

St Robert's School Newtown

2022 Annual Report to the School Community

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Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report3

Vision and Mission4

School Overview5

Principal’s Report6

Parish Priest’s Report8

School Advisory Council Report9

Catholic Identity and Mission10

Learning and Teaching12

Student Wellbeing16

Child Safe Standards19

Leadership21

Community Engagement26

Future Directions29

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Minimum Standards Attestation

I, Sarah Kelly, attest that St Robert'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.

14/03/2023

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

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

At St Robert's, following Jesus and enlightened by faith, we aspire to create a learning environment that respects the past, rises to the challenges of the present and inspires hope for the future.

At St Robert's, we value the power of connection to self, each other and our community. Following Jesus and guided by our faith, we aspire to create a vibrant learning community and strive to realise a vision to prepare children for life as it is now and for how it may be in the future. Our school is well known for being most welcoming and family-oriented, with parents appreciative of the dedication and hard work of our teachers. The spirit of partnership between parents, teachers, students, the parish and wider community and other schools is very much the fabric of the school.

Every day begins with the intention to build a culture of communication and catholicity, where all feel welcome. It also supports the enactment of our school vision in all aspects of school and community life.

This culture encompasses a belief that we can design learning to build knowledge, deeply discuss progress, consistently build on prior student knowledge and check student understanding, to ensure all students feel successful.

School Overview

Wominjeka Keembarne

You are welcome here

Tu Sei il benvenuto qui

Our welcoming statement encompasses what our community set out to enact every day. When arriving at St Robert's staff, students and families are welcomed and supported.

Our welcome is first written in the language of our First Nations People, then in English, and finally, in the language our staff and students learn in the classroom, Italian. This welcome can be seen as you pass through our entrance and is an example of our inclusivity.

St Robert's Primary School is a vibrant learning community and is well known for being most welcoming and family oriented. We strive to build partnerships between families, teachers, students, the parish and wider community and other schools. Families are appreciative of the dedication and hard work of our teachers. As a school, we are committed to providing research-based approaches to learning and teaching that are responsive to our student's needs.

In 2022, our school community had 15 classes and 361 students. Our students continued to learn in straight classes during the 2022 school year, following a transition from multi-age classrooms in 2021.

In our community, we encourage communication between the home and school. We know that when families work in partnership with the school a shared understanding of each child's academic, social, spiritual and emotional growth is built. As a Catholic school, we teach and foster an understanding of the messages that Jesus teaches us in the Gospels and how these values can be lived and enacted in the lives of our community today.

A priority in our school's Annual Action Plan in 2022 was to deliver low variance across the curriculum and behaviour expectations to all students. Professional development opportunities for staff reflected this and a whole school plan was enacted to ensure consistent learning for all staff in these two areas.

Through our daily interactions and teaching, we aim to include, connect and act with purpose.

Principal's Report

Include - Connect - Purpose

2022 began with a cloud of uncertainty as politicians created doubt over the beginning of the school year. We opened without impact and slowly adjusted as COVID rules changed throughout the year.

In 2022, we welcomed and farewelled staff. Ms Tessa Bell welcomed a beautiful baby boy. Ms King welcomed a gorgeous baby girl. We celebrated both Carolyn Keast on the achievement of thirty years of catholic teaching service and Lucas Oddo on the achievement of twenty years of catholic teaching service.

As a school, we began our year with a focus on rebuilding our connections with each other. Our adjusted play time timetable continued. St Robert's had two recesses and two lunches each day. This allowed for smaller numbers of students on the yard and for connections between students to be rebuilt. This did creating a rolling timetable of changes as staff fell ill to COVID, especially in Term Two. A great deal of thanks is owed to our Deputy who managed these significant changes daily.

We embarked on our first year five camp in 2022. The COVID rules did heighten the task, but the result was a group of students enjoying their first Primary School camp. The introduction of an additional camp for students to build their social skills as we reconnected was positive and will continue in the future.

Our traditional Easter Egg raffle took place, a highlight for our students. Our Mother's Day and Father's Day events welcomed families back to our school grounds. Our P & F held our stalls which had also been interrupted in 2020 and 2021.

Assemblies resumed led by our Captains. We split the school to ensure access to our hall space, holding a 4-6 Assembly and F - 3 Assembly.

