
- New Performing Arts teacher employed for 2023 – fourth specialist as per the pending new agreement
- Changes made to the staff handbook
- Guidelines for classroom teachers developed
- New look prospectus developed
- New Prep info booklet developed
- Parent handbook for website updated and renewed
- Induction for new teachers 2023 personalized to need
- Induction for staff to new levels and roles including LSOS for 2023, personalized to need
- New staff to the school provided with focused induction coming from their needs.
- Staff Closure day used to enable new staff to the school in 2023 to have input into the 2023 POI assisted by current staff

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

CPR and Anaphylaxis Training

Dynamiq emergency management warden training online modules and face to face

Southern Digital Network

RE Network

SWIF Network

Learning Diversity Network
Student Wellbeing Network
PYP Network
Principal Network
Deputy Principal Network
NCCD
Matt Glover – Writing workshops and mentor text
RE – Scripture, sacraments, prayer, church ritual and seasons – Fr John
Peer to peer observations
Learning Walks
PYP – From Principals into Practice professional reading and learning
PYP - Introduction to the Exhibition for all staff
The Resilience Project
Zones of regulation - Julie Liptak
Positive Education Conference
Sustainability and outdoor play
CERES sustainability ResourceSmart for staff
Art
Maths - challenging mathematical tasks
Mathematical sequence of learning undertaken by P-2 staff
Tech Brekkies
Coaching and Mentoring
Mandatory Reporting
Inquiry– Kath Murdoch whole school closure day and two after school sessions including an introduction to personal inquiries for whole staff
Introduction to the Language of the PYP
Teach Meets – PYP network
Transdisciplinarity - PYP network
Seesaw upskilling
Essential Assessment upskilling
Assessment - F&P
SMART Spelling
Operoo
Enquiry Tracker
Differentiation and Targeted teaching in Writing

Grammar in context
 ICON
 Ferocious leadership Tracey Ezard - Principal
 Inquiry and Agency in the PYP
 eSMART
 Differentiation and targeted teaching in Maths
 PYP Conference for Principal and PYPC
 Student goal setting and feedback
 NAPLAN
 Data Analysis
 Behaviour management for graduate teachers
 Collaborative planning in the PYP
 First Nations P/L
 Protective behaviours

Number of teachers who participated in PL in 2022	18
---	----

Average expenditure per teacher for PL	\$1457
--	--------

TEACHER SATISFACTION

This was the year one of our new School Improvement Plan. Over the past four years there has been a significant emphasis on ensuring we were creating high performing expert teams. This is a continued focus going forward which is embedded into our focus priorities of establishing: a Culture of Growth, Agency for engagement and Transdisciplinary learning.

Our MACSSIS data demonstrates that as a staff we are performing significantly higher than the MACS positive response % average across all areas of the survey. This was especially evident in the areas of collaboration in teams, school climate, collective efficacy, staff - leadership relationships, staff safety, instructional leadership, and psychological safety with results between 70- 85% positive response rate. With our continuing work on feedback, the use of Learning Walks and the introduction of personal inquires we hope to see further improvement in the areas of Catholic Identity, feedback and agency which we hope will result in teachers feeling they can take ownership and risks with their learning.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	70.1%
--------------------------------	-------

ALL STAFF RETENTION RATE	
Staff Retention Rate	81.3%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	22.2%
Graduate	11.1%
Graduate Certificate	0.0%
Bachelor Degree	66.7%
Advanced Diploma	0.0%
No Qualifications Listed	22.2%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	23.0
Teaching Staff (FTE)	19.0
Non-Teaching Staff (Headcount)	14.0
Non-Teaching Staff (FTE)	6.5
Indigenous Teaching Staff (Headcount)	1.0

Community Engagement

Goals & Intended Outcomes

Goal:

To enable the learning community to support agency and foster self-efficacy.

To provide the knowledge, skills, dispositions and understandings that will support students to participate in a contemporary world.

Intended Outcome:

That the learning community supports agency and foster self – efficacy.

That there is a shared understanding of transdisciplinary learning amongst all stakeholders.

Achievements

During the 2022-year, St Columba's school community continued to prioritise parent-school - parish partnerships. Parents contribute in myriad ways to our community: classroom helpers, book week, assisting with excursions and incursions, Green Team, running club, and Resource Smart Schools. The list of ways parents participate in our school is exhaustive and cannot all be captured here. Our challenge for the 2022 year was to find ways of connecting with our families and the broader community in a COVID safe manner.

