



St Patrick's School Wangaratta

2022 Annual Report to the School Community



Registered School Number: 104

Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report3

Vision and Mission.....4

School Overview.....5

Principal’s Report6

Catholic Identity and Mission.....7

Learning and Teaching.....9

Student Wellbeing12

Child Safe Standards.....15

Leadership16

Community Engagement20

Future Directions22

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Minimum Standards Attestation

I, Gabrielle Downie, attest that St Patrick'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.

17/03/2023

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

The 2022 Catholic Education Week theme “Tell the Good News” expresses both the joys and challenges of offering Catholic education across the Sandhurst diocese.

We continue to be committed to providing contemporary and innovative learning environments that value diversity, promote care, respect and co-operation. In 2022 our schools diligently responded to the transition back to continued face to face learning against the disruptive backdrop of the previous two years. This transition was exacerbated by staff and student absences due to COVID 19 quarantine requirements. However, school communities demonstrated outstanding resilience to find creative and sustainable pathways to ensure continuity of learning was maintained and the Good News continued to be heralded.

Our changed governance structure continues to mature, with both CES Ltd and SCECEC Ltd committed to ensuring the highest quality student outcomes in a safe and nurturing environment. A future focus that offers direction and solidarity will find expression in the development of a diocesan-wide Strategic Plan, 2023-2027.

Partnerships between schools and parishes remain a priority as parish priests continue their vital leadership role in support of the spiritual and pastoral needs of the school community. The sacramental life of both school and parish expresses and invites participation in the evangelizing mission that brings Good News to all.

Significant investment in new learning facilities and school infrastructure through the Catholic Capital Grants Program and the hard work of our school communities have ensured the provision of high-quality learning and teaching facilities for both staff and students.

The nation-wide shortage of teachers has had an impact on all schools, demanding new and innovative ways to attract and retain high quality and committed Catholic educators. Strategic initiatives will prioritize workforce placements that are sustainable and ongoing with particular attention given to our remote and smaller communities.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2022 of personnel in our schools and in the Catholic Education Office. They continue to work tirelessly for the students and families, telling the Good News every day.

Yours sincerely,

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

Vision and Mission

IDENTITY STATEMENT

St Patrick's is a school community that draws on the traditions of the Brigidine Order, that celebrates life, reaches out to others, and actively cares for our world.

VISION STATEMENTS

St Patrick's Primary School strives to:

- Guide and support students on their faith journey through experiences of the Catholic tradition, building a strong sense of belonging, responsibility and wonder within our school, church, and global communities.
- Develop an environment that builds on student resilience, self-respect, confidence, and empathy – in partnership with families.
- Foster a learning environment that provides a holistic education that nurtures all learners for them to realise their full potential.
- Model and foster a safe and supportive environment for students and their families within the school community.
- Provide learning and teaching experiences that promote decision-making.
- Conserve God's creation and recognise the traditional owners of the land.

School Overview

St Patrick's Primary School is centrally located in beautiful township of Wangaratta, situated on the junction of the Ovens and King rivers. The School was established in 1854 and registered in 1858 by Fr. Kums, the Parish Priest of Beechworth, who administered the Wangaratta District at that time. At its commencement the school was run by lay teachers namely Mr & Mrs Michael Toohey.

In 1862, Wangaratta was declared a separate Mission and the Parish of Wangaratta was established. Fr Devitt Galen was the first Parish Priest. During this time, the school was a small wooden building located beside St Patrick's Church in Ford Street. In 1877, Government Aid was withdrawn from denominational schools. Despite this, St Patrick's Primary School struggled on for the next ten years through the dedication and charity of the parishioners of Wangaratta to remain open. In 1887, the Bishop of Sandhurst sent a request to Ireland for Brigidine Sisters to be sent from Goresbridge, Ireland, to take control of the school. The Brigidine Sisters arrived in 1888 and assumed the running of St Patrick's Primary school as well as establishing St Joseph's College, a finishing school for girls. St Joseph's later to become part of Galen College.

