



St Jude's School Langwarrin

2021

Annual Report to the School Community



Registered School Number: 1760

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E NUMBER	E1296

Minimum Standards Attestation

I, Debbie Darvell, attest that St Jude'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.

30/03/2022

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

We at St Jude's value a positive community that is inclusive and respectful of relationships, appreciative of diversity.

We aim to create a learning community that actively promotes knowledge and skills for a twenty-first century society.

We will provide an engaging and differentiated curriculum, growing the whole person through a climate of shared culture and a safe and nurturing environment.

"A Positive Attitude is a little thing that makes a BIG difference".

School Overview

St. Jude's Parish Primary School is a Catholic Primary School located in Langwarrin. It was established in 1978. The School serves the needs of the children in the Parish of Langwarrin.

- Enrolment in 2021: 249 students.
- There are twelve class groupings 2 x Preps; 4 x 1/2, 3 x 3/4 and 3 x 5/6
- Specialist programs offered at the school are Physical Education, Music, Drama, Visual Arts Library and Italian.

St Jude's enjoys a natural bush setting and a sustainable infrastructure that blends with the local surroundings. We have a 5-star sustainable rating, we have a strong environmental commitment. We endeavour to practice waste wise initiatives, promote energy efficiency, reduce water usage, increase biodiversity in the school gardens and encourage community practice of sustainability.

Our facilities include a junior, middle and senior block where classrooms are spacious and all include a break out space where the classes can come together. There are also specialist rooms and spaces. Specialist classes currently offered are Performing Arts, Visual Arts, Physical Education, Italian and Library. We have a school hall which is a comfortable carpeted space where assemblies are held. There is also an indoor basketball court that opens up out to our spacious grounds. The grounds provide excellent spaces for outdoor learning, fitness and play. They include a grassed oval, two synthetic outside basketball courts, two adventure playgrounds, a kitchen garden which includes a chicken coop, a sensory garden and plenty of shaded spaces.

At St. Jude's we strive to engage each child, with our personalised learning approach, we meet each individual child where they are in terms of their academic, spiritual and social and emotional learning. We recognise that parents are the first educators and the school works in partnership to support the development of the whole child. Jesus' teachings remain the focus of our daily interactions, through our prayers and our faith. Acts of kindness are modelled and affirmed by all members of our school community. Student Wellbeing continues to be a strength at St. Jude's with many initiatives and extracurricular activities including pop up play and lunchtime activities in place. This year we opened our Wellbeing Hub. Our school motto is MERCY PEACE LOVE which simply put means 'USE YOUR KIND HEART'.

Principal's Report

In 2021 the school year began with great positivity; we went from eleven classes to twelve. We welcomed four new teachers and three new Learning Support Officers to our dynamic team.

The leadership team in collaboration with the entire staff developed our Annual Action Plan which enabled the focus to be on improved student well-being, student learning outcomes and the continuation of strengthening a learning culture amongst staff.

Work continued at St Jude's improving play spaces. Soft rubber fall was installed on both adventure playgrounds and the playgrounds were given a facelift with a fresh paint and new slides also installed.

During the year Annette Vine, our Deputy Principal was seconded by Melbourne Archdiocese of Melbourne, Southern Region as a Religious Education Consultant. I have had the privilege of working closely with Annette Vine since I began at St Jude's in 2019. In this relatively short period of time we forged a strong partnership where we continually learnt from each other and shared a passion for leading St Jude's.

I congratulate Annette on this appointment and wish her continued growth and success as she shares her considerable talents with many school communities. Annette has left a wonderful legacy at St Jude's constantly reminding us that the child is at the centre of all we do. Our school community, teachers, parents and students are all the richer for knowing Annette - and I know they join me in wishing her every success in the future.

The snap lock downs in Term One, Two and Three provided challenges with the sudden move to flexible remote learning. The teaching staff adapted to teach in the online space quickly with taking their learning from 2020. Once we were in, the extensive lock-down systems were in place to teach and support students.

I am so proud of the way St Jude's approached the challenges of remote learning again this year. The staff were both flexible and engaging in their teaching and worked diligently and enthusiastically to ensure that children had the best experience possible. The staff participated in Professional Learning to ensure that the learning needs of our students were met in this new delivery of learning.