Parents continued to participate in the more formal settings of PFA and School Advisory Council. The PFA works tirelessly to connect parents socially and to raise money so that the school can purchase resources for the students. The SAC works with the school to strengthen community relationships and assist the school to meet the school's improvement goals. During 2022 the capacity of the PFA to fundraise and to contribute to school life was inhibited by COVID restrictions and whenever COVID affected the school. Nonetheless, they continued to maintain community and then once restrictions were eased to bring our community together. These parents give their time and expertise to make the school an even better place. Our thanks go to them, and all parents, who work in, support and encourage the school.

The Before and After School Care service at St Columba's is very much a part of our community. In 2014 the school applied to become the service provider, taking over that role from the Parish. During 2019 and further discussion with Fr John we began the process of separating BASC from the school, meaning it would become its own entity- Andy's Before and Aftercare. The BASC provides a highly professional and engaging service for the community that is very much valued particularly by working parents. Run by a team of qualified staff, the morning session starts at 7am and the afternoon session finishes at 6.30pm. All BASC staff also work part-time in the school in support staff roles, which creates wonderful links between the school and the service. BASC continues to provide a very much-needed service for our community and was operational throughout the lockdown period.

Our goal to foster a positive school community, which is actively engaged to inspire and improve student learning, led to the introduction of numerous new initiatives prior to COVID. The Marqt is one such initiative and a wonderful community event that brings our community together. We were fortunate to be able to go ahead in 2022 with our second Marqt just before Easter. Our Green team parents are a remarkable group of people who continued to work tirelessly to help ensure sustainability is front and foremost in our school and together with our sustainability leader they have helped in setting up our kitchen garden program, applying for

grant submissions and have assisted in the establishment of our nature play area and bee garden.

This is a wonderful expression of community spirit and commitment. It highlights the benefits of family - school partnerships which are so vital in assisting children to get the most out of their schooling. All these events are examples of our strong commitment to building partnerships that are based on mutual trust, respect, and shared responsibility for the education of the children at our school. At St Columba's family involvement plays an important part of the core business of our school.

We have a significant relationship with the Parish and work together for not only the Sacramental Programs but also for many community programs. The parish also involves themselves closely with the school assisting with many of the school events and connecting with families at assemblies. And we reciprocate this by maintaining our strong connection with Sacred Heart Mission and the St Vincent de Paul arm of our parish.

During 2022 we continued to work with CERES to improve our school's sustainability and maintain our 5 star ResourceSmart school ranking. We participated in community events such as Clean Up Australia Day and helped with regeneration in the local area.

PARENT SATISFACTION

During 2022, we continued to focus on school – parent partnerships. The emphasis we placed on this relationship saw our parent satisfaction continue to remain solid. The feedback received in 2020 and 2021 helped us to ensure we had clear processes and communications in place for the return to school. The MACSSIS data supports this, and we can see the school is clearly above the MACSSIS average in the areas of communication, family engagement, school climate, school fit and student safety.

It was still a difficult year to navigate as there were many restrictions in place that prevented parents initially from being onsite and once restrictions eased, we really had to encourage families to return and engage at a level somewhat close to what we had prior to COVID. Despite this hesitancy we continued to place strong emphasis on strong family – school-parish - community connections and providing families with as many opportunities as we could to be involved in their child's learning, the school and parish.

In 2023, we look forward to re-establishing pre COVID levels of engagement by placing more emphasis on Family Engagement – the degree to which families become involved with and interact with their child's school. Whilst family involvement is traditionally very high, we would like to see greater take up of families to become partners with us in their child's learning. We hope to be able to do this through encouraging parents to use and see Seesaw as a platform that enables progressive insight into their children's learning. And by placing a strong emphasis on belonging and community we hope they will participate in the many opportunities available for them to be involved in their child's learning and the life of the school in and beyond the classroom.

Future Directions

School Improvement Plan 2022-2025

Priority One: Culture of Growth

Goals:

To develop the capacity for all stakeholders to critically reflect on practice

To embed student and teacher goal setting & feedback practices in the school

Intended Outcomes:

That there is a shared understanding & consistency of pedagogical approaches across the school

That teacher professional learning plans are aligned with the school improvement plan

That teachers are comfortable giving/receiving feedback

That students are using the language of feedback

Priority Two: Agency for Engagement

Goal:

To enable the learning community to support agency and foster self-efficacy.

Intended Outcome:

That the learning community supports agency and foster self – efficacy.

Priority Three: Transdisciplinary Learning

Goal:

To provide the knowledge, skills, dispositions and understandings for students to participate in a contemporary world

Intended Outcome:

That students' understanding of their Catholic identity informs their actions

That transdisciplinary learning is reflected across the school

That there is a shared understanding of transdisciplinary learning amongst all stakeholders