The Brigidine sisters impact on Catholic Education has been enormous. Their charism of strength and kindness is reflected within the culture of St Patrick's Primary School, and the Parishes of Wangaratta for well over one hundred and fifty years. St Patrick's motto, Living, Loving and Learning in Christ, underpins all we do. St Patrick's School moved to its current site in 1921.

St Patrick's is a member of Catholic Schools Wangaratta (CSW), that includes Our Lady's Primary School, St Bernard's Primary School, Galen Secondary College and Borinya, an alternative school setting in the town. These school meet each term to promote and enhance Catholic education within the region.

St Patrick's provides a broad range of learning experiences to meet the current needs of our students. Recent years have seen increased professional learning around best practice, to inform teaching to maximise learning for our students. The school provides a range of specialist subjects all designed to enhance and enrich learning at the school. These include Physical Education, Visual and Performing Arts, Science and Italian. Learning is enhanced and supported through current Information technology resources and strategies. In order for the school to continue to achieve our goals, provision have been made to provide a variety of stimulating learning spaces. Extensive upgrades to the facilities include the addition of eight modern classrooms and break out learning spaces for our community to enjoy well into the future.

The parent community is deeply committed to ensuring that students achieve to the best of their ability, with a strong involvement in the life of the school. To this end, many opportunities exist throughout the year for parents to engage in school life and communicate with teachers to engage in student learning.

Principal's Report

In commencing in January 2022 St Patrick's school underwent a significant change, as it came after 24 years of dedicated leadership by Mr Terry Corrigan. It is humbling to be given the opportunity to lead this wonderful school community, one whose motto Living, Loving, Learning in Christ inspires us and reminds us of the purpose of Catholic education. This motto remains at the forefront of all we do.

The 2022 year presented us with a number of challenges, but none too big that we couldn't overcome.

The year commenced with the moving of classes, relocation of portables and the demolition of existing buildings, to accommodate for the construction of an eight classroom, double story learning centre. With the help of dedicated teachers we were ready for day one.

The COVID - 19 pandemic impacted our operations for the first half of the year, however limited access to the school grounds, vaccinations and mask did not deter learning. Nor did the threat of floods that lapped the skirt of the town. The dedication and flexibility of those in the education industry can never be underestimated. Staff generously and willingly to create the best learning environment despite the challenges faced.

Steering this ship is definitely not done alone, it is done with the support and cooperation of a team of people. It is a blessing to have such a talented, vibrant community to work in partnership with, to make this place the success that it is.

An interim Leadership team comprising Helen Lyons, Helen Rickard, Grace Patterson, Janina Rinaldi and Ellie Sirianni was formed in 2022 as a year of inquiry and review commenced. I thank these members for stepping forward and for their willingness to be a part of the formation, development and growth of our community.

The Advisory Council is a significantly supports the strategic development of the school. We farewell our outgoing board members Kristen Glenister (chair) and Jodie Perkins, and thank them sincerely for their tremendous contribution over the years. I am pleased to announce our new Council chair commencing in 2023 is Michael O'Keefe.

Our outgoing captains Henry Ackerly, Pip O'Connor, Meg Winter and Harry Matthison represented us with excellence throughout the year in various forums and events. I hope this experience of leadership has enabled them to grow, learn and gain skills that will support in later life.

I thank the community for the welcome and support offered in my first year at St Patrick's

Gabrielle Downie

Catholic Identity and Mission

Goals & Intended Outcomes

To break open the E.C.S.I. data to inform our strategic planning

Review and Implement the FIRE Carriers Covenant to bring to life deeper understandings of First Nations peoples perspectives

To review the role of the Catholic Identity Leader

To reconnect with the border Catholic community through Catholic Schools Wangaratta (C.S.W.)

Achievements

St Patrick's Catholic Identity focus for 2022 was centred around the review of current processes and development of new initiatives.

