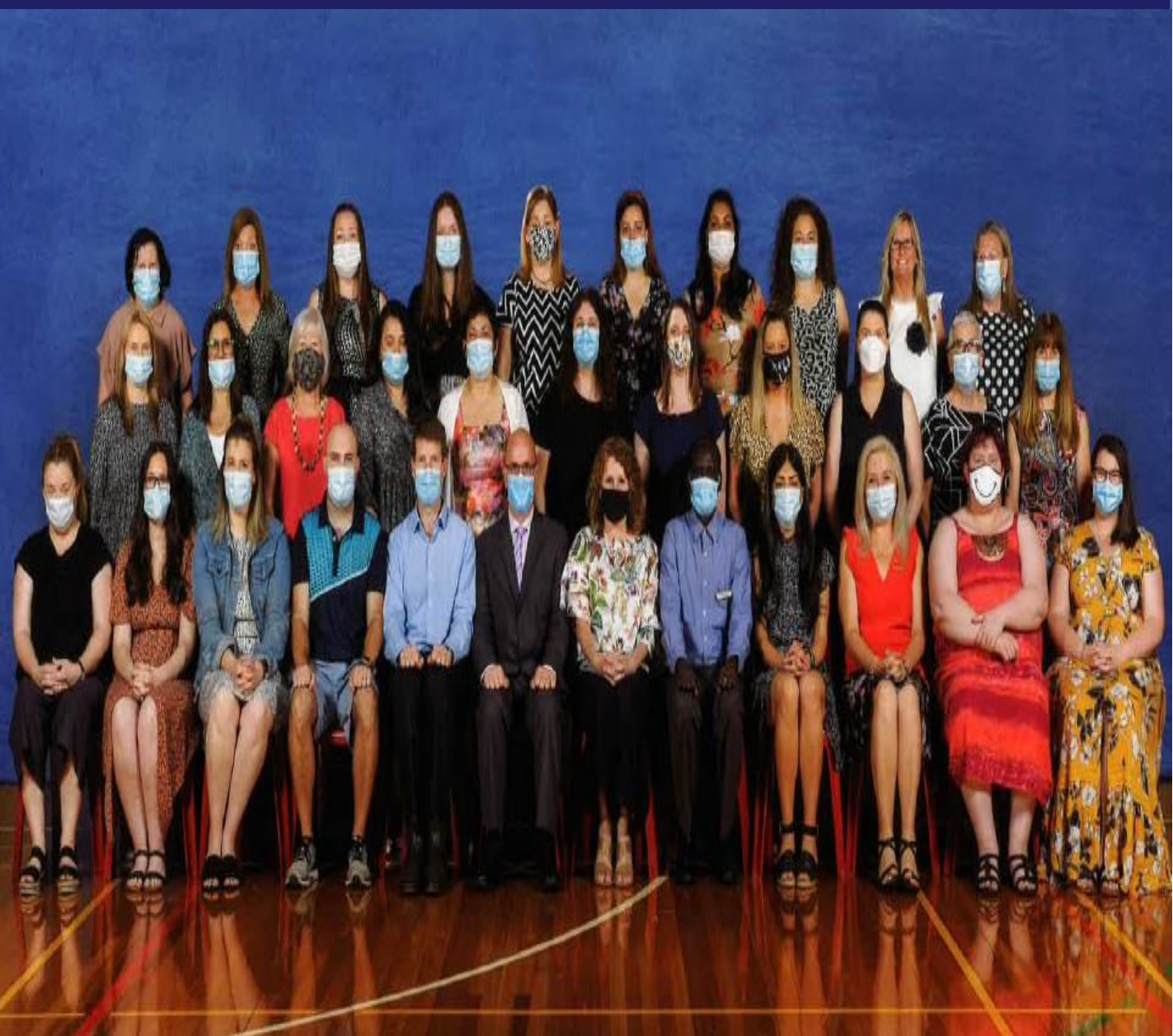




St Andrew's School Werribee

2020 Annual Report to the School Community



Registered School Number: 0338

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Contact Details

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E NUMBER	E1035

Minimum Standards Attestation

I, Michael Gavaghan, attest that St Andrew'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 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

08/05/2021

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

Our School Vision

At St. Andrew's School, we believe that we are a community centred in Christ, working in partnership in the education of each child. The school strives to develop within the child the fundamental beliefs and values of the Catholic Church in a Gospel based environment.