After cancellations in 2020 and 2021, we were able to hold our traditional annual concert with a new shorter format. This was well received by families, as was the Term 4 time slot, with many families commenting how nice it was to leave the concert in daylight.

Our P & F continued to raise funds for our students and in 2023 a new playground will be installed because of their work. Our school also has a range of new readers.

During 2022, our School Advisory Council met to revisit our funding gap and school fees. Through an extensive process we were able to reach a figure that does not cover the funding gap, but works to improve the gap between our funding and running costs. We explained to the community that in 2017 a decision was made at a government level to adjust funding to be means tested therefore our fees needed to increase. The first increase did not occur until 2020 and because of this delay, the gap and debt had already been established. The council will again revisit financial figures in 2023 to ensure fees match the funding gap as we progress forward.

Our curriculum team continued to develop our sequences of learning constructed using cognitive science. The staff continued to attend professional development to increase their knowledge in effective curriculum design and delivery. Attention signals were introduced across our school, Foundation to Year Six which assists students with their cognitive load.

We are excited about the 2023 school year and furthering our implementation of the Science of Learning across our curriculum.

Parish Priest's Report

Fr James Clarke ensured our Sacramental Program was a priority in 2022. He worked closely with St Robert's to ensure our faith development of students remained strong. Our Parish was supportive of our staff as they prepared students for their Sacraments.

School Advisory Council Report

In 2022, St Robert's moved forward with our School Advisory Council structure in alignment with MACS guidelines.

To elect members to the Advisory Council an advertisement was placed in the school newsletter and applications were invited over a four-week period.

Applications received were reviewed and then positions were appointed.

Council members were inducted and signed our code of conduct agreements as Council members.

Our Council includes our MACS-appointed School Business Manager to ensure all financial matters discussed have accurate reporting of our current financial position.

In 2022, our DMI increased and the Council went through an extensive process to restructure our school fees due to a loss in Federal Government funding.

Our School Advisory Council supports the Uniform Committee and the P & F in their operations for our school.

Catholic Identity and Mission

Goals & Intended Outcomes

- That teachers will be following the Pedagogy of Encounter process to design and implement effective and clear assessment strategies in Religious Education
- That teachers will work in collaboration with their students to develop meaningful prayer/liturgy experiences which flow from their classroom RE units.

In order to support a low variance approach to the teaching of Religious Education, and to ensure the entire RE curriculum was being covered in a sequential manner, a new Religious Education overview was developed for the 2022 school year. New planning documents were developed which provided a clear process for recording units of work. Teachers developed ways of delivering the content using strategies which were familiar, resulting in the students being readily able to process and respond to the concepts and knowledge covered. One of the outcomes of this approach was that there were common themes being covered across the school allowing for greater cohesion and connection. In this way, the religious aspect of school life became more prominent and evident.

2022 was the first full year of face-to-face teaching since the beginning of the pandemic and this allowed for whole school gatherings including assemblies, liturgies and masses. These events provided opportunities for students to experience reflections, ritual and communal prayer relevant to the liturgical calendar and classroom programs.

We were very pleased that our sacramental program was able to run smoothly for the year. Parents worked harmoniously with the school to complete the enrolment process and prepare their children for the reception of the sacraments of Confirmation, Eucharist and Penance (Reconciliation). The sacramental ceremonies were reverent, prayerful and very meaningful for our families and had a wider impact on our whole community.

Achievements

We continued developing and using an RE weekly theme. Aligned with this was a weekly song or hymn and a short video or activity. This school-wide approach helped to strengthen connections across our school community.

Our Grade Six students undertook a study of saints and people of faith, and at the end of this class preparation for Confirmation, they were very excited to receive a visit from Bishop Martin Ashworth.

Our staff took part in a professional development day led by Fr Elio Capra. He guided us to come to a better understanding of the mission, death and resurrection of Jesus.

An outdoor Easter liturgy was held with a dramatised gospel led by Grade Six leaders.

We were able to begin our celebration of the Feast Day of St Robert with a whole school mass led by Fr Jim.

To be ready for Eucharist the Grade Four students visited St Mary's Basilica to attend mass. Following this, they took part in a "Retreat Day" where they made "family name" pew labels, completed some art work, practised the singing and responses and shared their reflections on taking part in the sacrament.

