



# St Damian's School Bundoora

## 2022 Annual Report to the School Community



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## Minimum Standards Attestation

I, Rosanna Piccolo, attest that St Damian'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.

15/03/2023

**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](http://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

We Journey together, engaging with the present, shaping the future.

## School Overview

St Damian's School is situated in Bundoora, a multi-cultural area, catering to many families from a non-English speaking background. The dominant non-English speaking country of birth is China. Consideration continues to be given to the growing enrolment of EAL students, with staff trained in supporting EAL students. Families with a Chinese background continue to be supported via our two mandarin speaking Learning Support Officers. This has also ensured easier communication between home and school.

In 2022 the class groupings were as follows:

- Foundation - 3 classes
- Year 1 - 3 classes
- Year 2 - 3 classes
- Year 3 - 3 classes
- Year 4 - 2 classes
- Year 5 - 2 classes
- Year 6 - 2 classes

St Damian's School offers four (4) Specialist classes in Physical Education, Music, Dance & Drama and Visual Arts. Our Italian Program is offered as an immersion program, based on the Teachers as Co-Learners model, where all staff and students are on the same learning journey. Students and staff are supported by the Language Assistant who uses gestures (AusLan) combined with Italian phrases to help with learning the language. Games, songs and the learning of Italian phrases is done on a daily basis for 10 minutes per day.

The school also has a School Leadership Team, consisting of Principal, Deputy Principal, Religious Education Leader, Learning & Teaching Leader, Mathematics Leader, two Literacy Leaders and a Student Wellbeing Leader. Each Leader's role allows for the continual support to the teaching staff. This is achieved through regular input at Level Team meetings and within the individual classrooms. Regular Professional Level Team Meetings and whole school team meetings also provide another avenue for professional dialogue thereby strengthening and improving teacher practice. At St Damian's we provide quality education programs that encourage and support everyone to achieve personal excellence. We do this by offering learning programs that respect individual differences; are challenging and interesting; and develop life-long learning skills. The school offers a broad curriculum based on the Victorian Curriculum.

St Damian's offers extensive facilities, with well-developed gardens and playgrounds. We encourage all students to be responsible community members and globally-aware citizens. The students contribute to and participate in a 'Student Representative Council' with representatives from all class groups meeting on a regular basis.

St Damian's School regards parents as co-educators and warmly welcomes, values and encourages their participation. Consequently, parents are actively involved in many aspects of the life of our school. The St Damian's School Education Board is one formal opportunity for parents to be involved as the Board has specific areas of responsibility in its brief. Other opportunities are offered to all parents able to give of their time. The school highly values the enthusiasm, expertise and support of all families. The Parents and Friends committee are a

highly active group in our school community. We are most appreciative of the ongoing parent support and their generosity in providing the school with outstanding physical and curriculum resources. We encourage all parents, where possible, to be involved in a variety of ways including classroom programs, excursions, sports activities, family events and school celebrations.

## Principal's Report

Dear Families of St Damian's School

On behalf of the staff of St Damian's school, it is with pleasure that I present to you the Annual School Report for 2022.

The 2022 school year marked an important period for our school as we underwent a Review Process. The Review presented our school community with the opportunity to reflect on the many achievements of the past four years. The Review Process enabled all stakeholders, staff, students and parents to review how the previous priorities had been met and to celebrate the many successes gained. Notwithstanding the two years we experienced during COVID with its many challenges and lockdowns, we were able to achieve much of the priorities that had been set in the previous Review period. The Review process enabled us to look forward and set directions for the next four years, building on those developments identified as strengths and to look at opportunities for further growth.

It was pleasing to learn that the process also identified many positive features and sound practices that contributed to our achievements, as well as recognition for the approaches that support high levels of student wellbeing, so necessary after the turbulent years of COVID. Our school climate was characterised by a strong focus on student progress and a commitment to improvements in learning and teaching practices.

It was also pleasing to read the Reviewer's report which stated that the school is effectively managed and that resources are aligned to the school's improvement priorities. The Reviewer also noted that student well-being is an ongoing focus of the school. Most importantly, students feel secure and safe and a range of services, including access to a school counsellor, is provided. A whole school approach to student social and emotional learning is implemented through the Respectful Relationships (RRRR) program.

According to the data collected during the Review process, the community values the school. The positive themes that emerged were around Catholic identity, the culture of inclusion, attention to the welfare of each child and the focus on well-being and pastoral care. Parents also indicated that they valued the remote learning model implemented during the COVID lockdown periods. Communication during this time was seen as extremely informative and strengthened the home school partnership.

Indigenous Perspectives and Reconciliation was another strong point that emerged as a theme during the review, with the reviewer noting that these are a significant priority of the school through engagement with the FIRE Carrier program.

