



St Andrew's School Werribee

2021 Annual Report to the School Community



Registered School Number: 338

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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 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

30/03/2022

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

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

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 2021 the enrolment was 268 arranged in 14 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

2 Year 6 classes.

The specialist programs on offer are Physical Education, Creative Arts & Music. 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 implements 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 2021 leadership team was:

Michael Gavaghan, Principal

Tracie Kunigiskis, Deputy Principal

Glenn Mugavin, Catholic Identity Leader

Marie Westgarth, Learning & Teaching Leader

Lisa Black, Learning Diversity Leader

Amy Casley, Learning Diversity Leader

Beth Henry, Learning Leader (Literacy)

2021 saw the COVID-19 pandemic continue to impact the world, resulting in school children in Victoria continuing to spend approximately half the year learning remotely. St Andrew's staff continued to rise to the challenge 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.

The year saw staff changes, some were very significant. In the middle of the year Tracie Kunigiskis departed St Andrew's to take up a principal position at Christ the King PS, Braybrook. This resulted in the appointment of two deputy principals, Glenn Mugavin and Lisa Black. Glenn continued his role as Catholic Identity Leader and Lisa Black assumed responsibility for Wellbeing. It was also a year in which a number of staff began parental leave creating opportunities for some new, young staff to be given their first teaching appointments. This has created a high level of enthusiasm and energy. Finally, at the end of 2022, Marie Westgarth also left the school after 7 years leading Teaching & Learning. Although the school endeavoured to replace the position, difficulty recruiting resulted in a distributed leadership model being implemented for 2022.

During 2021, St Andrew's participated in a cyclical school review, conducted by an external school reviewer, Wendy Ross. This resulted in a report that was the basis for developing the new 2022-2025 School Improvement Review. Four priorities have been established:

- Inspired and Passionate Teaching
- To Know Thy Impact
- Empowered Learners
- Integration of Faith, Life & Culture.

A small group of parents continued to meet regularly as the Parent Association and despite the barriers provided by COVID-19, they were able to do a small amount of fund-raising that resulted in the school being able to upgrade the basketball court facilities. In particular, I would like to thank Catherine Wiseman for her leadership of the Association. It was Catherine's family's last year at the school with the reins being handed to Claire Pridham for 2022.

Parish Priest's Report

There is no Parish Priest report

School Advisory Council Report

A School Advisory Council was not operational in 2021

Education in Faith

Goals & Intended Outcomes

2021 School Improvement Goal

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

2021 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

1. Religious Leadership

The School supported professional development in RE for all staff. Paul Spence was engaged to facilitate two retreat days during the year. He provided an inclusive and safe environment, in which staff were guided to reflect on and share personal experiences and connect faith to life. Teachers of RE were supported to maintain accreditation through on-site professional learning.

1. Praying and Celebrating

By the end of 2021, the sacramental program had returned to a pre-covid normal. During the year, students in Year 6 were confirmed by Fr Albert in the Sacrament of Confirmation; students in Year 4 and Year 5 received the body and blood of Christ in the Sacrament of Eucharist and students in Year 3 received reconciliation in the Sacrament of Penance. Prayer to begin each school day was a consistent practice and school-based liturgies to signify key liturgical events, eg Holy Week, were opportunities to pray as a school community.

1. Catholic Mission

Partnership with the Parish and wider community was a priority. We continued to partner with the Parish and our families in nurturing the faith education of all students. We also formed a new partnership with St Joseph's Werribee, the newest primary school in our parish, and developed an ongoing working relationship in preparing students from both primary schools together for their sacraments.

1. Witness for Mission

Catholic Social Teaching was the foundation and purpose of the student-led Mini-Vinnies team. Mini-Vinnies regularly promoted awareness of upholding the dignity of every human person and the common good by organising fundraising and donations of food to support the St Vincent de Paul Society's Winter and Christmas appeals. They also raised funds for Joseph's Corner, a non-profit support service of SoSJ and maintained a living link with our Josephite tradition.

1. Learning

Glenn Mugavin was appointed as the Catholic Identity Leader. A key improvement strategy was to build the capacity of teachers through facilitating collaborative planning. Teachers were supported to plan, teach and evaluate RE units that engaged students at their level of understanding, who were learning in both the on-line and on-site environment. Teachers of RE continued to deepen their understanding of the Pedagogy of Encounter; and the importance of dialogue in the RE lesson.

