



St. Kevin's



MELBOURNE
ARCHDIOCESE
CATHOLIC SCHOOLS

St Kevin's School

Hampton Park

2021

Annual Report to the School Community



Registered School Number: 1918

Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report3

Our School Vision4

School Overview5

Principal's Report6

Education in Faith8

Learning & Teaching10

Student Wellbeing13

Child Safe Standards17

Leadership & Management19

School Community22

Contact Details

ADDRESS	120 Hallam Road Hampton Park VIC 3976
PRINCIPAL	Jason Micallef
GOVERNING AUTHORITY	Melbourne Archdiocese Catholic Schools Ltd
TELEPHONE	03 9709 8600
EMAIL	principal@skhamptonpark.catholic.edu.au
WEBSITE	www.skhamptonpark.catholic.edu.au
E NUMBER	E1349

Minimum Standards Attestation

I, Jason Micallef, attest that St Kevin'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.

31/03/2022

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 Kevin's we are a Christ centred Catholic school. We endeavour to be a welcoming faith community that accepts all people and acknowledges the richness that we all bring to our community through a kaleidoscope of ethnic, cultural and linguistic influences. We enact the Gospel values and strive to be a community where people can experience the compassion and love of Christ. We support our students to integrate their faith and life, nurturing a love of justice and peace. At St Kevin's we aim to develop the whole person and to foster a culture of learning where all children reach their potential.

We strive to be a learning community where everyone can experience success in an inclusive, safe and respectful environment. Our focus on teaching and learning aims to prepare our students with knowledge, skills and attitudes for lifelong learning in a complex and rapidly changing world. We promote a culture of relationships which upholds the dignity of each person. We strive to ensure that all have a sense of belonging to our school community which is a place where teachers and students work together to collectively maximize learning opportunities for all.

School Overview

St Kevin's is a Catholic primary school in the Melbourne suburb of Hampton Park and one of two schools in the parish. The school was established in 1988 and has grown to become a highly regarded school with a strong reputation for being a welcoming and inclusive community where all are valued and appreciated.

In 2021, St. Kevin's had 538 students enrolled. Students are organised into 4 distinct developmental age groups with all classes apart from those in Prep (Foundation), comprising a composite two-grade configuration. For 2021, this structure included four Prep classes, six Grade 1/2 classes, six Grade 3/4 classes and six Grade 5/6 classes.

A unique and celebrated characteristic of our school is our rich cultural and faith background diversity. St. Kevin's boasts the inclusion of 52 distinct cultures where for 78% of our students, English is not their primary language. Whilst we enthusiastically embrace other cultures and faiths we proudly celebrate our Catholic faith and traditions and teach a very contemporary Religious Education Program supported and encouraged by the Catholic Church and Education Office.

Fr Desmond Moloney is the Parish Priest of St Kevin's Parish Hampton Park and is a welcome presence in our school, supporting staff, students and parents in their faith formation.

The physical composition of the school and its buildings have undergone considerable growth and change over the years, with major refurbishments and building projects undertaken to improve the learning environment for the children in previous years. Our school consists of eight main buildings that include classrooms, administration areas, shared facilities such as a library and a large multipurpose hall. Our playground areas feature 3 separate adventure playgrounds, two sand pits, athletics track, long jump pit, 5 basketball courts, a combined soccer / football field and a large, grassed area. Our outside spaces also contain a modestly sized sustainable garden with fruit trees and vegetables.

The school is very well resourced to ensure the children have access to modern learning technologies and are able to work in collaborative and engaging environments. Our school has attractive and contemporary learning spaces, with a dedicated and experienced staff and committed families. We provide a safe, caring, and challenging educational environment that promotes learning and achievement for all students and where everyone is known and valued.

The students are at the centre of all we do. We recognise and celebrate the diverse learning needs, interests, talents and cultures of our students and strive to offer a rich variety of meaningful learning experiences that will drive students to become innovative thinkers, great problem solvers and demonstrate a high level of social interest.