The School Leadership's engagement with the Eastern Region's Learning Collaborative also ensured that student learning and outcomes continue to be at the fore. Leaders work with teachers is focused on supporting them to provide the most optimal learning conditions to improve student growth and outcomes. Researched informed strategies such as data walls, explicit teaching and case management are used across the school. These approaches enable a consistent instructional language across the school. Further work will be undertaken in this next School Improvement Cycle to support teaching teams to further develop their skills and knowledge to ensure continued learning and growth of student outcomes. I commend each member of staff for their persistence, enthusiasm, commitment and excellent work ethic as members of this school community.



Throughout 2022, we continued to offer our students many and varied opportunities for spiritual, personal and academic growth. Through the leadership of the Religious Education Leader the Catholic Identity of the school is a focus to enable it to be strengthened. Work was begun to develop the capacity of all staff to implement the Religious Education Curriculum and the Pedagogy of Encounter, enabling students to engage in dialogue and deepen their connection between life, culture and their faith. Sacramental Programs were reinstated and students were able to fully immerse themselves into preparations to receive the Sacrament of Reconciliation (Year 2), the Sacrament of First Eucharist (Year 4) and the Sacrament of Confirmation (Year 6). Staff and families worked in partnership to support the students' faith formation in real and authentic ways.

Throughout 2022 we continued to provide school based programs in which our students were able to display their talents as they developed a sense of sportsmanship, fairness and acceptance of both success and challenges. The many extracurricular activities offered, such as tennis, swimming, choir and the many social events such as the Halloween Disco provided many opportunities for our school community to interact and further build relationships across the school.

St Damian's School has a very committed parent community who provide outstanding support in many facets of school life. I am especially grateful to the members of the School Advisory Council for their support and sage advice and to the members of the Parents' Association, who work tirelessly to provide rich and varied community events. Without this support our school would not have the richness and strong partnerships that it enjoys. I am especially proud of the wonderful partnerships between school and home that work so well together for the benefit of the students and the community as a whole.

2022 also saw the completion of Part A of Stage 1 building works. This project incorporated the relocation of the school Library, the expansion of the Multi-purpose area, the redevelopment of the Arts Centre and two new classrooms as well as new toilet facilities for the students. We took possession of these areas mid-way through the year. We await the completion of Part B to fully complete the Stage 1 project. This is projected to be completed by the beginning of the 2024 school year. Once this stage is complete the majority of the classroom learning spaces will have been completely refurbished providing inclusive learning spaces conducive to 21st Century philosophy and learning.

Our aim for the future is to continue to extend a warm welcome to all families, acknowledging that we can all play a valuable role in the life of our school and the education of our children.

I look forward to the 2023 school year when we can provide a quality education for all within a safe and welcoming environment. I continue to look forward to working together with all associated with St Damian as we continue to strive to develop our vibrant learning community.

Rosanna Piccolo

## Catholic Identity and Mission

### Goals & Intended Outcomes

- To build a deep understanding of Catholic Social Teaching
- To strengthen our Catholic Identity

### Achievements

During 2022, Catholic Identity and Mission at St Damian's School continued to provide opportunities for the whole School Community to continue to strengthen and develop our Catholic Identity. This was supported by the competent leadership of our Parish Priest Father Chau Dong Tran and our Religious Education Leader who has both a Masters of Religious Education and a Masters of Theological Studies.

As a Faith Community we focused our attention on the faith formation of all in the Community through the provision of the Religious Education Curriculum based on the resources recommended through the Catholic Archdiocese of Melbourne. To complement these resources, we followed the theme, 'We are the Hands, Heart and Voice of Christ,' which linked in with our Vision Statement. Both the theme and the Religious Education units of study were incorporated and reflected in all our inquiry learning during the year. Throughout 2022, we encouraged families to join in with their children during Prayer and Meditation time.

### Sacramental Programs

The Sacrament of Confirmation was conferred on Students in Year Six in July by Bishop Terry Curtin. Part of the preparations for this Sacrament included a Reflection Day for Students facilitated by their Teachers and a Workshop Evening Session for both the Candidates and their Parents.

The Students in Year Two received the Sacrament of First Reconciliation in June and the Year Four Students received the Sacrament of First Eucharist in September. First Reconciliation was celebrated during an evening with Parents and other Family Members invited to support the Candidates. First Eucharist was celebrated during Mass over a weekend. The First Eucharist preparations included a day of reflection for Students and a Workshop Evening Session where Students were joined by their Parents to further enhance their preparation for the reception of this Sacrament. Parents were invited to support their Children in their preparations to receive the Sacraments through participation in formation evenings facilitated by Ingrid Greene and attended by Staff from the School. The Students receiving Sacraments during the year were also invited to participate in Presentation Masses where they were prayed for by the Parish Community and accepted as Sacramental Candidates. We were joined in some of our preparations by the St Damian's Parish Government School Apostolate Students, which afforded us an opportunity to foster connections with the wider community. All of the Sacramental programs were well supported by both Parents and the School/Parish Community.