Due to COVID-19 we were unable to attend excursions or camps, with this in mind we worked hard at creating as many fun and unique opportunities for our students. These included a whole school colour run, a school athletics week and a Year Six special event day. Our Year Six students were given an amazing send-off at their graduation. We turned our carpark into a Drive-in theatre with a 17-metre truck housing an LED screen. Students were presented on a makeshift stage and parents sounded their car horns to congratulate each graduate. This was a fantastic event which was a highlight for the students.

I hold hope that 2022 will be a school year when we can be on-site continuing our journey of building this great school to be even greater.

Education in Faith

Goals & Intended Outcomes

To co-design strong links between sustainability and stewardship by further developing our Catholic Social teaching through engaging real life action, scripture and prayer.

Achievements

In 2021, the staff have spent time leading and facilitating planning regarding Religious Education and linking our Catholic Identity to our real life experiences and world events. We have demonstrated spiritual leadership, promoted Catholic values, ensured that priority is given to faith education in the school and that students are prepared for the Church of the 21st Century. In 2021, staff brainstormed our new topic for our Catholic Social Inquiry unit and worked together to plan and take ownership of what they believe is a deep and meaningful area of knowledge that they think our students should be immersed in school wide. The staff followed a planning process where they identified significant events that are occurring in the community/world at the moment and then engaged in dialogue to condense ideas down to one main topic, where they made explicit links to the curriculum and Catholic Social Teachings. The staff identified that NAIDOC week and the Olympics are two significant and important events occurring in the world in 2021. Our topic, 'We are one, we are many' included inclusiveness and catered for differing cultures, races, backgrounds and traditions. Students were immersed in this topic with engaging experiences that deepened their thinking about the topic, explored connections to other people; considered Jesus as a model for friendship, discussed inclusive behaviours; and identified behaviours that work towards the common good.

The staff put an amazing amount of effort into ensuring our Sacraments could be celebrated in 2021. Reconciliation and Eucharist were celebrated in small groups of students across a number of weeks to fall in line with the current COVID regulations. As COVID regulations prevented the celebration of Confirmation in 2020, the Sacramental classes continued their preparation during remote learning and then were revisited when they returned to the classroom. Our strong sense of community and care for each other during these trying times at St Jude's, had us inviting back our 2020 Year 6 students to celebrate their Sacrament of Confirmation with the 2021 Year 6 students, to fulfil their Sacramental program and learning. It was a beautiful way to celebrate with each other.

2021 provided us with some challenges as a school community, however we were able to celebrate our Closing School Mass in conjunction with our Graduation Mass together. This important event was celebrated on the last day of school with all students at St Jude's and the parents of our Year 6 students being able to attend. During this Mass, we also prepared for the celebration of the birth of Jesus in the season of Advent. Our classrooms and administration office displayed an Advent wreath, which consisted of a circle of evergreen branches, four candles and new Nativity Scenes were purchased for each class to display alongside these.

VALUE ADDED

The focus of activities was to maintain our students and their families feelings of being connected as a school while being supported and sustaining a sense of belonging during lock down and upon our return to school.

- Prayers and hymns were filmed and shared with students and families via the SeeSaw platform.
- Continual 'check ins' via phone and email with our families to provide support and to remain connected during Flexible Remote Learning.
- Online Paraliturgies to celebrate important events during Flexible Remote Learning and when we returned to onsite learning.
- Outdoor Gatherings to remain connected.
- Nativity Play led by our Prep Students as part of our Christmas celebration and parent picnic.

Learning & Teaching

Goals & Intended Outcomes

Goal:

To build teacher capacity to plan learning sprints in order to maximise student engagement in Numeracy.

Intended Outcome:

To improve collection and analysis of data to inform differentiation of practice and procedures.

Achievements

At St Jude's our Annual Action plan for 2021 was set to be an opportunity to further improve on achieving the goals set in 2020. As a whole staff we explored how we could engage our students even more in their learning through stimulating teaching. Numeracy was our Curriculum area focus where the teaching staff were involved in Professional Development based on how we could differentiate our teaching of Mathematics to cater for all learning abilities and styles. Despite the disruption of lock-downs and remote learning settings, student engagement across all curriculum areas remained a key driver in the work of all staff.

Staff were creative in their collection of assessment data during a remote setting, using a combination of observation during synchronous learning opportunities and online assessment packages, such as Essential Assessment. Using the specific data from these Assessments, teachers were able to create small targeted learning groups, in conjunction with whole class learning groups online, to support student needs in the difficult situation that remote learning can present to teachers and students. Across the school, students who were identified as in need of additional support, were provided with opportunities to work in a small group with a teacher to meet their learning needs.