In a similar way, the Grade Three cohort worked cooperatively to reflect on times when relationships are damaged, and to deepen their conviction that there is always a way to be forgiven and to start again.

The RE section of the weekly newsletter provided some input to assist parents in knowledge of the faith through the headings of : Learn; Reflect: Pray; Act.

VALUE ADDED

- The morning prayer was established as an integral part of morning "Circle Time"
- "Season of Creation" whole school liturgy at the beginning of Term 4
- Our end of Year whole school liturgy was a wonderful celebration of a successful school year together

Learning and Teaching

Goals & Intended Outcomes

MATHEMATICS

Goal:

That by the end of 2022 teachers would use a consistent lesson structure to plan and deliver lessons in mathematics.

Intended Outcomes:

To provide teachers with professional learning in order to improve their mathematical pedagogical content knowledge.

To use the professional learning to plan whole class challenging tasks which are differentiated to meet all learning needs with their classrooms.

Foundation teachers to participate in the Early Numeracy and Algebra program run by MACS. MACS to assist in the assessment and delivery of a well-structured, explicit teaching program in the areas of quantifying number, early additive strategies, structuring numbers 1-20 and conceptual place value.

ENGLISH:

Goal:

To utilise high impact teaching techniques and deliver an ambitious, rigorous, and low variance curriculum.

Intended outcomes:

To provide teachers with ongoing, regular professional learning on utilising engagement norms, checking for understanding (formative assessment), spaced, interleaved and retrieval practice that facilitates transfer to long term memory and build multiple connections with prior learning.

To develop shared routines for teaching vocabulary, fluency, word reading and spelling, and responding to questions during shared texts at St Robert's.

To provide teachers with high quality, knowledge building English units of work, structured templates, and coaching within planning time, so that they can focus less on what they need to teach, and more on how they will teach it effectively and check for understanding at each phase of learning.

To reduce the gap between the intended curriculum and the enacted curriculum through centralised planning documents; therefore leading to equity for all students to have access to the same high-quality instruction and curriculum.

All staff to view, discuss and reflect on a Writing Instruction, Assessment and Feedback series of Webinars constructed by Emina McLean (La Trobe University)

Foundation to Yr 2 Teachers to undertake The Writing Revolution's 'Advancing Thinking Through Writing K-2' professional development series.

To explore student benchmark data in terms of how teachers can tailor instruction to meet the needs of their students, and build a 'reading profile' of each student, instead of as an outcome for semester reports.

To set up a school-wide Multi Tier Systems of Support (MTSS) to ensure the early identification of students requiring extra support in Literacy, and offer 'top up' Tier 2 instruction to those students as early as possible.

Achievements

MATHEMATICS

Achievements:

The mathematics leader worked with teachers at every year level to design and implement the lesson structure intended. Teachers alongside the mathematics leader engaged in a co-learning, co-planning, co-teaching and co-reflecting cycle to improve student outcomes.

Teachers were able to implement elements from professional learning to create a classroom environment in which students were encouraged and supported to become mathematical thinkers by using a variety of strategies to problem-solve. Students improved in the way they justified for using a particular strategy and were able to explain how they connected concepts across different areas in mathematics.

Student perception data was gathered at the end of 2022 from Year 1-6. This data indicated that students valued the notion of using strategies in mathematics which better suited them. In addition, working with others was another area students highly valued. Students believed that it was important to share strategies and discuss mathematical ideologies together.

ENGLISH

Achievements:

Our beginning of year DIBELS benchmark data indicated that 17% of students required intensive support with word-level reading, oral reading fluency, and comprehension. A further 17% of students were at some risk and required strategic support. 28% of students were flagged as achieving well above the expected benchmark range. By the end of 2022, the number of students requiring intensive support was reduced from 17% to 9% and the number of students achieving well above the expected benchmark level rose from 28% to 47%. Our Foundation cohort ended the year with no students being flagged as needing intensive support, and 80% achieving results well above the expected benchmark level. In the Foundation to Yr 2 cohorts, <2% of students (n=139) require intensive support. This means that the majority of students who will be offered Tier 2 support in 2023, are at the expected standard, not below. It also suggests that the shift in approach to a structured and systematic approach to teaching Literacy is having the desired effect in the early years, and we look forward to sustaining and capitalising on this as cohorts progress through their schooling years at St Robert's.