Principal's Report

The influences of the ongoing Covid19 pandemic continued to have a dramatic impact on the goals, priorities and actions of the school throughout 2021. However, we also continued to maintain the great fortune of belonging to a community that managed to work its way through the difficulties in a measured and strategic way. Therefore, I take this opportunity to report on our achievements and reflect on the way in which the St. Kevin's Primary School community has responded to supporting not only our children, but also each other during this time.

In 2021, each staff member rose to the challenge once more as each period of lockdown was imposed on our community and then later in the year, continuing to provide a high-quality education in the midst of growing positive cases within and around the school. At all times, the St Kevin's staff demonstrated true professionalism as they faced the enormous task of moving between online and face to face teaching and learning. Often transforming learning programs, almost overnight. In doing so, they ensured that every student was provided with meaningful learning experiences that facilitated their continued growth while also supporting their wellbeing. At school, they maintained new levels of hygiene and cleanliness. They maintained strong relationships with students, families and one another, all while also doing everything they could to protect their own and their family's health.

Despite the challenges of 2021, our students learning has progressed admirably, as reflected in their work output and assessment results. Teacher generated and standardised data indicate that the impact of COVID-19 has been limited and "learning gaps" minimal in most areas.

St Kevin's Primary School enjoys a strong relationship with our parish. Despite the parish having also experienced considerable disruption due to COVID-19, collaborative efforts with our priests, parish team and our sister school, St. Francis de Sales Primary School, have ensured our Yr 3, 4 and 6 students were able to continue their preparation for receiving the Sacraments of Reconciliation, Eucharist and Confirmation. I take this opportunity to thank Fr Des and Fr Anil for their support of our school throughout the year. I also thank each of the class teachers involved in the 2020 Sacramental Program as well as the members of the Leadership Team, especially Coralee Brobyn our Religious Education Leader, for their work in this area. Thank you to families for your support, especially when last minute changes were needed!

We've learned over the last couple of years that life can be challenging and as in previous years, the mental health and well-being of our students and staff remains our highest priority. We know that building resilience ensures long term success and is critical on both a personal and community level. The level of care, concern and genuine love members of the community show towards one another inspires me each day. Together, we give visible expression to Gospel values and are true witnesses of Jesus in our world.

I thank our St Kevin's parents and caregivers for supporting your children and staff during the time when children were learning from home during one of the extended lockdowns or when asked to undertake a period of isolation. While home learning was not without its challenges, you showed enormous commitment to working in partnership with staff to ensure our children continued to flourish. You are amazing!

As Principal, I continue to feel a deep sense of pride to lead such an inspiring community. I want to state very clearly that our staff team is extraordinary. They went even more above and beyond in 2021. I have said it many times and, in many arenas, St Kevin's is an extraordinary school, in large part due to our staff; who, while balancing considerations for their own family and personal needs continuously go the extra mile for our children. We owe them a great debt of gratitude.

I especially want to acknowledge our Deputy Principals Miss Belinda Rowlands and Mrs Rebecca Gage. Their commitment and unwavering support in 2021 has been truly remarkable. Our passage through the year has been made easier and smoother because of them.

The road travelled in 2021 has certainly been challenging. Yet again though, the year has seen the St Kevin's Primary School community at its strongest, rallying together to carry one another through and stay connected during a time of physical disconnection - a time of cancellations, postponements and restricted access to school. As Principal, I continue to be incredibly proud to lead this great school and feel so very grateful to do so alongside our wonderful students, staff, parents, caregivers and community members.

Jason Micallef

Principal

"We at St. Kevin's stand together"

Education in Faith

Goals & Intended Outcomes

GOAL:

- Continue to develop the whole-school curriculum plan to incorporate the Religious Education Curriculum Framework for CEM schools within the two-year curriculum cycles.

STRATEGY:

- Review and evaluate current Pedagogy of Encounter infusion with 9-step planning process
- Ensure clear and consistent understanding of the expectations about planning and pedagogy.

Achievements

Teachers began the year by deliberately making links between the Religious Education Curriculum and the content areas taught through Inquiry in Term 1. Extensive period of lockdown however made this a challenge to continue as curriculum content delivery was greatly reduced to focus on Literacy and Numeracy skills.