## VALUE ADDED

- Regular Whole School Liturgies to celebrate Feast Days and other special occasions
- Celebration of Class Masses to enable Students and Staff to articulate stronger connections with the Catholic Faith and Tradition, values and culture
- Further embedding of Prayerful Meditation – Student School Leaders lead the community in this Contemplative Prayer by providing a focus based on the Gospel reading
- Effective preparation of all Students for the Sacraments, including meaningful
- Workshop Evenings and Reflection Days
- Adult faith formation session facilitated by Ingrid Greene
- Celebrations of the Sacrament of Confirmation in July, the Sacrament of Reconciliation in June, and the Sacrament of Eucharist in September
- Religious Education Leader facilitating learning for all Staff related to assessment and moderation in Religious Education
- Religious Education Leader enhancing and strengthening Staff knowledge, understanding and confidence when designing, implementing and assessing the Religious Education Curriculum
- Religious Education Leader enhancing and strengthening Staff Catholic Identity through faith formation sessions
- Religious Education Leader enhancing and strengthening Staff knowledge, understanding and confidence related to Liturgical Celebrations in order to promote deeper connections with the Rites and Rituals contained within the Catholic Tradition
- Religious Education Leader planning with Staff in teams
- Continued learning for Students about Social Justice and 'Outreach' activities within the School such as supporting the Vinnies Winter Appeal and Vinnies Christmas Appeal
- Christmas Appeal in support of St Vincent de Paul
- Regular support of many charities including Caritas, Project Compassion and St Vincent De Paul
- Social Justice issues and activities communicated through the School Newsletter to Parents
- Religious Education Leader attending Catholic Education Office Network Days and other Professional Development to support Religious Education Pedagogy

### Assessment Procedures

The ongoing assessment of Student learning is an important component of Learning and Teaching. The assessment process is supported by purposeful and meaningful tasks which

allow Students to demonstrate their understanding and knowledge, as well as reflect on their participation and articulate their beliefs.

In 2022, we continued to assess Religious Education across the school using Achievement Standards. These Standards allowed for valued Student learning to be observed and identified in Religious Education. Teachers continued to utilise and become more familiar with the RE Curriculum Framework which supported their delivery of Religious Education. The opportunity to gather and dialogue as a Staff afforded us time to reflect on Student learning in Religious Education. This opportunity also enabled Teachers to support their planning of lessons with a focus on inquiry learning as a means to delve into the Church's teachings.

## Learning and Teaching

### Goals & Intended Outcomes

- To build teacher capacity to use assessment data to drive teaching
- To maximise learning growth for all students

### Achievements

#### Achievements

#### Literacy

- Two Literacy leaders (F-2 & 3-6)
- Regular Professional Learning Team Meetings (PALMS) over the course of the school year
- Fountas and Pinnell BAS Reading Comprehension testing Years 3-6
- PM Benchmark testing F-2 (Reading and Comprehension)
- PAT R testing used as an additional tool to assess comprehension in years 2-6
- Provision of Reading Recovery at 0.5
- Continued implementation of Prep-Year Six Assessment schedule
- Facilitated planning with teams
- Professional development for leadership (Faces on the data/Clarity - Lyn Sharrat) continued
- Regular Facilitated Planning for teachers provided by Literacy Leaders
- Developed Data Walls (Reading) P-6 using Benchmark data
- Staff continued to focus on digital platforms including Seesaw, Google Suite for Education
- Responding to the needs of teachers on digital resources including EPIC, SUNSHINE ONLINE & FUSE
- School Leaders (Literacy, Learning and Teaching and Principal) involved in Eastern Region Office Learning Collaborative offered online (SILC)
- Commenced Intervention Framework Modules. Postponed to 2022 to complete the modules

#### Mathematics

- Fortnightly Professional Learning Team Meetings (PALMS.)
- Facilitated planning with teams
- Continuation of modified ENRP Mathematics Testing for Foundation Year
- Continuation of PAT Maths Testing Year One to Six, twice a year.