In 2022, all year levels moved to a consistent instructional model that divided the English block into 'Core Literacy Skills' that set our students up for success across the rest of their school day by laying the foundations of phonemic awareness, phonics for reading and spelling, morphology, and oral reading fluency. This is followed by the 'English' block where students are guided through high quality complex texts that aim to build knowledge of the world, of text structures and author's purpose, text monitoring strategies and of vocabulary in order to be able to comprehend and write about what they read with increasing fluency and mastery.

St Robert's took part in the Comparative Judgment National Writing Project again in 2022. It was pleasing to see multiple data points for our Year 4 cohort showed that from when they first took part in 2021, their progress has increased steadily. In 2021, the average writing age was below the average of all participants, but by the end of 2022, the average writing age of St Robert's students was significantly higher than the average of all participants, indicating that St Robert's students had made more progress in the same timeframe.

STUDENT LEARNING OUTCOMES

2022 was a year where St. Roberts obtained very good results in mathematics. Foundation students end of year results indicated that students were either at or above standard for their year level. There were good improvements also on our Progressive Achievement Test for Mathematics (Pat-M). Pat-M data indicated that the median across all year levels (Year 1-6), were above the norm reference group from ACER. All students in Year 1-6 which were in the bottom tail of the whisker plot, were above the lower quartile of the ACER reference group.

The Numeracy NAPLAN results for Year 3 showed that the median results for our school was above that of the State's and students in the lower 10th percentile were equivalent to the students in the 25th percentile for the State's. In Year 5, St.Robert's median was just below the State's and our students in the lower 10th percentile were at the State's 15th percentile equivalent.

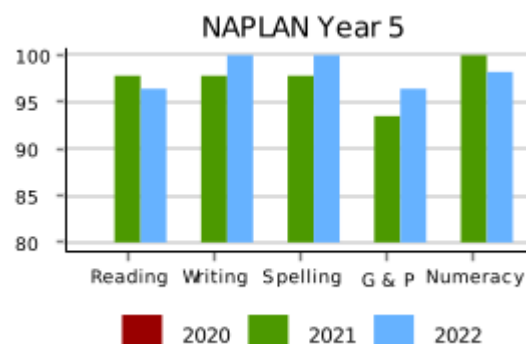
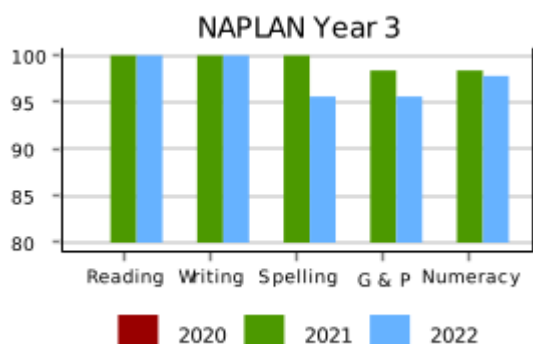
Teachers at St Roberts continue to commit to delivering a mathematics program which is inclusive for all and is founded on research based pedagogies to improve students' outcomes.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	98.4	-	95.6	-2.8
YR 03 Numeracy	-	98.4	-	97.8	-0.6
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	95.6	-4.4
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	93.5	-	96.4	2.9
YR 05 Numeracy	-	100.0	-	98.2	-1.8
YR 05 Reading	-	97.8	-	96.4	-1.4
YR 05 Spelling	-	97.8	-	100.0	2.2
YR 05 Writing	-	97.8	-	100.0	2.2

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

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

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



Student Wellbeing

Goals & Intended Outcomes

Goal- To deliver low variance across curriculum and behaviour expectations to all students

Intended outcomes-

That students' social and emotional tools will be enhanced.

That students feel safe and connected and develop positive relationships.

Achievements

To help celebrate being back at school with no COVID restrictions for the first time in 2 years, students in Year 1-6 went for a fun excursion during Term 1, followed by a Foundation excursion in Term 4. The aim of these excursions was to help students reconnect after the summer holidays, but also build their relationship with their new teacher. Teachers worked throughout the year to ensure that they had positive relationships with all students in their classrooms.