The role description of the Catholic Identity Leader was re-established, along with the appointment of Janina Rinaldi to this leadership position. A Religious Education Team was formed to guide curriculum and facilitate event throughout the school year.

The impact of COVID - 19 again resulted in the rescheduling of the Sacramental program. The 2021 and 2022 candidates combined to receive the sacraments together, resulting in a larger cohort than usual. Due to COVID-19 each Catholic school in the Wangaratta parishes individually celebrated the sacraments.

St Patrick's underwent an E.C.S.I. survey (Enhancing Catholic Schools Identity) in 2021. The school, supported by David Walker from the Catholic Education Office, allocated a day to the analysis this data in order to develop their school improvement plan. Data revealed that our community sat in a healthy dialogical and re-contextualised space. The future focuses on maintaining and enhancing this position.

Michael Chisholm, the Aboriginal and Torres Strait Islander team leader, assisted the school in the review and development of the F.I.R.E. Carriers Covenant. Michael also led a parent and staff professional development session on the writing of Acknowledgment and Welcome to Country.

With the commencement of three new principals to the Catholic schools in the town, Catholic Schools Wangaratta (C.S.W.) reformed after several years in abeyance. The group includes Galen Catholic College, St Bernard's Primary School, Our Lady's Primary School, Borinya Centre

and of course St Patrick's Primary School. The group meets each term to promote Catholic Education within the region.

VALUE ADDED

With the change in Governance from Parish to Catholic Education Sandhurst Limited (CES Ltd), the school has worked hard to maintain links with its local church community. St Patrick's led in the organisation and implementation of the Sacramental program to support the parish.

The school continued to live the mission by supporting organisations such as the St Vincent de Paul Society, CARITAS and Catholic Mission.

The community engaged in many events to embrace our mission, including:

- St Patrick's Day celebrations
- Engagement in National Sorry Day activities
- Christmas concert and liturgy
- Graduation mass and dinner

Learning and Teaching

Goals & Intended Outcomes

Analyse and evaluate learning and teaching practices to inform the school improvement plan
Establish teams to drive analysis and develop recommendations to strive for evidence based best practice

Achievements

St Patrick's underwent an extensive review in the first half of the year using the National School Improvement Tool (N.S.I.T.).

The review highlighted the strengths and areas for growth in nine domains set out for an effective learning and teaching culture. Data derived from the review will be used to shape our school improvement plan for the next five years. Data analysis, interpretation and translation to learning was one of the key recommendations for us to further develop.

From the results of the review, three teams were appointed to directly attend to specific curriculum areas within the school. These teams are Catholic Identity, Learning and Teaching and Pastoral Wellbeing. Much of 2022 was about the establishment and formation of these teams.

A review of the whole school curriculum scope and sequence was undertaken towards the end of the year for implementation in 2023. This will be reviewed annually to ensure all curriculum areas are appropriately addressed.

The whole school assessment schedule was reviewed and aligned from Foundation to Year Six, ensure a more effective and relevant collection and analysis. This work will continue in 2023.

Professional Learning Teams (P.L.T.'s) continued to assist teachers in their professional dialogue to enhance the quality and effectiveness of their craft. A restructuring of timetables enabled staff to be released to plan together, ensuring a more coherent and supportive approach to planning and teaching.

The school was able to reintroduce camps and excursions to the curriculum after several years of absence due to COVID -19

STUDENT LEARNING OUTCOMES

St Patrick's had 100% participation in NAPLAN testing in 2021 and 96% in 2022.

The impact of remote learning due to COVID -19 isolation impacted on school learning outcomes.

Tutoring program was implemented to support students affected.

There was an increased focus on data analysis, continuity of curriculum and re introduction of face to face teaching.

The implementation of explicit teaching in the area of Numeracy in 2021 impacted growth in 2022.