- Trialled Essential Assessment Online Maths program to streamline pre and post testing
- Mathletics online resource continued in Years One to Six
- Continuation of embedding the importance of growth mindset
- Australian Maths Competition Years 3-6
- Responding to the needs of teachers on digital resources including FUSE and other relevant resources

#### Overall Curriculum

- Regular Parent Support Group meetings (PSGs) for students requiring additional support
- Additional time allocated to Learning Support Staff to assist students
- The twenty week Tutor Program continued to support students at risk
- Mandarin speaking LSO worked extensively with staff and parents during information sessions and learning discussions
- Case Management meetings conducted to support students identified with additional needs
- Facilitated planning in teaching teams timetabled with curriculum leaders
- Continued implementation of Foundation - Year Six Assessment Schedule
- All Students in Year F-6 assigned Google accounts and email addresses
- Commissioning of four Year Five students as FIRE Carriers
- Annual Sports Day held in Term 1
- Bi-annual Learning Conversations to discuss student progress in learning conducted online/onsite
- Camp Experiences provided for Year 4-6 students offsite in Term 1
- Delivery of the Italian program was delivered both online and by Italian Language Assistant via games and songs and reinforced greetings and simple phrases using both simple phrases and gestures
- Year 6 Graduation conducted
- Year 6 Big Day Out was held in an indoor venue under COVID Safe conditions and meeting all compliance regulations

#### STUDENT LEARNING OUTCOMES

Assessment of student learning and outcomes was still undertaken using PatM, PatR, Fountas and Pinnell Benchmark Assessment Kits and Alpha Assess for Juniors. Teachers continued their daily teaching online in both small group settings and whole class lessons. Through these classes, teachers were able to continue with their assessment of

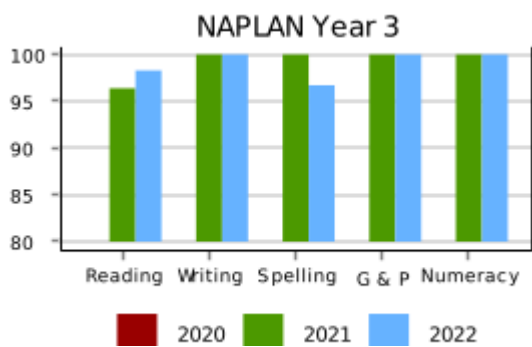
student learning using running records, anecdotal records and online assessment tasks, 1:1 assessments were also conducted online in Reading, Writing and Mathematics sessions.

NAPLAN results for 2022 indicate that at St Damian's School 100% of students in Year 3 achieved the National Benchmark in Writing, Grammar and Punctuation and Numeracy and 98.6% achieved Benchmark in Reading whilst in Spelling 96.6% reached the Benchmark.

In Year 5, 100% of students reached the National Benchmark in Reading, Spelling, Grammar and Punctuation and Numeracy, with 97.6% reaching Benchmark in Writing.

This data shows the proportion of students in Year 3 was generally maintained from 2021 - 2022 with some fluctuations showing an increase of 1.9% in Reading and a decrease of - 3.4% in Spelling. In Year 5 the data shows an overall improvement with increases in Writing of 1.6%, Spelling of 6% and Grammar and Punctuation 2% with both Numeracy and Reading maintaining.

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	-	100.0	-	100.0	0.0
YR 03 Reading	-	96.4	-	98.3	1.9
YR 03 Spelling	-	100.0	-	96.7	-3.3
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	98.0	-	100.0	2.0
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	94.0	-	100.0	6.0
YR 05 Writing	-	96.0	-	97.6	1.6





## Student Wellbeing

### Goals & Intended Outcomes

#### Goals

- To promote the social, emotional and spiritual wellbeing of all students.
- To provide a supportive environment for all students, where they feel empowered to make positive choices and develop strong relationships with teachers and other students.
- To explore the impact of teacher-student relationships on student learning.

#### Intended outcomes:

- All students will be active and positive contributors to the school community.
- All students will feel safe and supported in the school environment to achieve optimal learning and personal growth.

### Achievements

St Damian's School strongly believes that the foundation of student learning and achievement is rooted in social, emotional, moral, spiritual and physical wellbeing.

In 2022, St Damian's remained committed to promoting wellbeing and supporting students back into full time face to face learning after numerous previous interruptions to learning from COVID-19 lockdowns. The school worked hard to maintain strong connections between teachers and the school community through the recommencement of whole school celebrations and events, school masses, assemblies and the school newsletter. Student engagement in the Respectful Relationships program remained a key focus in addition to small social emotional wellbeing groups for students finding the transition back to face to face learning more challenging. Updates about social and emotional wellbeing learning were communicated to students and families regularly through the school newsletter, which also featured information about external networks offering support to those with varying social and emotional needs.

St Damian's maintained the established targeted SEL (Social and Emotional Learning) groups throughout 2022. The SEL groups continued to be an integral part of the wellbeing program and were successfully run throughout the year for students most in need of support with school transitions, social skills and emotional regulation skills. Each session was uniquely tailored to the student's identified needs. The groups also included time spent in our school garden, practising learnt social skills while undertaking tasks that support mindfulness and mental wellbeing.