In light of the global health emergency, our Education in Faith priorities pivoted to ensure that strategies were relevant and aligned to addressing emerging priorities. As such, our goals for 2021 were primarily about:

- Staying agile and flexible
- Keeping our Catholic identity alive, and our faith community connected while we were apart (couldn't come together for Mass, prayer sessions, etc).

As a result, we maintained that our Catholicity should be visible and ubiquitous in all interactions with each other, students and families.

Some of our achievements included:

- Continuation of Sacramental preparation for students in Year 3, 4 and 6 with Family reflection nights once again taking place online and facilitated by the Presentation Sisters. This was a welcome event and involved 100% of all our sacramental families participating via video conference over a number of evenings.
- In an effort to bring our community together in prayer and worship, we re-introduced the weekly Community Prayer. Hosted by volunteer members of staff, these short online liturgies involved teachers students and families all participating and contributing to prayer online. Average attendance was impressive with over 100 individual connections from remote locations. Feedback from families was overwhelmingly positive and students looked forward to the Community Prayer each week.
- In a similar vein, staff participate in prayer each week online. Rostered staff members would prepare a pre-recorded online liturgy designed to provide teachers with an opportunity to find a moment in their busy schedule for reflection and prayer.
- The leadership team attempted to continue the work of the original goals of our school in this area and commenced a process of designing a planning tool that infuses Religious Education into the integrated content subject units. Teachers used this later in the year when beginning to plan units for 2022.

VALUE ADDED

- Catholic identity is evident and celebrated in the grounds, entrance and throughout the classrooms
- Increasing numbers of staff supported to complete Accreditation to Teach Religious Education
- Regular Class Masses with Buddy classes (Term 1 only due to Covid)
- Sacramental Family Workshops held online with students, staff and parents
- Carols by Sunlight presented by the students, created as a video and sent out to all families
- Staff prayer each Wednesday morning (or held virtually)
- Embracing Social Justice leadership for all students through the curriculum and in Leadership positions
- Religious Education Award for Grade 6 student at Graduation
- Assembly Awards based on Gospel Values and School Vision
- Regular scripture and prayer focus in assemblies
- Restorative Justice used in establishing and maintaining positive relationships
- Community Prayer sessions held through Google Meet during lock down

Learning & Teaching

Goals & Intended Outcomes

Goals:

- For teachers to plan instruction that challenges all students at different stages on the Number & Algebra learning continuum.
- Further extend teacher capacity in the application of data.

Intended Outcomes:

- All students will feel that learning tasks in Mathematics are challenging but achievable.
- Teachers will be more confident with assigning developmentally appropriate learning tasks for all students.
- Teachers will be effective data analysts and utilise their findings to inform practice.

Achievements

Our focus as a school continues to be very explicitly to enable all students to be literate and numerate at the level commensurate with their ability and to ensure that growth for all students is tracked and monitored. Continuous assessment using tools which are nationally consistent, and using student work, informs our evaluation of growth. The collaboration of all teachers to analyse assessment evidence so that we are speaking the same language of growth is the touchstone of the way in which we view our achievements and challenges.

2021 was the third year that St. Kevin's was involved in the Direct School Support Mathematics program offered by MACS. Staff from MACS worked directly with our teachers at each level to support them in further developing their curriculum knowledge and engaging in professional learning linked to differentiation of the Mathematics curriculum. We are very proud of the fact that we continued to upskill and build our teachers' capacity throughout the uncertainty of 2021, no matter if we were learning from home or at school. The focus of these sessions changed from the original planning, in order to suit the changing conditions. Teachers worked with MACS staff to focus on how to differentiate and challenge all students in a remote teaching environment.

Even though 2021 brought with it many challenges for teachers, we continued to support their capacity in the application and analysis of data. Teachers worked in teams to further extend their understanding of formative and summative assessments and discuss ways of gathering data about student achievement in a remote learning environment.

Teachers also took part in scheduled formal observation experiences known as a Japanese Learning Study. During these sessions, staff were immersed in a structured process of both delivering and receiving effective feedback.

All teachers took part in data analysis CLT (Collaborative Learning Team) meetings, where student data and work samples were analysed and moderated.