St. Andrew's is a school of rich history immersed in the culture of the school, parish and wider community. The school endeavours to provide opportunities for the children to be part of this tradition, so they embrace it as part of their heritage.

We believe that the years in primary school should be happy, allowing each child to feel successful and develop skills and talents supported by the pastoral care of the staff and parish community.

We believe that primary school education helps prepare the child for challenges in life. This preparation will enrich the spiritual, intellectual, physical and emotional growth of each individual.

School Overview

St. Andrew's School Motto **'LIVE, LOVE, LEARN'**

St. Andrew's Primary School is one of six Catholic Primary Schools operating in the Parish of St. Andrew's Werribee: St. Andrew's, Corpus Christi, Bethany, Our Lady of the Southern Cross, St John the Apostle and St Joseph's.

St. Andrew's is the original school established in 1908. Each of the schools operate independently. For the purpose of enrolments, a zoning system operates between the schools.

Our community is diverse in nature with families originating from many cultural backgrounds. We aim to establish an ideal Christian community in which each learns and grows in mutual respect and co-operation. For Catholic families, we endeavour to support each child's faith development in partnership with parents and the Catholic community of St. Andrew's Parish.

Building a strong sense of community is our priority although the circumstances of this year's COVID-19 restrictions has made that a challenge. Our community is exemplified by the willingness of all members (parents, staff, parish priest and parishioners) to support, encourage and be there for one another.

Our school is characterised by dedicated staff, caring and responsive family groups and children who possess a love of learning and sense of fun. Our purpose today is to educate for strong, moral and disciplined individuals who strive for excellence and who develop their intellectual, social and creative talents in order to be effective, responsible citizens.

In 2020 the enrolment was 275 arranged in 13 classes;

2 Foundation classes,

2 Year 1 classes,

2 Year 2 classes,

2 Year 3 classes,

2 Year 4 classes,

2 Year 5 classes and

1 Year 6 class.

The specialist programs on offer are Physical Education, Creative Arts, Music & Digital Technology. Italian is taught through an innovative approach in which the teacher is a co-learner, the use of gesture is critical to this approach.

St Andrew's has focussed on developing the Positive Behaviour for Learning as its approach to student behaviour, This approach has been instrumental in establishing a calm and organised learning environment, one in which the students are taught to be safe, respectful and responsible.

Principal's Report

The 2020 leadership team was:

- Michael Gavaghan, Principal
- Tracie Kunigiskis, Deputy Principal
- Lucy Megargle, Catholic Identity Leader
- Marie Westgarth, Learning & Teaching Leader
- Lisa Black, Learning Diversity Leader
- Amy Casley, Learning Diversity Leader
- Beth Henry, Learning Leader (Literacy)
- Daniel Cook, Learning Leader (Numeracy)

2020 will live forever in our memories as the year in which the COVID-19 pandemic impacted the world resulting in school children in Victoria spending almost two terms learning remotely. St Andrew's rose to the challenge providing devices to most of our families with teachers delivering remote learning via Google Classrooms. At the same time a Care and Supervision program was offered on site for the children of essential workers as well as vulnerable students. Although it was a difficult time for many there were also unintended benefits, with some students thriving under this learning model.

Education In Faith

With most places of worship closed throughout 2020 due to the pandemic engagement with the parish was difficult. Sacraments were effected and while we were able to offer Confirmation and Reconciliation to our students, Eucharist was postponed to be celebrated in 2021. Lucy Megargle was a new external appointment as the Catholic Identity leader and despite working remotely for the majority of the year, she was available to work with teachers during collaborative planning to assist teachers maintain a high quality RE program and approach.

Learning & Teaching

Marie Westgarth led the school learning and teaching programs along with a small team of learning leaders that included Beth Henry, Literacy, Daniel Cook, Numeracy, and Amy Casley & Lisa Black, Learning Diversity. Teachers were provided with an average of 4.5 hours of release time per week to plan collaboratively with fellow teachers at the same level. Usually 1.5 hours of the release time was spent with a Learning Leader focussing on Literacy, Mathematics, Inquiry based learning (Play based learning in Junior classes) and Religious Education. 1.5 hours of the 4.5 hours of release time was to be used for professional practice improvement and teacher were encouraged to access coaching and feedback.