In 2022, we continued to embed the Berry Street Education Model into our everyday teaching practice. Staff used the morning circle routine to start off each day, including positive primers and reviewing the school rules and expectations. Part of the morning circle routine was to review the Zones of Regulation to ensure that all students were ready for learning. The morning circle routine has helped students feel calmer in the morning, as they always know what to expect at the start of each day will be and look forward to it each morning. In 2022, staff concluded their Berry Street training focusing on Character strengths.

Staff also worked on implementing our refined behaviour management process in the classroom and on the school yard. Each classroom displayed a 'student friendly' poster of the behaviour management process and copies were also provided to the community. When students did not follow the school rules they were referred back to the behaviour management process, both in the classroom and on the playground. In 2022, we continued to use restorative practice after any conflicts between students.

The Wellbeing Leader, implemented a Foundation to Year 6 social-emotional scope and sequence which included The Resilience, Rights and Respectful Relationship materials as well as Berry Street activities, making sure it aligned with the Victorian Curriculum. Teachers also implemented lessons based on student an/or cohort needs, finding that some students required additional support after long periods of remote learning over the past 2 years.

Staff also reviewed the PAT Student Wellbeing Survey, analyzing the social and emotional needs of each year level. Year levels identified the strengths and areas for improvement for each cohort.

VALUE ADDED

St Robert's participated in the following extra-curricular and curricular activities in 2022 to create a sense of community and connection:

- Meet and Greet Conversations
- Term 1 excursions
- Shrove Tuesday activities
- Feast Days
- St Robert's 80th Celebration
- Berry Street Professional learning - 2 days
- Interschool Sport
- Whole school sport including Athletics Day, Cross Country and swimming
- Tabloid Sports Day
- Eucharist/Reconciliation/Confirmation
- School concert
- Book Week Parade & book fair
- School excursions from Foundation - Year 6
- Literacy Open Morning
- Mother and Father's Day Breakfast
- Year 6 Camp - Kangarooobie
- Year 5 Camp - Campaspe
- Brain breaks and mindfulness
- Community days silly sock day, 100 Days of Foundation
- Healthy Heroes incursion

STUDENT SATISFACTION

The 2022 MACSSIS data for our students identified the following;

- 69% of students feel like valued members of the St Robert's community.
- 81% of students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.
- 71% reported that they have a social connection between teachers and students, within and beyond the school.
- 58% of students feel physically and psychologically safe while at school. This is an area that we hope to target through our revised behaviour management process and ensuring there is a high expectation on students behaviour.

STUDENT ATTENDANCE

Please refer to the next table for attendance data.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	87.2%
Y02	85.6%
Y03	87.4%
Y04	85.7%
Y05	87.9%
Y06	86.3%
Overall average attendance	86.7%

Child Safe Standards

Goals & Intended Outcomes

Goals:

To continue to integrate the child safety standards within all school policies and procedures and to build staff and community understanding and responsibilities in relation to Child Safety Standards to support the well-being of all students.

Intended Outcomes:

- To continue to develop and maintain a policy whereby the care, safety, and well-being of children and young people is central and fundamental responsibility of our school.
- To build on and strengthen the community awareness and requirements of the Child Safety Standards.
- To enact the strong commitment to the care, safety, and well-being of all students at our school which is drawn from and inherent in the teaching and mission of Jesus Christ, in line with the values and beliefs expressed in our Vision statement.

Achievements

In 2022, the child safety standards continued to be implemented and included across all appropriate policies to satisfy all mandated requirements. Members of the leadership team work tirelessly to ensure all changes to appropriate policies were implemented and achieved. These were all uploaded to the school website and are available for the community to view.

In Term Three, we invited Sarah Morgante from One Red Apple to share and unpack the eleven new Child Safe Standards with families. It is our intention that staff will be offered this opportunity in 2023.

All staff undertook Mandatory Reporting modules online which is an annual Child Safe requirement.

As well as the PROTECT document being revisited and located in classrooms and offices around the school, each week at the staff meeting time was allocated to a child safety discussion. Any concerns were recorded and then followed up afterwards in order to mitigate risk.