STUDENT LEARNING OUTCOMES

Despite the obvious disruptions to student learning as a result of pandemic, St. Kevin's Primary School was still able to deliver high quality learning outcomes that were promoted despite long periods of remote learning in conjunction with onsite attendance. These outcomes were underpinned by consistent student wellbeing approaches that were delivered via the school's wellbeing framework.

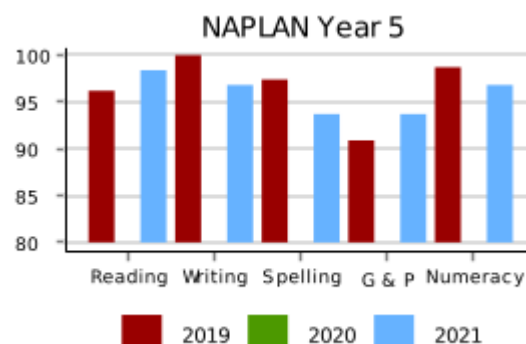
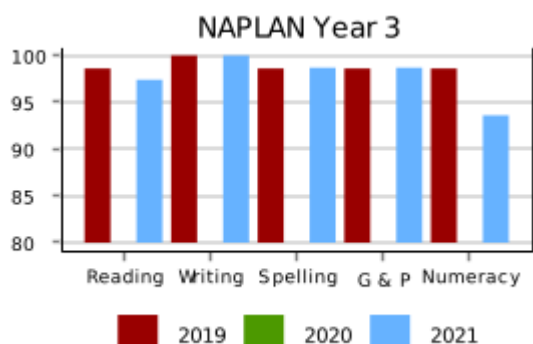
NAPLAN achievement data for Years 3 and 5 students provide a platform for schools to review teaching and learning approaches and renew instructional practice or leverage outcomes to acknowledge whole school consistency of curriculum frameworks. Reading data indicated that 97% of students in year 3 and 99% of students in year 5 achieved at or higher than the national minimum standard. In Writing, 100% of students in year 3 and 96% of students in Year 5 achieved at or above the national minimum standard. Also pleasing is that for Numeracy, 97% of students in both Year 3 and 5 achieved at or above the national minimum standard.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	98.6	-	-	98.7	-
YR 03 Numeracy	98.6	-	-	93.6	-
YR 03 Reading	98.6	-	-	97.4	-
YR 03 Spelling	98.6	-	-	98.7	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	90.9	-	-	93.7	-
YR 05 Numeracy	98.7	-	-	96.8	-
YR 05 Reading	96.2	-	-	98.4	-
YR 05 Spelling	97.4	-	-	93.7	-
YR 05 Writing	100.0	-	-	96.8	-

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

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

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



Student Wellbeing

Goals & Intended Outcomes

Goal: Develop measures and tracking processes for the school's wellbeing priorities

Intended Outcomes:

- Identify the specific wellbeing value add domains to be measured and the tools to be used for tracking
- Continue to identify and monitor all Wellbeing Initiatives, lunchtime activities etc
- Continue to build capacity of teachers to make appropriate adjustments to support students
- Continue to support teachers and LSO's to evaluate and monitor effectiveness of adjustments
- Continue to support teachers and LSO's in capacity to teach effective pedagogy for adjustment

Achievements

We are very pleased with our progress in building and maintaining positive authentic relationships across the community. All year levels set parent partnership goals. This helped us to ensure that there is a strong sense of hospitality and invitation with all families to engage in the educational process in a way that is accessible for them. The processes we have in place to develop a positive environment in all areas of the school have proven to be very effective. They include our Social Emotional Classroom programs (Bounce Back), lunchtime activities, Better Buddy, expanded student leadership opportunities, Restorative Practices and Pathway to Resolution.

An expanded Core Wellbeing Team, consisting of a range of staff representatives, oversees the learning support program across the school. They planned to meet weekly but due to the COVID this did not occur. The team was going to look at evaluating student needs, referrals, policies, PSG's, funding and professional development needs. A balance of the meetings foci was shared between student services and wellbeing. A leadership wellbeing team was also set up to track and discuss families and students to support their wellbeing needs. They met on a regular basis either weekly or fortnightly depending on the term.