When the students returned to onsite learning, our staff knew that the wellbeing of the students needed to be supported by the ongoing, engaging and stimulating teaching of our Curriculum. As one example highlights, Extension groups were identified by the collection and analysis of assessment data and were created to support students in Year 5 and 6 in the area of Mathematics. This is evidence that the collection of assessment data, as stated in our goal, met the needs of all students with varying abilities and strengths.

The professional development of staff was supported and enriched through an innovative approach to Professional Learning Teams. Staff chose a focus for improvement, selecting either Literacy or Mathematics to develop in collaboration with others. These opportunities were a chance to share the talents and strengths of all staff and build a shared understanding of good teaching and learning as well as develop the knowledge of the core standards outlined in the Victorian curriculum.

Other professional development opportunities included a visit to St Thomas Moore in Mount Eliza where a staff member from each level team was able to participate in a workshop lead by industry

expert Peter Sullivan. In these sessions, teachers were shown how to plan for and carry out mathematical tasks that enable all learners to experience success. Teachers were energised to implement this approach into their teaching back in their classroom and apply it to all areas of the Curriculum. The feedback from this professional development was overwhelmingly positive.

As the year ended, the staff were able to identify that this change in the way Mathematics could be taught, was exciting and innovative. Working as a team, sharing best practise and reflecting upon goals achieved, has helped our staff to develop their skills which in turn benefits the students growth along their learning journey.

STUDENT LEARNING OUTCOMES

In our 2021 NAPLAN School Comparison report we have seen a significant amount of growth across all areas of the Curriculum. The following data compares the same cohort in Year 3 and then in Year 5. In Reading, our growth improved by 71 points, in Writing by 41 points, in Spelling a 53 point growth was stated and in Numeracy our students achieved a growth of 84 points in 24 months. The Year 3 2019 cohort and then the same cohort in Year 5 2021, matched the State growth in Numeracy. In Grammar and Punctuation, the School Comparison report shows an improvement of 66 points, 3 points above the National average and 7 points above the State mean. Our Spelling results reflect the weakest growth compared to other areas of the Curriculum, and thus indicates that this is an area that we will need to focus on in 2022 in our Level PLT's, Literacy team and in specific Staff meetings throughout the year.

From the PAT data that was collected at the end of 2021, again Numeracy data indicated a higher growth in all cohorts than the norming sample. The number of students at risk in Numeracy were also significantly smaller than the norming sample as well. The spread of results for each cohort was tighter than in the norming sample and our top students on the graphs matched or were only slightly below that of the norming sample. An Extension group for Mathematics was put in place for those students during remote learning and then again continued when all students were back onsite.

BAS data (Reading) that was collected at the end of 2021, indicated that in each Year level over 80% of the students were at the expected level or above. In 3 Year levels the at or above Levels exceeded 90%. To extend these students in the complexities of author craft and inferencing, will be the ongoing Literacy goal in 2022. At risk students and small groups needing support were clearly identified and will be the focus of Literacy interventions in 2022.

Our school's focus on improving Numeracy across the whole school over the past two years, has, by the information indicated by these key growth data points, given us more incentive to work on the engagement of our students to achieve even better growth in 2022 in all areas of the Curriculum.

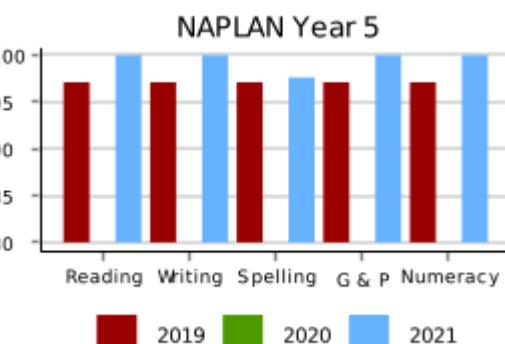
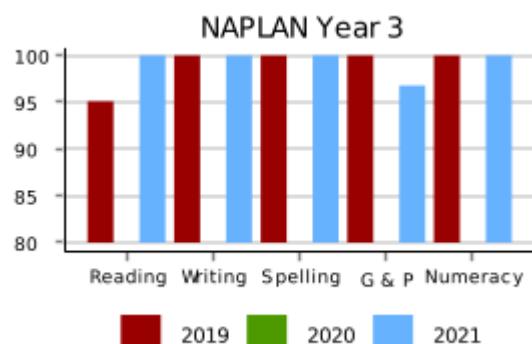
PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2019	2020	2019 – 2020 Changes	2021	2020 – 2021 Changes
	%	*		%	
YR 03 Grammar & Punctuation	100.0	-	-	96.8	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	95.1	-	-	100.0	-
YR 03 Spelling	100.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	97.1	-	-	100.0	-
YR 05 Numeracy	97.1	-	-	100.0	-
YR 05 Reading	97.1	-	-	100.0	-
YR 05 Spelling	97.1	-	-	97.6	-
YR 05 Writing	97.1	-	-	100.0	-

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

To improve student engagement and wellbeing through stimulating learning experiences.