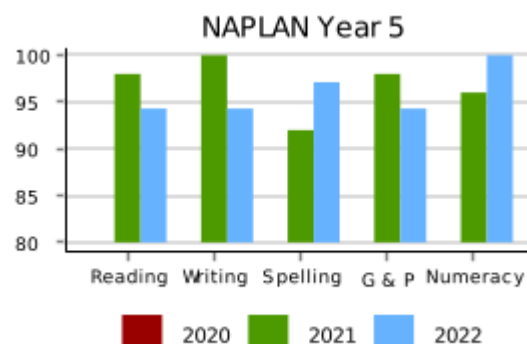
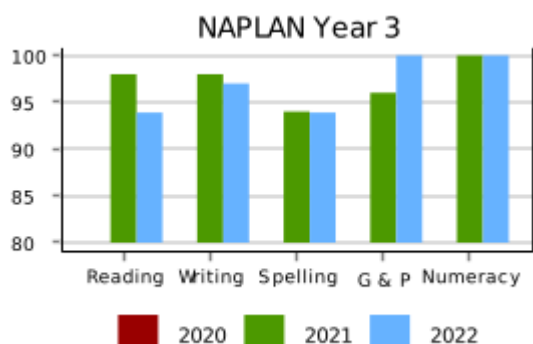
The implementation of explicit teaching in the area of Reading in 2021 will continue to be a focus.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	96.0	-	100.0	4.0
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	98.0	-	93.9	-4.1
YR 03 Spelling	-	94.0	-	93.9	-0.1
YR 03 Writing	-	98.0	-	97.0	-1.0
YR 05 Grammar & Punctuation	-	98.0	-	94.3	-3.7
YR 05 Numeracy	-	96.0	-	100.0	4.0
YR 05 Reading	-	98.0	-	94.3	-3.7
YR 05 Spelling	-	92.0	-	97.1	5.1
YR 05 Writing	-	100.0	-	94.3	-5.7

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

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

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



Student Wellbeing

Goals & Intended Outcomes

- Formation of a Well being Team and Respectful Relationships Team
- Development of a School Behaviour Matrix
- Review accountability systems and procedures for Attendance Procedures
- Gender Equity Staff professional development
- Build the capacity of staff to implement the Respectful Relationship Initiative

Achievements

St Patrick's strives to build a positive learning environment where all students feel valued, and respected within our community. We aim to provide a safe, supportive, and secure environment where students have a voice.

Achievements:

Established a team around Respectful Relationships who worked alongside Tammy Smith who is employed by the Education Department Victoria. As a staff we completed a school self-assessment tool which was based on the six elements of the whole school approach:

1. School culture and environment
2. Leadership and commitment
3. Professional Learning Strategy
4. Teaching and Learning
5. Families and communities
6. Support for students and staff

The findings were then categorised using the key: completed, partially completed and not completed.

The team meets fortnightly, and actions for improvements were scheduled.

- Responding to disclosures - PD
- Student voice – now at assemblies
- RR team in cluster meetings – meet with our cluster schools and student voice forum
- RR taught at all levels now within the school as well as at assemblies

School Behaviour Matrix was achieved.

The Pastoral wellbeing team met fortnightly to action a plan for the whole school to live out our mantra – RESPECT FOR SELF, RESPECT FOR OTHERS, RESPECT FOR PROPERTY.

The team worked with CES Ltd well-being officer to understand the evidence around positive behaviour in schools. A matrix was developed actioned once staff and students had an input.

Students who require adjusted programs were monitored and programs were targeted to their learning needs using evidenced based programs. Education Support Officers were trained in various articulation programs and S.P.E.L.D. programs.

P.S.G. meetings were scheduled termly to support students and family to receive information on achievements and goal setting.

All staff completed the e-Learning modules – disability standards and mandatory reporting.

VALUE ADDED

- St Patrick's was able to access the regular services of a psychologist on site fortnightly to assist in the social and emotional development of students, especially those dealing with the effects of COVID-19 lock-downs.
- St Patrick's is part of the cluster group, and our lead school is Galen Catholic College. We meet Termly to action an area of the Respectful Relationship curriculum. Student lead forum was established, and this was held at Galen Catholic College with our cluster group. Pastoral well-being leader and Galen Deputy presented to state-wide Respectful Relationships workforce around students teaching students.