Due to COVID there were a number of processes implemented to support students and their families to transition into and out of remote learning and help support their engagement during online learning. Due to COVID we realised there was a great need to implement this support for our families and staff. Individual student check ins were also conducted regularly with either at risk students or disengaged students to help assist their wellbeing and their remote learning.

Throughout our times at home, as a school we decided to only focus on the core areas of learning (Literacy, Mathematics and Religious Education) as well as a big wellbeing focus. This allowed families to spend time together and have some wellbeing time each day to help support the mental health of students as well as parents. We also had each Wednesday as a Specialist day where the students have Specialist lessons and then teachers could meet for planning and organisational purposes.

As well as student wellbeing, we found that staff wellbeing was of great importance to our teachers and staff. Many initiatives were implemented to support them through the first and second rounds of remote learning.

VALUE ADDED

- Provision of counselling, psychological and assessment services at the school
- Provision of Speech Pathology at the school from an outside agency as well as from the CEM
- Lunchtime activities include Lego Club, Card Club Gardening, Art Classes, Sporting Activities, Library Classes, Robotics, Better Buddies program and Choir
- Tracking of students at lunchtime for safety reasons
- Wellbeing Lego Club held each lunchtime to help support students with social needs and that may need time away from the playground
- Remote learning lunchtime activities such as drawing, social chats- 'Snack and Chat', jokes, etc
- Wellbeing Wednesday activities for parents and students
- Wellbeing days- no official school work required to be completed - many wellbeing activities offered for students and families to do on these days
- Wellbeing Leadership Meetings on a regular basis focussing on health and wellbeing across the school.
- Mindfulness Activities and professional learning planned for staff meetings.
- eSmart and Better Buddies program
- Implementation of Social skills and Peaceful kids programs for 3-4's
- Kool Kidz Rock Music Lessons Grades 1-6 (Term 1)
- Chess Competitions for all students in Year 3-6
- House Teams and significant increase in Student leadership opportunities
- Student/class led assemblies
- Attempts are made to monitor and cater for student needs in terms of uniform, breakfast, lunch etc to enable all students to participate fully in the education program
- R U OK? Day activities across the school
- Wellbeing Matrices
- Staff wellbeing - activities, prayers, suggestions, staff meetings, wellbeing days
- Videos created by our counsellor to support families
- Weekly Peaceful Kids Family Activities slide and videos
- Student Wellbeing page on all the level's Blogs
- Remote Learning birthday calls to students
- Bedtime stories - Facebook videos with teachers and staff reading stories for families

- Calling of all families regularly (at least every 2 weeks) for check in and tracking of this for our records on Google Sheets
- Regular Email to parents for family check ins

STUDENT SATISFACTION

In August 2021, the students in Year 3, 4, 5 and 6 undertook the annual Melbourne Archdiocese Catholic Schools, School Improvement Survey (MACSSIS).

Results from students indicated that school positive endorsement increased from 70% in 2019 to %75. This result is also 9% points above the average score attained in all Melbourne Catholic Schools. This is an exceptional result given the challenges inherent in two years of inconsistent attendance and program delivery.

The two highest rating scores from students came from the following:

- How much students feel that their teachers hold them to high expectatons of their effort, understanding, persistence and performance (MACS average - 80%, Our score - 86%)
- The strength of the social connection between teachers and students within and beyond school (MACS average - 76%, Our score - 83%)

STUDENT ATTENDANCE

The attendance of all students every day is a high priority for our school, and we regularly communicate this in a variety of ways: Prep enrolment interviews, assemblies, Parent/Teacher/Student interviews, newsletters and orientation sessions. Our attendance rate is steady, however once international borders re-opened, some families travelled overseas to their home country. With extended holidays or known absences, a letter is required in advance.