Achievements

Student Wellbeing is at the core of all that is done here at St Jude's. One key driver of Student Wellbeing is promoting student voice from Prep to Year 6. Our Student Representative Council (SRC) was in the development stage in 2021. The SRC aims to meet fortnightly and discuss a variety of initiatives across the school. Additionally, student voice is also promoted through our Year 6 School Leaders. Our school leaders facilitate lunch time activities and help in all areas of our school. They also share a variety of ideas to help improve our school in our weekly leadership meetings.

At St Jude's we endeavor to establish a strong culture of engaging and stimulating teaching. Our Professional Learning Teams continue to identify what engaging and stimulating teaching looks, feels and sounds like. We have implemented enriching programs such as our Maths and Literacy extension groups. Our senior 'elective program' was in its second year and focuses on catering to all students' passions. This includes Outdoor Education, Art, Cooking and Coding.

The school year began with our start-up program. This is a two-week teaching block that prioritises the explicit teaching of our three school expectations. This is also an opportunity to make transition to the new year as smooth as possible for all students. The start up program ensured that whole school approaches were explicitly taught and displayed throughout the school, this included our school expectations, voice meters and our startup matrix.

The HUB is a vibrant space which has seven learning zones which cater for different learning styles. The entire space is fitted with contemporary furnishings including pedal desks, whiteboard tables, wobble stools, stand up stations, and soft furnishings.

Learning that takes place in the HUB includes independent, small group and whole class learning. Literacy, Numeracy, Robotics, Social & Emotional capabilities and so much more is taught in the HUB. One zone is filled with sensory tools, children are explicitly taught how these tools can be used to help them be the best learners that they can be. The HUB is positioned next door to the school gym which has a mezzanine floor which has been fitted out to include a mindfulness zone and a work-out space. This amazing inclusion is a space where children in small groups are taught strategies to be centred and grounded.

Mr Milan Greco began at St Jude's in 2020 where he was appointed Student Wellbeing Leader. Milan has completed his Master's in Education - Student Wellbeing at The University of Melbourne. The Wellbeing Team consists of six staff members. This team meets each week to prioritise initiatives and to analyse a variety of school data.

In Term Four the school introduced a wellbeing dog. Through the company Dogs Connect a framework is followed to safely have 'Maisie' the wellbeing dog integrated into school life. The introduction of Maisie created great excitement amongst the school community. Maisie belongs to Marita O'Sullivan - Principal. In 2021 Maisie came to school on average twice a week this will be increased next year as she is further trained. The philosophy behind having a wellbeing dog is to support mental health and wellbeing. By having Maisie at school we aim to create a connection between community and the wellbeing dog which leads to positive emotional and social impacts.

In 2021 the wellbeing of all students was paramount with the added pressure of COVID-19. We look forward to 2022 where we can continue to support our students and further embed a variety of wellbeing initiatives.

VALUE ADDED

- Establishment of Student Representative Council (SRC).
- Year 6 Leadership program.
- Implementation of social and emotional learning programs such as 'Rock & Water' and 'MPower'.
- Promote professional working relationships through our Year 6-Staff buddy program.
- Promote connection to our community through our school virtual assemblies.
- Conduct weekly whole school staff student wellbeing meetings.
- Have staff engage in professional learning through programs such as Berry Street.
- Provide stimulating learning experiences through our Senior Elective program.
- Support staff in behaviour management strategies.
- Implement 'behaviour sprints' focusing on our school expectations.
- Implement our start up program from Prep-Year 6.