During Term One, St Damian's students participated in SWELL (Student Wellbeing) Week where the goal was to work together in order to achieve and succeed. The school welcomed back students and families and engaged students in various wellbeing activities to support a smooth transition into the school year. There was a strong focus on developing positive connections, teamwork, resilience and responsible behaviour. During this week students also had the opportunity to revise the school expectations and values. Students were encouraged to demonstrate their understanding of the expectations and values in the classroom and

throughout the school. Each student began a new Wellbeing Journal and utilised their journal to reflect on something they were grateful for. This practise of gratitude reflection became a weekly routine across all year levels in the school. During this the SWELL week personal safety was also emphasised and students were reminded about their rights and personal boundaries.

In March, St Damian's students celebrated Harmony Day with a range of activities aimed at recognising and celebrating diversity within the school and broader community. Students were invited to dress in traditional outfits, shared items from their cultures and learned about customs and traditions from around the world. This celebration promoted tolerance and acceptance and was very well received by the school community. The learning from celebration was reflected on throughout the year.

During Term Four, St Damian's participated in the '16 Days of Activism Against Gender Based Violence' initiative, with a primary focus on promoting respect and discussing issues related to bullying and violence. The students were very engaged in this learning and participation in the initiative reinforced the school's commitment to maintaining a safe and supportive learning environment.

St Damian's staff supported students in learning more about the school values introduced in 2021 - Hope, Compassion and Integrity. These values were incorporated into weekly learning and emphasised the connection between emotional, moral and spiritual wellbeing. This addition to weekly learning provided an additional dimension to the wellbeing program and supported behaviour management across the school.

St Damian's continued to deliver a whole-school approach to educating students through the Respectful Relationships program. The program was integrated across all areas of the curriculum to support students in building skills, knowledge and attitudes. The program ensured consistency in learning and teaching in the wellbeing domain and facilitated a shared understanding of respect among students both in the classroom and in shared play spaces.

St Damian's continued to offer lunchtime clubs to provide students with quiet activities for personal development and socialisation. These clubs offered opportunities for students to engage in various activities while interacting with peers in a calm and supported setting. Participation in the lunchtime clubs was voluntary and provided an alternative to regular lunchtime routines for those students seeking a lower stimulus environment or support in their social interactions.

#### VALUE ADDED

- Continued facilitation of targeted SEL groups for students
- Integration of the school values (Hope, Integrity, Compassion) into weekly learning
- Introduction of weekly gratitude reflection practise across all year levels
- Student Representative Council (SRC) maintained to ensure student voice is included in decision making processes at the school
- Introduction of the school garden into the wellbeing program
- Whole school understanding of Respectful Relationships initiative and continued professional development to ensure consistency of practice across all year levels

- Christian meditation as a daily practice continued
- Regular, ongoing learning for Student Wellbeing Leader
- Student leadership program continued to encourage student voice and confidence in students
- School-based counsellor available to students
- Lunchtime clubs to provide a variety of quiet activities for students to engage in at break times
- Whole school celebrations and events that promote student wellbeing eg. SWELL Week, Harmony Day etc.
- Student Wellbeing Core Team maintained with regular meeting times to develop resources and strategies to support teachers.

## STUDENT SATISFACTION

According to the 2021 MACSSIS data, student's sense of belonging at school was improved, irrespective of periods of lockdowns and home learning. Students continued to feel a sense of connection to their teachers and believed that they are valued members of the school community. Student data reflected that they felt they have opportunities to express their ideas and opinions, and make valuable contributions to the school.

School based student surveys revealed that students showed a preference for learning at school with their teachers and peers rather than at home. While student learning continued at home during lockdown periods the students expressed that they missed their peers and social contact of school.

Students with additional needs felt well supported and their learning progressed well as contact was maintained with their Learning Support Officer and their classroom teacher.

## STUDENT ATTENDANCE

Student Attendance

In the case where students are absent from class, school policy dictates that parents are expected to inform the school in writing of the reason for the absence. If parents know in

advance that their children will be absent there is an expectation that they notify the school of the reason and the expected number of days of absence.

Where students are not in attendance at roll call in the morning and no notification has been received from the parent, then contact from the school office is immediately made with parents to determine the child's whereabouts and safety. If students are absent for an extended period without notification to the school then, in the first instance, the class teacher contacts the parents or where necessary the Principal makes contact.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	91.4%
Y02	91.7%
Y03	91.5%
Y04	92.9%
Y05	92.6%
Y06	91.7%
Overall average attendance	92.0%

## Child Safe Standards

### Goals & Intended Outcomes

- To ensure the wellbeing of all students by building a culture of child safety and protection
- To build a stronger and more consistent approach to preventing and responding to child abuse

### Achievements

At St Damian's we believe that keeping children safe is of fundamental importance as it is a major contributor to their wellbeing. Students who feel safe experience a sense of mental wellbeing that allows them to maximise their full potential.