VALUE ADDED

- Celebrated the Sacrament of Confirmation
- Celebrated the Sacrament of Reconciliation
- Engaged students in online learning through Google Classroom
- Social Justice - Minnie Vinnies student 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 in 2021, although a prolonged bout of illness resulted in Nicole Sciberras being given an opportunity to lead in the F-2 area.

Teachers were provided with an average of 3 hours of release time per week to plan collaboratively with fellow teachers at the same level. Usually 1 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. A further 1 hour of the 3 hours of release time was used for professional practice improvement. Teacher were encouraged to access coaching and feedback.

Numeracy was identified as an area of focus for the year, with the F-2 team participating in the Early Number & Algebra project and the Year 5 teachers training in and implementing Multiplicative Thinking

The F-2 teachers also worked with consultant, Sharon McCormack, to strengthen the school's play based curriculum as a more conceptually based, inquiry approach.

Phonics and Spelling continued to be included as important elements of the Literacy approach, with a dedicated time allocated daily.

STUDENT LEARNING OUTCOMES

Year 3 & Year 5 NAPLAN results were down on previous years which could be attributed to two years of remote learning. When comparing the Year 3 cohort of 2019 with their results as a Year 5 cohort in 2021 there are small changes but not to any significant degree except in Grammar and Punctuation.

Writing - 100% in 2019 to 97.6% in 2021, Spelling - 97.6% in 2019 to 97.6% in 2021, Reading - 95.5% in 2019 to 97.6% in 2021, Grammar & Punctuation - 97.6% in 2019 to 85.7% in 2021, Numeracy - 100% in 2019 to 92.9% in 2021.

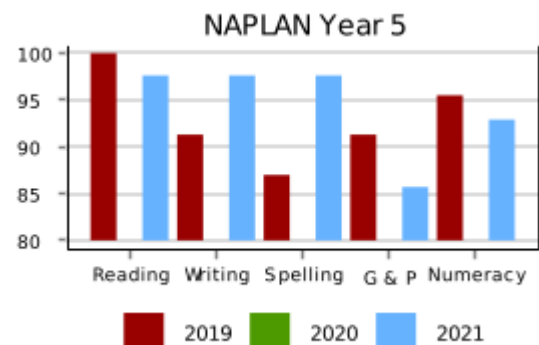
Writing, Spelling and Reading continue to be the strongest areas, while Numeracy and Grammar and Punctuation are area for improvement

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019	2020	2019 – 2020	2021	2020 – 2021
	%	*	Changes	%	Changes
			*		*
YR 03 Grammar & Punctuation	97.6	-	-	81.6	-
YR 03 Numeracy	100.0	-	-	86.8	-
YR 03 Reading	95.5	-	-	84.2	-
YR 03 Spelling	97.6	-	-	92.1	-
YR 03 Writing	100.0	-	-	97.3	-
YR 05 Grammar & Punctuation	91.3	-	-	85.7	-
YR 05 Numeracy	95.5	-	-	92.9	-
YR 05 Reading	100.0	-	-	97.6	-
YR 05 Spelling	87.0	-	-	97.6	-
YR 05 Writing	91.3	-	-	97.6	-

* 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

St Andrew's Catholic Primary School endeavours to create a safe and inclusive environment for all students. The school aims to enrich student social emotional learning through initiatives such as Positive Behaviour for Learning (PBL) and Berry Street Education Model. As a pilot school, St Andrew's continues to strengthen the PBL framework by explicitly teaching school wide expectations such as safety, respect and responsibility to enhance student success in learning.

In 2021, Lisa Black led the area of Wellbeing and continues to lead the PBL initiative at St Andrew's through working closely with Jane Bennett of the Catholic Education Office. Our work in PBL continued during remote learning, by being responsive to the unique needs of students learning by teaching safe and respectful online behaviour. St Andrew's Catholic Primary School continues to strengthen wellbeing initiatives through using the Response to Intervention Framework.

Our school works closely with ISN psychology to promote emotional health in our students as well as a full time speech pathologist to work with teachers when students present with language and literacy difficulties.

At St Andrew's Catholic Primary School, we recognise that school attendance is essential to student well being. Our Wellbeing and Diversity team work closely with staff, families and students to ensure regular attendance.