STUDENT SATISFACTION

Feedback was collected throughout 2021 especially during the time of remote learning. This was gathered through small group catch-ups online with teachers and school leadership. The following were responses from some students:

"I like using Seesaw, because I get to hear my teachers voice about my work"

"Google Meets are good, I get to see my whole class. I like how my teacher is available to have extra meets if I don't understand something"

"RnB Fridays are the best, my whole family joins in with the learning"

"My whole family watch the virtual assembly each week, the teachers are so funny"

STUDENT ATTENDANCE

Attendance at St Jude's continues to be closely monitored. An automated system is used to communicate with parents when their child is absent from school. This is done once teachers have taken the morning roll which they take before 9.00am. If a student is late to arrive a parent is required to sign them in, just as they are required if a child leaves early. All student attendance data is recorded on nForma.

During periods of lock down in 2021, parents were asked to contact the school office to advise if their child was absent from remote learning. If children were not in attendance on Google Meets they were marked as absent and parents were contacted.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	93.2%
Y02	92.9%
Y03	94.0%
Y04	92.4%
Y05	93.5%
Y06	96.4%
Overall average attendance	93.7%

Child Safe Standards

Goals & Intended Outcomes

In 2021 St Jude's Primary School continued to hold the care, safety and wellbeing of students as a central and fundamental responsibility of the school. Our commitment is drawn from an inherent belief in the teaching and the mission of the gospel. St Jude's Primary 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. Throughout 2021, our school further embed its child safety strategies through the ongoing review and implementation of policies and practices. We continued processes to induct and digitally track all visitors and volunteers to our school and to maintain current records of Working with Children Checks. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse.

Achievements

- Staff participated in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and student's management, duty of care, and reporting requirements.
- Staff participated in Mandatory Grooming Offence Training.
- Student participation and empowerment strategies were continued.
- Strategies addressing the school's three rights were a focus at school assemblies
- At St Jude's everyone has the right to be treated **with respect, to feel safe and learn**
- Including the Child safety Team/Committee with the Student Wellbeing Team to allow Child Safety to be an agenda item at weekly meetings.
- Continued to implement appropriate and necessary child safety protocols when recruiting and inducting new staff members.
- Child Safety Standards remains a regular agenda item at School Advisory Council meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed.

To be in line with COVID-19 regulations the following was put in place;

- A QR code was set up for the tracking of all adults entering the school.
- Hand sanitiser was placed in all areas of the school
- Protocols were put in place where students were explicitly taught good hygiene this included washing and sanitising of hands.
- Signage relating to good hygiene practices and social distancing protocols were displayed around the school.
- Social distancing decals were placed in the main office indicating where people should stand to ensure physical distance was followed.
- A traffic management plan was put in place and actioned to ensure the safe dropping off and picking up of students, this included staggered start and dismissal times.

- All staff who could work from home worked from home during times of remote learning.
- Work permits were collected from parents who were essential workers.
- Air purifiers were installed and put in appropriate rooms.
- Room density limits were signed in each room.

Leadership & Management

Goals & Intended Outcomes

Goal:

To establish a positive effective feedback culture within St Jude's which encourages student agency, student engagement, ongoing reporting to parents and teacher self development as we are all lifelong learners.

Intended Outcome:

An improved culture of feedback to enhance student agency and engagement.

Achievements

This was the second and final year of the current tenure for our Positions of Leadership. The leadership positions were two Education Faith Leaders; these roles were broken into Curriculum and Liturgy, Leader of Learning & Teaching, Leader of Wellbeing, Leader of Learning Diversity and Leader of Sustainability.

Annette Vine, our Deputy Principal also held the positions of Religious Education Leader/Liturgy and Learning Diversity Leader. With Annette moving to work at Melbourne Archdiocese of Melbourne we needed to make changes to our team. Bernice Donato took on the role as Acting Deputy Principal, Braden Hammond came out of the classroom to take up the Learning Diversity Leadership role and continued as the Numeracy Leader and Stefanie Nicosia took on both of the Religious Education leadership roles.

The leadership team met fortnightly as a whole group and weekly in subgroups. The main goal at each meeting was to monitor and plan for the implementation of the School Improvement Plan. It was important to keep an eye on our school improvement plan as, yet again we needed to adapt to the online learning space.

Review meetings were held for all staff, the AITS standards were used to provide feedback. School Leaders attended relevant network meetings, this year they were all held online.

As always communication from the leadership team was vital this was done in the following ways;

- Weekly staff news from the principal was emailed to staff each Sunday.
- The leadership team communicated through the school newsletter.
- During remote learning senior leaders attended all PLT meetings. Our student leadership initiatives were again a strong way of acquiring student voice and choice.