During 2022 Staff refreshed their knowledge of Child Safety as we implemented the new Child Safe Standards and embedded these into our everyday practice. We also reviewed and adapted the new Child Safe School Policy as advocated by MACS which also included the updated Code of Conduct as well as refreshing our knowledge of the Reportable Conduct Scheme.

Staff undertook further implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' whereby Staff were encouraged to familiarise themselves and better understand this resource.

Throughout 2022, St Damian's School continued its work in the area of Child Safety acknowledging the importance of embedding policies into every day practice. The staff participated in Professional Learning throughout the year.

As a school community there is a commitment in the belief that everyone connected with our school can help children be safe and that keeping children safe is everyone's responsibility.

We continued consultation with the parent body through the School Advisory Council. Through these meetings, discussions were held around the safety of all in our community with a particular emphasis on our students. Information was disseminated to the wider school community via the school Newsletter. Online information sessions for prospective families also included information sharing of the Eleven Standards and an explanation of how the school managed Child Safety. These helped to build an understanding of the individual and collective responsibilities of our school community to protect the safety and welfare of our students.

Throughout 2022, we were very aware of the needs of some of our vulnerable students and continued to review and strengthen the many policies and procedures already in place to ensure everyone understood how as a school we worked to protect the safety and wellbeing of our students. Staff completed the eLearning modules on Mandatory Reporting and the Disability Standards. Cybersafety continued as a focus for students and staff as everyone in the community worked towards using technology, internet sites and APPs safely and responsibly. St Damian's School is also part of the eSMART initiative. Through this initiative we work with our students to assist them in using technology safely. All students are required to understand their responsibilities when using digital devices so that they do not compromise their safety and the safety of peers.

To this end, teachers also worked with their students on reinforcing expectation of their behaviours in line with the school's Code of Conduct with particular emphasis on the use of

digital devices, and online sites. Parents were invited to also participate in these sessions to help support their children in this space.

Our school has a range of policies in place, to support Child Safety practices, many of which are available on our website:

St Damian's School is very welcoming of Parent support and parents are encouraged to be active participants in the life of the school. To ensure that all understand their responsibilities in keeping everyone safe in our community, all parent volunteers undergo a volunteer process. This process scrutinises their suitability to become classroom helpers and volunteer for accompanying students on a variety of occasions. All volunteers are required to show proof of a WWCC to enable them to support school events onsite.

As a School community we put in place the following to ensure everyone understood their obligations:

- First day of the school year for staff included reviewing our obligations and meeting compliance requirements around Child Safety.
- Mandatory Reporting Policy
- Staff Code of Conduct
- Parent Code of Conduct
- Volunteers/Contractor Code of Conduct
- Student Wellbeing/Respectful Relationships Policy
- Supervision Policy
- Volunteers/Contractors Policy
- Visitors Policy
- Critical Incident Policy
- Excursion/Incursion & Camp Policy
- E-Smart Cyber Safety Policy
- ICT User Agreement Policy
- Anti- Bullying Policy
- Child Safe Policy
- Child Friendly version of Child Safe Policy
- Reportable Conduct Policy
- Privacy Policy
- Grievance Policy
- Reporting Obligations Policy

## Leadership

### Goals & Intended Outcomes

To build leadership capacity in all staff

To develop and sustain a strong professional culture across the school

### Achievements

Our highly skilled and committed teaching staff, supported by our competent Leadership Team, continued to be focused on providing a quality curriculum for all students. The focus was on tailoring learning programs to meet the individual needs of the students, with the aim of maximising student engagement and improving learning outcomes.

2022 afforded us the opportunity to undergo a whole school review. A school reviewer was appointed by MACS. The reviewer was able to come into our school and ensure that all compliance requirements were met by the school as well as ensure that teaching practices and administrative processes were meeting, if not exceeding, expectations. Staff, students and families were involved in the review process to assess and create the learning directions for the school. As a result of the process, school Leadership together with MACS staff from the Eastern Region, then looked at setting the new School Improvement Plan (SIP) to guide the work over the next four years. Work then began on developing the Annual Action Plan (AAP), derived from the SIP. The AAP enables the recommendations put forward by the reviewer as well as the information data gathered through the process, to be implemented over the following and subsequent years.

Students with additional needs were supported with the assistance of the Learning Support Officers under the guidance of the Learning Diversity Leader. Families of these students were especially encouraged to work in partnership with the school to ensure that appropriate supports were in place to enable students to maximise their potential. Families were kept informed of programs in place to assist them also implement useful strategies at home. Students who were deemed extensive or substantial were carefully monitored with Individual Learning Plans and significant adjustments made to ensure that structures in place supported their wellbeing and safety. Other students on the NCCD were also supported with Individual Learning Plans and monitored to ensure that adjustments made met their needs and allowed for progress and growth. All students on the NCCD had learning goals set which included SMART goals to enable them to access the curriculum on an equitable basis.