STUDENT SATISFACTION

- Our National Schools Improvement Tool (N.S.I.T.) indicated that students displayed high levels of engagement, high levels of enjoyment and felt supported with their learning. Students also responded that they felt safe and cared for while attending school.
- Students felt heard when they were given the opportunity to have a say in our Behaviour Matrix and took ownership for their actions.
- There was a high uptake of leadership engagement by year six students, including taking on mentoring roles for Foundation students (Senior Buddies).
- Leaders of the school prepare a weekly script for Monday morning around our behaviour goals.
- Evaluation from the students led delivered Respectful Relationship's Forum held at Galen Catholic College was positive, with outcomes developed to be actioned for 2023.

STUDENT ATTENDANCE

Non-attendance is monitored through the SIMON program that we use to mark the roll twice each day.

Students are marked electronically at 9.00am and 1.00pm each day.

Students who arrive late or leave early are marked in and/or out via the main office.

Parents are notified by SMS if their child fails to arrive at school, and we have had no contact from the parent/guardian.

The school contacts parents/ guardians if they do not respond.

The school contacts the emergency contact if parents do not respond.

The school contacts the police if no further option is available.

Classroom teachers followup students who are away from school for less than three consecutive days. The principal and Wellbeing officer are informed at this stage.

Attendance is then monitored for signs of improvement.

The Principal and Deputy Principal/Wellbeing Officer are involved if attendance does not improve.

In extreme cases, Catholic Education Office - Sandhurst Attendance Officer is notified.

The matter may also be raised with DHHS to find ways to support families. These students are then subject to ongoing monitoring by the DP and or other services, to ensure that there is no regression.

During COVID-19, students of essential workers and vulnerable students were supervised at school. Their attendance data was also recorded on SIMON Students studying from home were marked as present for the online contact sessions (Years 3 to 6) and through daily engagement in the See-Saw program (Years Foundation to 2).

Parents were contacted if students did not engage in the online learning sessions.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	89.2%
Y02	87.0%
Y03	88.9%
Y04	88.1%
Y05	84.2%
Y06	86.9%
Overall average attendance	87.4%

Child Safe Standards

Goals & Intended Outcomes

St Patrick's is committed to the safety and wellbeing of children and young people.

- We seek to prevent harm of any kind impacting children and young people and have zero tolerance for racism, child abuse and inequality. Children and young people's rights, relationships, identity, and culture must be recognised and respected, their voices heard, and their concerns acted upon.
- We aim to foster a culturally safe, child safe and child-friendly environment for all children and young people we have contact with, deliver services to, or are impacted by our work.
- When children were working from home during COVID-19 staff educated students on appropriate behaviour whilst online.
- Our goals for 2022 are to update to the new Child Safe Ministerial Standards 1359 and embed the standards through professional development of staff and parent community.

Achievements

Achievements:

Staff completed the professional learning and obligations around PROTECT module completed
Child Safe discussion is incorporated into the agendas of Leadership meetings, Staff meetings and Advisory Council meetings.

Staff professional development to introduce the changes from the old to the new Ministerial Orders 1359

Policies have been updated to reflect the new Ministerial Orders 1359 and have been uploaded to our Website

Mandatory reporting modules have been completed by all staff annually.

The Code of Conduct is completed by all staff, volunteers and contractors.

Pass tab app had been installed to more effectively monitor volunteers and visitors entering and exiting the site.

Emergency evacuations and lock ins are scheduled and reviewed each term

Staff received professional development on disclosure Tammy Smith (Dept Education)

New staff are inducted to the Child safe standards

Staff trained in First Aid, anaphylaxis, and asthma

Protect posters visible around the school

The new platform Policy Connect has been introduced to ensure the most current policies and practices are available to staff and adhered to.

Risk assessments for all off site activities are completed by staff.