- Families are required to report in for non-attendance and state reasons. Teachers follow this up on a weekly basis. The school communication App SZApp assists families to report in a timely way. They are also advised by an SMS that we have not received their absence notification. This information is stored in nForma
- A register is kept of all attendance/non-attendance/punctuality and teachers flag concerns to the families first, then leadership. Family conferences will be held where there are concerns, which inhibit development of student growth. In exceptional circumstances of school refusal the school works very closely with the families to support return to school. These strategies are personalised to the student and family context. We have very few incidents of this nature. Our principal concern is attendance and late arrival with some families and we worked steadily to address these. The significant absences are highlighted

in the semester reports and incentives are offered for full attendance through the newsletter, in classrooms and school assemblies

- The School Community is regularly advised about the Guidelines from the Victorian Government and the Catholic Education Melbourne Office
- Registered post personalised letters sent to individual families with students that have a high number of absences to highlight this to the families and help support them in attending school more regularly

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	81.8%
Y02	81.5%
Y03	82.9%
Y04	84.0%
Y05	83.4%
Y06	82.1%
Overall average attendance	82.6%

Child Safe Standards

Goals & Intended Outcomes

Goal: To have a genuine focus on child safety and wellbeing during the COVID-19 Pandemic.

Achievements

In 2021 we continued to ensure that all policies were up to date and compliant

- Executive Leadership Team and policy development, Parish Priest and Exec
- Audit policies to include: safety of children from culturally and linguistically diverse backgrounds, and children with a disability.
- Policies audited Esmart Policy, Enrolment Policy, Excursion Policy, Wellbeing Policy, ICT Responsible Use
- Risk Management policies and procedures upgraded Incursions and Excursions
- Identifying responsibilities for leadership staff to supervise the embedding of all strategies in Standard 1.
- Meet with Parish Priest fortnightly to update, review and identify actions.
- Agenda item in Board, SDC and Parish Priest Meeting
- Risk Assessment on impromptu activities
- Website development of Standard Risk Register Plan

Teacher Training

- Induction in Term 1: Revisit the Child Safety Policy to include the Organisational Culture and protection responsibilities regarding Institutional Care.
- All staff trained in and have completed the Mandatory Reporting Module
- Reportable Conduct Training in August and November.
- PROTECT manual revisited

Community Consultation

- Standing Item in Newsletter to address Child Safe Standards
- Education Board Standing Item
- Prep Orientation Sessions advise all families of Child safe Rules
- Parishioners advised of CSS in Parish Pastoral Council

Human Resource Practices

- Employment Practices and Referrals have standing item questions
- Volunteers trained in Risk Management

Risk management

- Risk management policies and procedures audited and upgraded for all visitors
- Working With Children Check procedures upgraded in login process
- CCTV installed in the new building project to cover surveillance of all gates, exits and entrances
- New signage installed on gates to add a layer of security across the school
- Line of sight a standing item on project design in Student Wellbeing

Empowerment

- All staff trained in the Empowerment Standard at the beginning of the Year so that the program can continue to be delivered in a systematic way across the school and in a manner appropriate for each Grade level.

Leadership & Management

Goals & Intended Outcomes

2021, was a year when the leadership and management of our school was never more important and where our ultimate goal, despite our best intentions to honour our School Improvement Plan, was yet again to see the achievements of previous years protect us from the inherent difficulties of a community in crisis. Our primary goal was to ensure that protocols and systems of support were maintained or adapted to not only ensure the continuity of education for all students, but also keep all members of our community connected, protected and supported throughout the changes to routines, interactions and location of work.

Achievements

Some of our achievements included:

- The development and introduction of a range of communication mediums such as a new staff portal, and evolving social media platform.
- A weekly bulletin from the Principal was improved and streamlined to more effectively summarise all the important reminders and points of interest. This was also a platform for acknowledging, thanking and congratulating individuals for jobs well done and important announcements.
- School Development Committee (leadership team) continued to meet through the year on a weekly basis. These meetings shifted to a group video chat during period of lock-down.
- Staff Meetings also continued to occur weekly and shifted to online group video meetings where required.
- On two occasions, staff were invited to participate in a wellbeing checklist.
- The development of appropriate policies to support our work through an the uncertainty of life in a pandemic. For example: OHS for Working from home and the Infection and Disease Control Policies.
- The development of an iterative approach to developing a Remote and Flexible Learning Program which was focused on ensuring continuity of learning and capitalising on the skills and strengths of the wider staff group.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

The following is a list a range of the Professional Learning activities that staff have undertaken in 2021.