The school continued to have a child safety team. In 2022 this team included Sarah Kelly, Jenny Coverdale, Rebecca O'Leary and Kristin Pennisi.

During all reference checks for new staff applications, referees were asked Child safety questions. All new staff to the school engaged in an induction with the Deputy Principal which included the sharing of Child Safe Standards.

In 2022, we were able to welcome Berry Street trainers back on-site to facilitate the final day of staff training. Berry Street strategies continue to be revisited during staff meetings to ensure new staff are familiar with the Berry Street Education Model.

Visitors to the school continued to check in via a QR code.

All school staff and Allied Health Professionals visiting students onsite must complete a Code of Conduct form, which is filed in the office each year.

Family members who wish to volunteer at school events must present a valid Working With Children Check and in Term 4 we asked volunteers to begin signing the St Robert's Code of Conduct form for Volunteers.

Leadership

Goals & Intended Outcomes

Goal:

Embedding of consistent communication opportunities for families A clear understanding of the purpose of school communication.

Intended outcomes:

Reduction in parent phone calls for information assistance. An informed community = a calm community.

MACSSIS Data will increase in Rigorous expectations, school engagement & school climate.

To build a culture of communication and catholicity - you are welcome here.

Achievements

Clear communication - the purpose of each communication platform.

2023 Foundation families were connected to Seesaw during 2022 orientation. This allowed the school to communicate dates and events with these families, ensuring a smooth transition to school life at St Robert's.

Families were welcomed back on-site for interviews and Meet and Greet sessions during Term 1 and 3. In accordance with the CECV Reporting Student Progress and Achievement: 2022 Revised Guidelines for Victorian Catholic Schools, two formal opportunities for families to meet with classroom teachers were offered in 2022. It was wonderful to welcome families back onsite for these.

We used Operoo as a communication tool to share school-wide information and updates with families. It continued to be used to share the school newsletter, emails, SMS and excursion permission forms. The school newsletter was an important means to share information and for families to check important school dates.

Staff were encouraged to reach out to families via phone call and mail to check in and provide support when needed. Families were provided with staff emails or asked to call the office to arrange meetings with teachers, outside the two formal interview opportunities.

Social media was used by the school to provide general information, weekly overviews and as a celebration of learning and school events including sport days, excursions, incursions and special achievements.

Towards the end of the school year our Website was updated for existing families to access the ICON Community Portal (Parent/ teacher, fees, school reports, SMS, emails), as well as for prospective parents to visit to find out more about our school.

Many hours of work were also put in by our Wellbeing Leader and Principal to ensure all Child Safe standards and policies were up-to-date and visible on our Website. This was a hefty job to ensure we meet the new Ministerial Order No.870 that came into effect in 2022.

To build a culture of communication and catholicity - You are welcome here, as a staff we took the opportunity to unpack what it means to be 'welcome at St Robert's. Leadership and staff worked collaboratively to define Inclusion, Purpose and Connection.

- Inclusion at St Robert's is the act of empowering all individuals by welcoming, respecting and celebrating our diversity in all forms.
- Connection at St Robert's is feeling valued and supported through our relationships with each other, which fosters a sense of belonging within our Catholic school community.
- Our Purpose at St Robert's is to model our values whilst embracing a culture of engagement and accountability where all strive for collective and individual success.

These touchstone definitions were shared with the community and were displayed across the school and worn proudly on staff keychains.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Goals & Intended Outcomes

Teacher professional learning at St Robert's is important to teachers and staff and aligns with our AAP and SIP. It is central to improved school outcomes and assists staff to become confident and competent practitioners.

In line with The Melbourne Declaration on Educational Goals for Young Australians, St Robert's believes that Professional Development for all staff is valuable to ensure that the following two goals can be met:

1. Australian schooling promotes equity and excellence.
2. All young Australians become:
 - Successful learners
 - Confident and create individuals
 - Active and informed citizens

In seeking to achieve these goals, there is no more important endeavour than further improving the quality of teaching and creating low variance across our school, which is a focus of our school's Annual Action Plan.

Achievements:

To ensure PD was successfully embedded professional learning team meetings were scheduled to align English, Maths, Wellbeing and Religion teaching practices across the school. These weekly meetings were led by our school leaders. Staff unpacked both content and pedagogical knowledge in the areas. All leadership members continued to be available to support level planning each week and were invited by staff to support and collaboratively plan.