Leadership

Goals & Intended Outcomes

Build staff leadership capacity through a shared and collaborative leadership model

Provide leadership team formation and staff professional development around building professional dialogue

Achievements

St Patrick's implemented an interim leadership team for the 2022 school year as this was a review year of all processes and procedures. The Leadership team engaged in formation in the areas of strategic planning, leading a school community and being a leader.

School curriculum teams were formed in the areas of Catholic Identity, Learning and Teaching and Pastoral Well-being to reflect a shared leadership model within the school. All teaching staff nominated a team to engage in. This approach set the parameters for collegiality dialogue and support to explore, and engage in best practice and professional learning.

The timetabling was specifically adjusted to ensure that each unit was able to meet simultaneously for a period of three hours each week to plan and prepare as a team. Again this approach was designed to provide support as well as challenge to teaching practices.

Year Six students engaged in various leadership teams throughout the year to experience and develop leadership skills. These teams included: Sustainability team, Social Justice Team, Administration Team, Maintenance Team, School Captains, Sports Captains, Arts Team, Technology Team and Science Team.

Students across the middle and senior areas of the school were given the opportunity to engage in the Friends Igniting Reconciliation Education (F.I.R.E) carriers initiative. This enabled students to experience and give recognition to First Nations people.

The Advisory Council received formation in its supportive role to the school's strategic development.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

In 2022 Teachers engaged in the following Professional Learning

- Analysing E.C.S.I data
- First Aid and anaphylaxis
- RE network days
- Numeracy Network days
- Pastoral Well being Network days
- Respectful Relationship
- Information sharing Scheme
- Mandatory reporting
- ICON training
- SIMON training
- Child Safe policy
- Aboriginal and Torres Strait Islander Network days
- CES HR policy updates
- PAT testing and analysis
- Positive Behaviour in School
- Writing Moderation
- Learner Diversity
- Source of Life
- The graduate Conference
- Catholic Principals Conference
- Positive Partnerships
- Deputy formation
- Music mentor program
- Science professional learning
- National Assessment training
- National Consistency Collection of Data briefing - Learner Diversity

Number of teachers who participated in PL in 2022

23

Average expenditure per teacher for PL

\$550

TEACHER SATISFACTION

The external N.S.I.T. review indicated the following teacher satisfaction results in:

- The strong sense of pride and belonging in the school displayed by staff, students and parents.
- The positive environment of the school which is reflected in the high staff morale and leave of support from students and parents.
- The confidence expressed by the school's teachers, students, parents and parish priest in the principal's leadership and strategic direction.
- Some teachers being open to constructive feedback and to providing their own feedback to colleagues.
- Providing opportunities for teachers to take on leadership roles.
- Having school leaders who are actively committed to improving student learning outcomes by investigating available data sets.
- Beginning a process of formal mentoring and coaching arrangements and being willing to pursue that for professional development and to improve student learning.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate 85.3%

ALL STAFF RETENTION RATE	
Staff Retention Rate	83.3%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	10.0%
Graduate	10.0%
Graduate Certificate	0.0%
Bachelor Degree	90.0%
Advanced Diploma	20.0%
No Qualifications Listed	5.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	24.0
Teaching Staff (FTE)	19.3
Non-Teaching Staff (Headcount)	15.0
Non-Teaching Staff (FTE)	17.2
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Our goal for 2022 is to reconnect and reengage the school within the broader local community after the effects of COVID-19 isolation.

Achievements

The second semester of 2022 saw the easing of COVID-19 restrictions, allowing school to participate more freely in community activities.

Community activities included the following:

- Attending community masses
- Participating in interschool sports
- Face to face Early Years Network meetings within the Wangaratta Educational precinct
- Onsite educational visits by local services - such as the Fire Brigade, Ambulance and the Police
- Engagement with Galen Catholic College for the delivery of Respectful Relationships professional learning
- Re introduction of pre-service teachers
- Engagement with the Environment group for the River detectives program
- F.I.R.E carriers excursion to the Bullawah trail with Michael Chisholm
- Reengaging with Catholic Schools Wangaratta
- Winter Appeal for St Vincent de Paul

PARENT SATISFACTION

The external N.S.I.T. review involved interviewing student, staff and parent community to gain their input around the culture of the school.