The Reading Recovery program continued to support those students in Year One who had not shown sufficient growth in literacy attainment. Through daily targeted literacy interventions, these students were supported to develop their literacy skills to enable them to re-enter the classroom literacy program and experience continuing success.

Specialist support, informed by school data, was also provided through the continuation of the Tutor Program, made possible through the Victorian Government Tutor Teacher initiative. Two Tutor teachers were employed for 20 weeks, over Term 3 and Term 4. These teachers worked with small intensive learning groups of students who had been identified as at risk due to the COVID lockdowns in previous years. The benefit provided to the students through this initiative, was positive as the majority were able to progress their learning under the guidance of both their classroom and tutor teachers. The school continued to access services as needed from MACS and an onsite Counsellor was available one and a half days per week for students who



required support due to anxiety or other conditions. This service was made possible through the Chaplaincy In School's Program grant received.

The school Leadership Team continued to provide support to teachers in the areas of Religious Education, Learning and Teaching and Wellbeing. The school also employed a new ICT and Library technician. This combined role provided support to staff with the use of the technology and the purchase of new technologies. The Library component of the role enabled the new Library facility to be set up so that staff and students could make effective use of this resource. The new Library was a result of the building works stage 1 Masterplan which included a new Arts building, a new library and two new classrooms. This was made possible through a Victorian Government grant received at the end of 2020.

We continued to focus on our school's NAPLAN data which identified Reading as an area needing improvement and work continued with the Eastern Region Consultants to target continued improvement in this curriculum area. Four members of the Leadership Team also continued their work within the Learning Collaborative. The team consisted of Learning and Teaching Leader, P-2 Literacy Leader, Year 3-6 Literacy Leader and Principal. The work undertaken through this collaborative was based on the work of Dr. Lyn Sharratt. The focus of this work in 2021 was to continue to embed Case Management Meetings as well as ensure fidelity to the 14 Parameters that Dr Sharratt developed.

The Leadership Team also engaged with work by Dr Simon Breakspeare as part of the School Improvement Learning Collaborative initiative facilitated through MACS Eastern Region Office. This work, mainly accessed online, enabled the school Leaders to work more cohesively as a team to ensure continuous improvement across the school.

In 2022 we identified the following as achievements in Leadership and Management:

- Beginning of Year Chat between staff and principal to establish professional goals and to identify relevant professional learning to support staff development
- All staff encouraged to access and undertake professional learning online to develop skills and improve teaching practice in accordance with the School Improvement Plan and specific needs of staff
- Learning Support Officers attended both onsite and off-site professional learning focussed on supporting student learning
- Focused weekly Professional Planning Team meetings continued and were centred on using student data to continuously improve student outcomes
- Learning Support Officers weekly meeting with Learning Diversity Leader onsite and online to help them gain a better understanding of how to meet the needs of students with additional needs during remote learning
- Strategic supported collaborative planning sessions with curriculum leaders during level team meeting planning
- Focused weekly Leadership Team Meetings
- Process for induction continued to support new staff
- Mentor assigned to Graduate teachers to support them in their first year of teaching and to achieve full registration with VIT. Mentor supported time made available on a regular basis



- Staff in positions of Leadership attend Network Meetings online and off-site in the following areas:- Mathematics, Literacy, Wellbeing, Deputy Principal, Learning & Teaching, Student Services, Religious Education and Principal
- Learning Collaborative with Lyn Sharratt as facilitator continued online
- School Improvement Learning Collaborative facilitated online by Simon Breakspear and attended by School Leadership
- Professional learning targeted to school priorities made available to staff as needs identified
- Annual Review Meeting in Term 4 with Principal to assist with appraisal and feedback

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2022

Professional Learning activities that staff have undertaken in 2022 are:

- Leadership Programs for school Leaders
- Emergency Management Professional Learning - 42 staff.
- Eastern Region Professional Learning for Leaders - 8 staff
- Zone Network Meetings for Religious Education, Deputy Principals, Literacy, Mathematics and Learning and Teaching Leaders held online from Term 2
- Administration PL done online
- Memberships of various professional organisations, e.g. PEETA, Drama Vic, etc
- Learning Collaborative - Lyn Sharratt (4 staff) done online
- SILC with Simon Breakspear (7 staff) online
- Graduate Support and mentoring (VIT)
- In house PL with Religious Education Leader, Literacy Leader, Wellbeing Leader
- Continuing contact for Language Assistant in the Teachers As Co-Learning Language program
- PL on Child Safety, in particular the introduction of new CSS, provided by Principal and Child Safety Officer and work-shopped with staff and parent community
- Staff workshops to assist staff understanding and responsibilities with new Child Safe Standards

Number of teachers who participated in PL in 2022

42

Average expenditure per teacher for PL

\$1000

## TEACHER SATISFACTION

Our school survey MACSSIS data for 2022 shows slight improvement in many areas. Staff data shows that there is an overall improvement in positive endorsement. Student data however shows an overall -5% decrease from the previous year.