VALUE ADDED

- Student Leadership Program - School Captains, Class Captains & Sports Captains
- Mini Vinnies Social Justice Student Team
- Year 6 camp
- Prep & Year 6 Transition/Orientation Programs
- New staff trained in Berry Street Education Model
- eSafety webinars for students
- Sustaining Positive Behaviour for Learning project
- Online assemblies

STUDENT SATISFACTION

The following items were the 5 top identified strengths of St Andrew's following analysis of the 2021 Student Perception Data.

- Students try hard at school
- Teachers have high expectations
- Teachers encourage students to do their best
- Respectful teachers
- Supportive adults

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	92.8%
Y02	95.0%
Y03	93.0%
Y04	94.0%
Y05	96.3%
Y06	94.8%
Overall average attendance	94.3%

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 Outcomes

- 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
- Principal trained as a HALT assessor
- Appointment of two Deputy Principals
- Successful participation in School Improvement Review
- Construction of 2022-2025 School Improvement Plan

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

WRO Primary Learning Diversity Leaders Connect
Western Region Primary Religious Education Leaders Network
Finance Cluster Meeting Term One
Western Region Primary Religious Education Leaders Network
Mentoring: Leading a Learning Culture
Establishing Enabling Conditions in Mathematics Workshop
Exploring Multiplicative Thinking (Years 4 - 6)
Inducting The REL in Religious Leadership
Early Number & Algebra (Western Region)
Assessor Training Program (HALT) 2021
Marketing that Works
Leading Improvement for Learning: Working towards your 2022 AAP
Introduction to the Mathematics Online Interview (MOI)
Berry St Education Model
Positive Behaviour for Learning

Number of teachers who participated in PL in 2021	19
Average expenditure per teacher for PL	\$1250

TEACHER SATISFACTION

The following items were the highest identified strengths of St Andrew's following analysis of the 2021 Staff Perception Data.

- Students seek help from staff with bullying
- Discussion about wellbeing
- Staff awareness of student wellbeing
- Collegial relationships
- Positive working environment
- Staff are respectful to students
- Leaders are respectful and friendly to other staff
- School leaders work with the best interests of the school
- School leaders are supportive and understanding of challenges in personal life.
- Clear vision of school
- Positive culture of the school
- Feel success in role
- Mistakes are learning experiences

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	85.0%
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ALL STAFF RETENTION RATE

Staff Retention Rate	83.7%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	18.2%
Graduate	31.8%
Graduate Certificate	9.1%
Bachelor Degree	77.3%
Advanced Diploma	13.6%
No Qualifications Listed	13.6%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	35.0
Teaching Staff (FTE)	30.8
Non-Teaching Staff (Headcount)	20.0
Non-Teaching Staff (FTE)	17.2
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

- High levels of support for the school during the Pandemic
- Quality communication via Skoolbag app & Remind app
- Parent Association Meetings held regularly
- High engagement with 3 Way Learning Conversations
- The Huddle working weekly with the Grade 6 students

PARENT SATISFACTION

The following items were the highest identified strengths of St Andrew's following analysis of the 2021 Parent Perception Data.

- High level of respect by staff for the children?
- Respectful relationships
- Communication with online portal
- Supporting cultural background
- Support for the personal backgrounds of families

Future Directions

- Leaders participate in Instructional Coaching Collective and establish a coaching pilot with interested teachers.
- Establish localised PLTs with professional learning goals drawn from School based data & utilising the Agile Leadership model (strategies & structures) to implement sustainable & systematic change
- School mentors track PRT & graduate teachers against the AITSL standards and teacher goals
- Participation by the Maths Leadership Team in the Western Region Mathematics Leaders Communities of Practice
- Inquiry Leaders work with Grant Lewis Education to update pedagogical approaches and reinvigorate the Inquiry approach
- Strengthening student agency through feedback and self reflection practices within the 5 / 6 learning area
- Student goal setting is planned for and monitored as part of the collaborative planning cycle
- Student Leadership policy and procedures are reviewed and change is implemented
- Participation in the Refugee Education Support Program (RESP) & RESP team to design a 2-year project to support & improve the outcomes of students from refugee backgrounds.
- Schedule community conversations and learning walks
- Leaders participate in Instructional Coaching Collective and establish a coaching pilot with interested teachers
- Coaching sessions are implemented regularly
- School wide improvement in the use of Data literate practices
- Engage teachers in dialogue around faith concepts, incorporating the question prompts from the Teacher Dialogue tool during collaborative planning and PLTs
- Continuous Professional Learning for Pedagogy of Encounter is implemented through internal PLTs and external MACS PLs