It was wonderful to begin the 2022 school year with face-to-face Professional Development. In Term One all staff were fortunate enough to develop a better understanding of the mission, death and resurrection of Jesus, during a Religion professional learning opportunity led by Fr Elio Capra.

The school engaged Emina McLean from La Trobe Uni & Docklands PS. The staff all participated in 5 webinar modules focused on The Foundations of quality writing instruction, Principles of effective instruction, The Writing Revolution and Writing Assessment & Feedback. This professional development opportunity was supported by further in-house learning focused on teaching parts of speech in terms of their function in a sentence. This included the development of knowledge around dependent and independent clauses, subjects, predicates and conjunctions.

All Foundation to Year 2 teachers undertook The Writing Revolution - Advancing Thinking Through Writing K-2 Professional Development Series (5x Online modules). This course introduced Kindergarten through 2nd-grade educators to the Hochman Method, an explicit set of sequenced strategies for teaching expository writing that can be integrated into any content. Educators learnt specific TWR strategies that build the vocabulary and language skills necessary for future success in writing. TWR faculty presented age-appropriate examples and techniques for scaffolding and differentiation. Opportunities to practice and create activities as well as receive feedback from TWR faculty was a part of the PD. This course is intended exclusively for K-2 educators to be taken in lieu of Advancing Thinking Through Writing.

Throughout 2022 all teaching staff engaged in a textbook study of Explicit Direct Instruction facilitated by the school's English, Chloe Painter, across multiple staff meetings. Explicit Direct Instruction (EDI), is an approach to learning based on the best research available. EDI helps teachers deliver effective lessons that can significantly improve achievement for all learners, including English language learners and students with special needs. EDI was developed by founders, Dr. Silvia Ybarra and John Hollingsworth. EDI focuses on improving education at the lesson level, incorporating a strategic collection of instructional practices from the work of pedagogues and cognitive researchers such as Hattie, Rosenshine, Hunter, Sousa, and Marzano.

- Engagement norms to build a culture of engagement and accountability
- Checking for understanding (formative assessment) techniques
- Gradual release of responsibility model

Throughout the year the staff continued to build their knowledge and understanding of how students learn through in-house professional development. This learning focused on The Information Processing Model/Willingham's simple model of memory, Cognitive Load Theory

The forgetting Curve, How we can use Spaced, Interleaved and Retrieval practice to combat the forgetting curve, and, student motivation and how to cultivate it.

Our entire staff group of teachers, learning support officers and administration participated in the final unit of The Berry Street Education Model (BSEM) training. The BSEM provides strategies for teaching and learning that enables teachers to increase the engagement of students with complex, unmet learning needs and to successfully improve all students' self-regulation, relationships, well-being, growth and academic achievement. Our pedagogical strategies incorporate trauma-informed teaching, positive education, and well-being practices.

Number of teachers who participated in PL in 2022	30
Average expenditure per teacher for PL	\$720

TEACHER SATISFACTION

The 2022 MACSSIS data for our staff identified the following;

- 95% of staff feel that relationships between leadership and staff are strong.
- 78% of staff believe leadership is effective at improving outcomes.
- 78% of staff feel safe exploring new content and making mistakes.
- 94% of staff are aware of the conditions required to improve student outcomes.
- 82% of staff believe they have received coherent and well-planned professional learning.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	71.2%
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ALL STAFF RETENTION RATE

Staff Retention Rate	73.9%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	17.6%
Graduate	11.8%
Graduate Certificate	0.0%
Bachelor Degree	70.6%
Advanced Diploma	23.5%
No Qualifications Listed	23.5%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	33.0
Teaching Staff (FTE)	26.1
Non-Teaching Staff (Headcount)	21.0
Non-Teaching Staff (FTE)	15.6
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Goals:

To build a culture of communication and Catholicity - You are welcome here.

Intended Outcomes:

Consistent communication opportunities for families are embedded.

A clear understanding around the purpose of school communication.

Achievements

After two years of remote learning and a heavy reliance on communication with families, 2022 provided us with an opportunity to streamline our methods of communication and clearly communicate to families the purpose of each platform.