The school continued to focus on improving teacher capacity through walkthroughs and professional feedback.

Student Wellbeing

In 2020 the Wellbeing area was led by Tracie Kunigiskis, with the major focus being the continuing implementation of Positive Behaviour for Learning. A small group of staff as well as the Principal formed the Positive Behaviour for Learning Team to lead the school's participation in this initiative.

St Andrew's had been identified through its School Improvement data as a target school along with approx. 10 other schools in the Western region. We continued to be supported in this initiative by Jane Bennett of the Catholic Education Office.

This initiative built on the work done previously with the Berry St Education Model by providing a whole school approach based on the Response to Intervention Framework. The Berry St Education Model continues to be used as an approach for managing students in a trauma informed manner.

School Community

In 2020, despite being hampered by the COVID pandemic lockdowns, a small group of dedicated parents continued to meet regularly as the Parent Association to provide support to the school and its students. As a result of the fundraising efforts of our parents the school was able to install new basketball/netball posts on the senior playground.

Michael Gavaghan

Education in Faith

Goals & Intended Outcomes

School Improvement Goal

To deepen our understanding of a Catholic faith leading to increased engagement with the living faith in a contemporary environment.

Intended Outcomes

That staff, student and parent knowledge, understanding and appreciation of a lived Catholic faith is deepened through participation in liturgy, prayer and social justice activities.

That staff and students possess a greater understanding of the Gospel as it relates to social justice with the living of this understanding being evident in and beyond the school

That student engagement in RE pedagogical practices is enhanced

Achievements

With most places of worship closed throughout 2020 due to the pandemic engagement with the parish community was difficult. Sacraments were especially effected and while we were able to offer Confirmation and Reconciliation to our students, Eucharist was postponed to be celebrated in 2021. Lucy Megargle was a new external appointment as the Catholic Identity leader and despite working remotely for the majority of the year, she was available to work with teachers during collaborative planning to assist teachers maintain a high quality RE program and approach.

VALUE ADDED

- Celebrated the Sacrament of Confirmation
- Celebrated the Sacrament of Reconciliation
- Engaged students in online learning through Google Classroom
- Minnie Vinnies team

Learning & Teaching

Goals & Intended Outcomes

School Improvement Goal

To increase the rate of growth of learning outcomes and engagement for all students through contemporary pedagogy.

Intended Outcomes

That literacy and numeracy outcomes be improved across the learning continuum.

That learners become more active, engaged and self-directed learners

Achievements

Marie Westgarth led the school learning and teaching programs along with a small team of learning leaders that included Beth Henry, Literacy, Daniel Cook, Numeracy, and Amy Casley & Lisa Black, Learning Diversity. Teachers were provided with an average of 4.5 hours of release time per week to plan collaboratively with fellow teachers at the same level. Usually 1.5 hours of the release time was spent with a Learning Leader focussing on Literacy, Mathematics, Inquiry based learning (Play based learning in Junior classes) and Religious Education. 1.5 hours of the 4.5 hours of release time was to be used for professional practice improvement and teacher were encouraged to access coaching and feedback.

The school continued to focus on improving teacher capacity through walkthroughs and professional feedback.

Foundation Teachers participated in a professional learning initiative called Early Number & Algebra

STUDENT LEARNING OUTCOMES

Despite not participating in NAPLAN testing in 2020, the school used the Fountas & Pinnell Benchmark Assessment System (BAS) and Essential Assessment online as well as Teacher constructed assessments to continue to monitor student progress.