Staff perceptions of the overall learning climate in the school had improved from the previous data set in 2021 with Collaboration around an improvement strategy showing a significant gain, indicating that staff understand the strategies used to improve learning and teaching. However, the data indicates that all areas require focus to bring about improvement and reach the MACS average data.

Overall the 2022 data shows improvement across most areas, however Feedback is an area identified for future improvement. Staff data indicates there is a greater need for all staff to give and receive feedback to enable them to continue to improve their practice.

Student perceptions shows growth in both School Engagement and Learning Dispositions. However, the remainder of the data shows overall decreases with Enabling Safety and Student Voice with the greatest decrease from the previous year. This may be due to students transitioning back to full time schooling after experiencing two years of interruptions with lockdowns. However, it was interesting to note, that even though, there has been a decrease from the previous year, there is still parity or indeed we are above the MACS average in all areas.

#### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	89.8%
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#### ALL STAFF RETENTION RATE

Staff Retention Rate	75.0%
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#### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	31.0%
Graduate	20.7%
Graduate Certificate	20.7%
Bachelor Degree	69.0%
Advanced Diploma	27.6%
No Qualifications Listed	10.3%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	44.0
Teaching Staff (FTE)	34.2
Non-Teaching Staff (Headcount)	17.0
Non-Teaching Staff (FTE)	15.6
Indigenous Teaching Staff (Headcount)	0.0

## Community Engagement

### Goals & Intended Outcomes

- To develop an understanding of partnerships that support student learning
- To strengthen our Catholic Identity

### Achievements

St Damian's School was able to offer a wide variety of activities and opportunities for families and the wider school community. During 2022 the following achievements and ongoing practices ensured we could offer our Community ways in which to remain connected and foster a spirit of unity.

In 2022 St Damian's School successfully offered the following many and varied opportunities:

- Continue to adhere to charter and guidelines for the School Advisory Council
- School Advisory Council met 6 times in the year
- Active Parents & Friends Committee
- Continued contact with the Parish
- Staff commissioning included in the opening school year Mass
- Transition program linked to local pre-schools and kindergartens conducted
- School tours conducted by Principal and by appointment strictly adhering to COVID Safe Practices
- Community Program linked to local secondary schools, e.g. Parade College, Loyola College
- Community organisations and free programs delivered via local clubs to students, onsite e.g. Tennis and Basketball
- Pre Service Teachers from ACU working with experienced teachers from our school
- Work Experience and Christian service students from local catholic secondary schools
- Parental support welcomed in areas such as Athletics, Swimming, Camp Program and Excursions as well as classroom helper programs
- Parent Support Group Meetings held regularly to support our vulnerable students
- Curriculum Learning Expo to showcase student learning
- Continued parent education opportunities e.g. Faith Development Sacramental Workshops
- Participation in local City of Whittlesea Sorry Day Activities
- Participation in the Long Walk to Loyola College
- Continued focus on local and global social justice issues through regular support of charities and appeals, eg. Caritas - Project Compassion, St Vincent De Paul, Catholic Care, Opening the Doors Foundation

- Learning Conversations in Term 1 and Term 2 online to discuss student progress and needs
- Support group meetings, with parents and where applicable with outside agencies online. These PSG meetings provided extra assistance to students with additional learning needs.
- Community invited to the Book Week Celebrations - students encouraged to dress as a favourite character and families came to watch the parade
- Celebration of Harmony Day, students invited to wear cultural outfits or the colour orange - "Everyone Belongs", students participated in various activities provided by the teachers (such as Tai Chi and cultural dancing) and students made posters.
- Communication with parents via newsletter and other online platforms
- Prep 100 days of Learning celebrated
- Each class presented their learning at a designated assembly and families were invited to attend
- School/Parish Liturgical celebrations, including the reception of Sacraments
- Thank you Morning Tea to celebrate and acknowledge family support
- Carols night held on the oval and all of the school community was invited to attend

## PARENT SATISFACTION

Given that there is no 2021 comparison data concerning parent satisfaction, we can only comment on the current 2022 Family snapshot data. In comparing our school to the MACS average the data shows a decrease in all areas except Barriers to engagement. It seems that parents have not had their expectations of the school met during 2022, a period directly following the COVID lockdowns. This data was gathered during the Principal's long absence from the school due to personal circumstances. It may be that families felt that Leadership of the school was lacking at this point. The data has provided the school with many opportunities for improvement to engage with families and the community.