Classroom teachers continued to use Seesaw to provide a window into the classroom and extracurricular activities taking place at school.

2023 Foundation families were connected to Seesaw during the 2022 orientation. This allowed the school to communicate dates and events with these families, ensuring a smooth transition to school life at St Robert's.

Families were welcomed back on site for interviews and Meet and Greet sessions.

In accordance with the CECV Reporting Student Progress and Achievement: 2022 Revised Guidelines for Victorian Catholic Schools, two formal opportunities for families to meet with classroom teachers were offered in 2022. It was wonderful to welcome families back onsite for these.

- Early Term One - Meet and Greet conversations provide a valuable opportunity for parents to share important information about their child with the new classroom teacher, as well as, hear how the child has transitioned into the new learning space.
- End of Term Two - Parent/Teacher conversations are complemented by the Semester One Report and are guided by student work samples. They are designed to provide families with personalised feedback about how their child(ren) has progressed academically, socially and behaviourally throughout Semester One and to be better made aware of future learning goals.

We used Operoo as a communication tool to share school-wide information and updates with families. It continued to be used to share the school newsletter, emails, SMS and excursion permission forms. The school newsletter was an important means to share information and for families to check important school dates.

Staff were encouraged to reach out to families via phone calls and mail to check in and provide support when needed. Families were provided with staff emails or asked to call the office to arrange meetings with teachers, outside the two formal interview opportunities.

Social media was used by the school to provide general information, weekly overviews and as a celebration of learning and school events including sports days, excursions, incursions and special achievements.

The school website was updated for existing families to access the ICON Community Portal (Parent/ teacher, fees, school reports, SMS, emails), as well as for prospective parents to visit to find out more about our school.

While there have been many forms of communication offered throughout 2022, there was a small decline in this area on the MACSIS survey when families were asked about the timeliness, frequency, and quality of communication between the school and families. This may be due to the multiple platforms that information is shared through. We acknowledge that this could be further streamlined in 2023.

It was pleasing to see a small rise in family engagement on the parent satisfaction - MACSIS survey data. We are hopeful that welcoming families back onsite for significant events in 2023 will lead to a further increase.

PARENT SATISFACTION

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Some of these significant events in 2022 included:

- The whole school community visited Goldsworthy Reserve for a school Athletics Day.
- We invited all significant family members to our Mother's and Father's Day breakfasts in Term 2 and 3.
- During Book Week, students were invited to dress as their favourite book character. After this event was cancelled in 2021, it was amazing to welcome families back onsite for this annual event. For the first time in 2022, St Robert's hosted a Book Fair and families filled the multipurpose area daily to purchase books. A Cosy Corner reading afternoon in both the senior and junior classrooms was a fun and heart-warming event, with many Grandparents also joining us for this occasion. Many parents expressed how successful these two events were which led to the fair being booked for 2023.
- In Term 4, families joined us for our Whole School Tabloid Sports Day led by our Year 6 students.
- We also hosted our Year 6 families for a Graduation Ceremony, Dinner and Disco. Parents had not been able to join their children for this celebration in 2020 and 2021.
- As a school community, we gathered on the final Monday of the year for our end-of-year assembly. All families were welcomed to help us acknowledge departing staff and students and witness our annual Year 6 hat toss. This was a fantastic way to celebrate all the wonderful achievements of 2022.

Future Directions

At St Robert's we are deeply committed to the ongoing professional development of our teachers. To further enhance the development opportunities the staff have had over the past three years we have been researching the mechanisms that make for the most effective development.

One form of professional development that has a robust evidence base is instructional coaching. Instructional coaching involves one teacher working with another teacher, to help them take small, personalised steps to improve their practice. Instructional coaches help their teachers to get better by doing two things on a regular basis:

1. Identifying an area for improvement, usually based on a short observation.
2. Providing teachers with opportunities to rehearse, get feedback, and make a habit of their improvement.

Coaching works best when focused on small changes. Steps for improvement work best when they accumulate over time to help teachers achieve a bigger teaching goal. In 2023 initially two staff members will engage in online modules for training, via Steplab. The Steplab platform also records all of our coaching conversations and achievements over time, so we can continue tracking performance and setting future directions.

We believe ongoing coaching is a vital driver in implementing a successful instructional coaching program.