Staff participated in mandated annual training in OH&S, Mandatory Reporting, the Disabilities Discrimination Act, Anaphylaxis and First Aid training, and also emergency management through the service provider Dynamiq.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Mandatory Reporting & Child Safety Training

Emergency Management

Disability Standards for Education

Essential Assessment

Operoo Training Webinar

VCOP — Literacy

First Aid — CPR

Marketing that works

Re-imagining Reporting Collective

ICON Training - Administration Staff

Responsive Remote Learning

Religious Education Leader Network Meetings

Deputy Principal Network Meetings

Student Wellbeing Network Meetings

Learning Diversity Network Meetings

Zart Art Book week and Christmas Craft PD

Principal Network Meetings

School Wide Improvement Forum Meetings

Differentiation with engaging open-ended tasks 3-6

Team around the child: Prep Transition for students requiring extensive adjustments

Southern Region Webinar led by Andrew Fuller Re-engaging students with the school environment: what to look for, what to prepare for and what to do.

- Actions teachers can take to enhance students' safety, connection and belonging.
- Responding to students, in particular those experiencing anxiety, fear, isolation and sensory overload

Number of teachers who participated in PL in 2021	30
Average expenditure per teacher for PL	\$475

TEACHER SATISFACTION

Feedback from staff was collected on an ongoing basis throughout 2021, particularly in relation to staff wellbeing. It was a year that brought so many challenges and at times left staff feeling overwhelmed by the enormity of the task at hand. However, despite this, staff feedback indicated that they were very satisfied with the level of support they had received from leadership throughout the year. Staff also felt connected with many parents through the online space, they felt they had a good understanding of how families were coping during remote learning. Staff also highly valued the collaborative relationships they have within their teams and the support they received from one another.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	87.4%
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ALL STAFF RETENTION RATE

Staff Retention Rate	91.9%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	9.1%
Graduate	27.3%
Graduate Certificate	13.6%
Bachelor Degree	72.7%
Advanced Diploma	36.4%
No Qualifications Listed	4.5%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	29.0
Teaching Staff (FTE)	20.1
Non-Teaching Staff (Headcount)	13.0
Non-Teaching Staff (FTE)	13.1
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Goal:

To strengthen the collaborative partnership between home, school, parish and the wider community to support student learning and wellbeing.

Intended Outcomes:

That parents will be more actively engaged with, and have a greater understanding of their child's learning.

That students' learning will be enhanced by way of stronger community connections.

Achievements

In 2021 we were excited to continue to build community spirit especially after such a challenging year in 2020. Just like 2020 we were restricted in holding onsite whole school community events.

The move to snap lockdowns required staff to adapt to teaching in the online space. Staff adapted quickly and picked up great digital practice from their previous experience. When we moved to flexible remote learning in Term Three we continued the use of the Seesaw platform which enabled staff to send out work which was fully explained at the daily Google Meet.

In 2020 parent and student feedback was taken into account when planning our flexible remote learning. It was decided to have Google Meets to go for longer and have the opportunity for students to have the teacher available to clarify any unknowns. This also enabled teachers to run small groups and 1:1 teaching groups.

During flexible remote learning communicating to parents was essential not only to share information but also to continue connection. This was done via a couple of mediums, Operoo was used for written material, phone calls and Google meets to name a few. It was continually communicated that there was always someone available whether that be for technical support or for a check in.

Our weekly virtual assemblies continued, these assemblies became a time of connection and included remote learning awards, which were sent in the post. Students, parents, siblings, grandparents and staff would tune in each week, this was a time to show that we were in this difficult time together.

Due to COVID-19 we were unable to hold some community events, however we were fortunate to be able to celebrate our Mothers with an on-site assembly which included our Prep parents.

We also celebrated our Year 6 students with our drive in graduation. This event was live-streamed on our Facebook page for our community to tune in and enjoy the celebration of the class of 2021.

2021 was a challenging year in many ways, however as a school community we worked together and made the best of every opportunity in connecting with the entire school community. We look forward to continuing to build community spirit at St Jude's in 2022.

PARENT SATISFACTION

During flexible remote learning there were six parent forums held via Google meets, this was an opportunity to receive and show respect for the parents voice. These forums were ran by senior leadership, with the principal chairing the meetings. Each meeting was advertised well in advance, they were reasonably attended. A survey was also sent out to parents with 115 families responding.

95% of parents were happy with the level of communication from school to home.

80% of parents felt that learning tasks were meeting their children's learning profile.

95% of parents felt that Google Meets were effective in assisting their family with your child/children's learning?