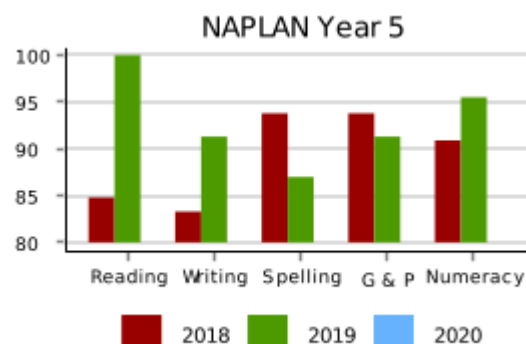
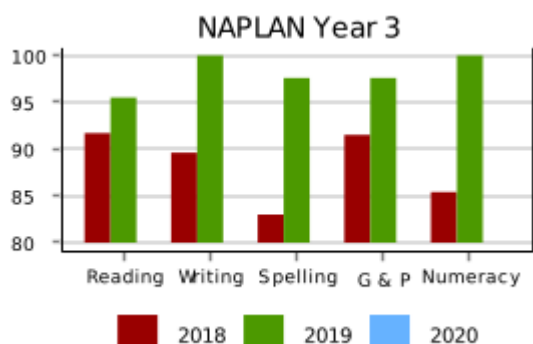
A greater emphasis has been placed on Phonological & Phonemic Awareness and decoding strategies in our balanced approach to the teaching of Literacy. This has been accelerated by the continued engagement of Bianca Corvo, speech pathologist, as a full time member of staff

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019 Changes	2020	2019 – 2020 Changes
	%	%	%	%	%
				*	*
YR 03 Grammar & Punctuation	91.5	97.6	6.1		
YR 03 Numeracy	85.4	100.0	14.6		
YR 03 Reading	91.7	95.5	3.8		
YR 03 Spelling	83.0	97.6	14.6		
YR 03 Writing	89.6	100.0	10.4		
YR 05 Grammar & Punctuation	93.8	91.3	-2.5		
YR 05 Numeracy	90.9	95.5	4.6		
YR 05 Reading	84.8	100.0	15.2		
YR 05 Spelling	93.8	87.0	-6.8		
YR 05 Writing	83.3	91.3	8.0		

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

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

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



Student Wellbeing

Goals & Intended Outcomes

School Improvement Goal

To build, in partnership with parents & caregivers, an inclusive and relational culture that develops confident, empowered, successful and capable learners.

Intended Outcomes

That the maximisation of student outcomes improves through:

- personalising learning
- developing interpersonal and intrapersonal skills
- strengthening student empowerment, engagement and learning confidence

Achievements

In 2020, the Wellbeing area was led by Tracie Kunigiskis, with the major focus being the continuing implementation of Positive Behaviour for Learning. A small group of staff, including the Principal, formed the Positive Behaviour for Learning Team to lead the school's participation in this initiative. St Andrew's had been identified through its School Improvement data as a target school along with approx. 10 other schools in the Western region. We continued to be supported in this initiative by Jane Bennett of the Catholic Education Office.

This initiative built on the work done previously with the Berry St Education Model by providing a whole school approach based on the Response to Intervention Framework. The Berry St Education Model continues to be used as an approach for managing students in a trauma informed manner.

VALUE ADDED

- Student Leadership Program - School Captains, Class Captains & Sports Captains
- Mini Vinnies Social Justice Student Team
- Buddy Program
- Year 3 - 6 Camp Program
- Prep & Year 6 Transition/Orientation Programs
- Berry St Education Model tools implemented
- Participation in Positive Behaviour for Learning project

STUDENT SATISFACTION

Our Grade 6 students made the following comments about 2020 and remote learning:

- I missed doing school work at school.
- The thing I miss the most is noise
- I liked finishing my work without distractions
- I'm proud of being able to do lots of work my own
- I could be more independent at home while learning.

What would you KEEP or retain from Remote Learning for at School learning?

- More independence
- Not getting distracted and getting all of my work done
- I would like to keep the quietness and non-distractions
- Writing groups, flexible schedule
- Warm lunches, groups for reading, writing and maths, sleeping in

STUDENT ATTENDANCE

The school followed CECV directions for recording student attendance during the pandemic. Normally, the attendance roll is marked electronically twice daily. For all unexplained absences, the school makes contact with parents/guardians about any unexplained absences as soon as is practicable. Unexplained absences that are more than two days without notification are followed up with a phone call to parents initially by the classroom teacher but continued unexplained absence would be referred to the school's leadership.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.5%
Y02	90.3%
Y03	97.2%
Y04	95.2%
Y05	94.0%
Y06	94.3%
Overall average attendance	94.4%