The review commendations stated that the confidence expressed by the school's teachers, students, parents and parish priest in the principal's leadership and strategic direction.

Results from the interviews indicated high satisfaction and a love of the school community. The review commendations stated a strong sense of pride and belonging in the school displayed by staff, students and parents.

Results indicated that families valued the sense of belonging within the school community and highlighted the loss they felt during COVID-19 isolation.

Families indicated they felt supported by the school and appreciated the regular well-being calls either during lock down or while they were unable to enter the premise.

Families expressed a great desire to return to onsite activities in order to re-engage in school life.

Future Directions

The school looks forward to the completion of the new eight-classroom learning centre, the redevelopment of the schools outdoor facilities via the landscape master-plan and the implementation of the newly developed school improvement plan below.

SCHOOL IMPROVEMENT PRIORITIES		
<p>LEARNING COMMUNITY - Improve student learning outcomes through evidence based learning and teaching practices that are guided by a systematic approach to data collection and analysis.</p>		
LINKS TO CES Ltd STRATEGIC DIRECTIONS	CES Ltd STRATEGIC ENABLERS	SCHOOL IMPROVEMENT GOALS
<p>STRATEGIC DIRECTION Through high-impact pedagogical strategies, students' learning is relevant, contemporary and differentiated to their needs.</p> <p>STRATEGIC PRIORITIES Prioritising evidenced informed practice using data to accurately identify the areas requiring the greatest improvement.</p>	<p>A CULTURE OF DIALOGUE Recontextualising pedagogies promote critical thinking and reasoning skills together with meaning-making experiences cognisant of the content studied.</p> <p>INNOVATION & COLLABORATION Increase data literacy and capability, through building informal and formal 'learning communities' working together on common goals and recognising data as a key asset within the decision-making cycle</p> <p>INTEGRATED DIGITAL TECHNOLOGY Deliver technical solutions that support real time information and data gathering to accelerate continuous improvement and planning.</p>	<ul style="list-style-type: none"> Develop an Annual Data Plan to inform planning, policy and learning and teaching practices. Build the capacity of staff to analyse and interpret data Focus professional learning for all staff on the explicit school-wide agenda derived from the data.

SCHOOL IMPROVEMENT PRIORITIES		
<p>CATHOLIC COMMUNITY - Build capacity of staff to deliver a dialogical and recontextualised approach to the Religious Education curriculum.</p>		
LINKS TO CES Ltd STRATEGIC DIRECTIONS	CES Ltd STRATEGIC ENABLERS	SCHOOL IMPROVEMENT GOALS
<p>STRATEGIC DIRECTION Catholic school identity is preserved and enhanced by explicitly putting forward the Catholic faith as the host tradition in dialogue with the school's plural context 2, out of the conviction that faith and culture enrich each other.</p> <p>STRATEGIC PRIORITY Nurturing well-formed and informed staff, familiar with the Catholic tradition and possessing contemporary theological understanding.</p> <p>Creating stimulating, enriching and liberating learning environments in which students are challenged to give shape to their personal identity in dialogue with the Catholic tradition.</p>	<p>A CULTURE OF DIALOGUE Celebrating our Catholic story through dialogue, ritual, prayer and action that is joyful and contextual to the community.</p> <p>INNOVATION & COLLABORATION Design units of work across the curriculum that both reflect and are respectful of student and school context.</p>	<ul style="list-style-type: none"> Develop staff understanding of 'Dialogue' within the faith context. Develop staff understanding around recontextualised interpretation of Scripture, with reference to the 3 Worlds of the Text (the world behind the text, the world of the text, and the world in front of the text). Implement strategies that reflect a dialogical and recontextualised approach to learning and teaching in all areas of school life.