Child Safe Standards

Goals & Intended Outcomes

All students enrolled, and any child visiting, have a right to feel safe and to be safe. The wellbeing of children in our care will always be our first priority, and we have zero tolerance to child abuse. We aim to create a child safe and friendly environment where children feel safe and are free to enjoy life to the full without any concerns for their safety

Achievements

- The embedding of policies and commitments into every day practice
- Professional learning of teachers, non-teaching staff and volunteers
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'
- Risk assessment and planning documentation address the principle of inclusion
- Child safety Officer appointed and is included as a standing order on Staff meeting agendas
- Human Resources practices (recruitment, supervision, performance review)
- Child safety — Risk Management practices

Leadership & Management

Goals & Intended Outcomes

School Improvement Goal

To develop and sustain a supportive professional learning culture focused on engaging all learners and improving their learning outcomes.

Intended Outcome

That the professional learning culture incorporates shared responsibility and accountability for feedback, appraisal, individual and collective growth.

That the knowledge and capacity of leaders is improved, enabling them to lead effectively as instructional leaders.

Achievements

- Implementing Remote Learning
- Completing construction of the refurbishment of the F-2 Learning Centre, administration and staff facilities
- Participation in Leadership Development Program facilitated by David Buttifant

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING	
Description of Professional Learning undertaken in 2020	
Early Number & Algebra	
Professional Networks - Numeracy, Literacy, Religious Education, Deputy Principal, Principal	
Western Region Faith Formation	
Leading Improvement for Learning	
Child Information Sharing Scheme	
Literacy Through Languages	
Number of teachers who participated in PL in 2020	12
Average expenditure per teacher for PL	\$1000

TEACHER SATISFACTION

"Just thank all teachers for organising online learning and keeping kids happy. It's a great effort that I believe will benefit kids, parents and teachers. I really appreciate all work done by teachers and can see how approach is changing and improving from week to week."

"The teachers have clearly all worked very hard to make learning accessible this term remotely. Thank you all!"

"Understand that this is really new and not everyone is prepared for this. It's a bit challenging but still thankful for all teachers who exerted extra effort to prepare all the lessons and activities. Thank you and good job."

"The first week was super stressful, The second week had a few bumps, this week has been a huge improvement, we are now in routine and are making the best of unusual situation. Our teachers are awesome and are changing things every week, so we are all learning from each other. I know that for them, it has also been very stressful and a huge learning curve, and we appreciate all the work they put in."

Parent quotes

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	83.9%
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ALL STAFF RETENTION RATE

Staff Retention Rate	90.0%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	21.7%
Graduate	26.1%
Graduate Certificate	8.7%
Bachelor Degree	73.9%
Advanced Diploma	21.7%
No Qualifications Listed	8.7%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	29.0
Teaching Staff (FTE)	26.7
Non-Teaching Staff (Headcount)	19.0
Non-Teaching Staff (FTE)	22.8
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

School Improvement Goal

To strengthen partnerships between the school, parish and wider community

Intended Outcomes

That the school develops community partnerships that provide students and families with rich learning, personal development and citizenship opportunities

Achievements

- Opening of the school year picnic
- Communication via Skoolbag app & Remind app
- Parent Association Meetings
- The Huddle working weekly with the Grade 6 students
- Engaging Wyndham Families located on site weekly.

PARENT SATISFACTION

"Just thank all teachers for organising online learning and keeping kids happy. It's a great effort that I believe will benefit kids, parents and teachers. I really appreciate all work done by teachers and can see how approach is changing and improving from week to week."

"The teachers have clearly all worked very hard to make learning accessible this term remotely. Thank you all!"

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Parent quotes

Future Directions

- Strengthen Catholic Identity within the school community.
- Embed the Visible Learning Plus Collaborative Learning approach
- Continue to build teacher capacity for Learning diversity & inclusion.
- Strengthen the implementation of Positive Behaviour for Learning
- Strengthen Teacher as Co Learners approach to teaching Italian
- Maintain Partnerships with Engaging Wyndham Families & The Huddle
- Through the Parent Association
- Establish A School Advisory Council