- Child Safety Laws
- Agile Learning Sprints
- Agile Learning Leadership
- Mathematics Data Analysis

- Japanese Learning Studies
- Differentiated Teaching Practice
- First Aid and CPR
- OHS Induction
- Anaphylaxis Management Training
- Infectious Disease Control / Personal Hygiene
- Mental Health and Wellbeing
- Collaborative Leadership Training for the School Development Committee
- Mandatory Reporting
- NCCD Training for adjustment management and Personalised Learning Plan design
- Pedagogy of Encounter training in Religious Education
- EAL tracking to enhance the teaching of students with English as the additional language
- Report writing linking with SEESAW
- Numeracy: Enabling and extending training
- Digital Technology Training
- The Science of Reading
- Religious Education Network
- Student Wellbeing Network
- School Wide Improvement Forum
- Learning Diversity Network
- Digital Education Network
- Deputy Principal's Network
- Principal's Network

Number of teachers who participated in PL in 2021	62
Average expenditure per teacher for PL	\$520

TEACHER SATISFACTION

In August 2021, the staff undertook the annual Melbourne Archdiocese Catholic Schools, School Improvement Survey (MACSSIS).

Results from staff indicated that school positive endorsement of 80% is higher than the MACS average (68%). This is an exceptional result given the challenges inherent in two years of inconsistent working conditions and program delivery.

The two most notable scores from staff came from the following:

- Perceptions of the quality and coherence of professional learning opportunities scored 78% which is significantly higher than the MACS averaged (55%).
- Perceptions of the amount and quality of feedback received scored 61%. This is significantly more than the MACS average of 41%.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	85.4%
--------------------------------	-------

ALL STAFF RETENTION RATE

Staff Retention Rate	92.2%
----------------------	-------

TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	17.9%
Graduate	5.1%
Graduate Certificate	2.6%
Bachelor Degree	64.1%
Advanced Diploma	20.5%
No Qualifications Listed	7.7%

STAFF COMPOSITION

Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	52.0
Teaching Staff (FTE)	38.0
Non-Teaching Staff (Headcount)	13.0
Non-Teaching Staff (FTE)	10.9
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Ensuring our students, staff and parents remained connected as community throughout another year of disrupted learning.

Achievements

The partnership between home and school has always been a strong feature of the St Kevin's community. Whilst again, a significant part of the school year was spent physically apart, the importance of a strong home-school relationship was maintained. Clear communication from the school throughout the whole remote learning experience was a strength. This included advising how the school would continue to educate students and provide support to families. This year, a Chromebook was issued to every student in year 3 -6 at no extra cost to families to enable equity of access to learning tools, no matter whether we are at school or home. Teachers and leadership played a proactive role with maintaining strong communication lines between home and school via email, SZ App, phone calls and video meetings especially.

Our weekly assemblies continued to be published in a digital format, with each rostered class taking responsibility for developing content and communicating their learning. To maintain our spiritual nourishment, weekly community prayer times were held on Google Meet during our extended Remote Learning periods. This allowed all families to participate, which many did with attendances reaching over 120.

The school Facebook page was maintained as a key medium for spreading good news and lifting morale in our community. Students were able to submit photos of their learning which were then shared on the page for the wider community to respond to. Each night during remote learning, a bedtime story time was hosted on Facebook. Teachers chose a book and rostered themselves on to read this either through a prerecorded video or going 'live' on Facebook

Special events were mostly celebrated remotely. Mother's Day and Father's Day were celebrated by inviting parents along to the morning class Google Meet. An online disco was held for students to participate from home and an online trivia night was also a highlight, bringing families together in the spirit of friendship and community.

Wellbeing remained a core focus of the remote learning experience. Tea and Talk sessions were held where families were invited to join a Google Meet for support or just a chat. This was well attended. On several occasions, there were whole school Wellbeing Fridays where no new school work was set and families were encouraged to undertake activities focused on caring for themselves. RU Ok Day focused on wellbeing activities rather than the regularly scheduled lessons.

Throughout the remote learning, school remained open for students of families meeting the

government mandated criteria. This allowed these students to maintain time for school work and families to undertake their essential employment.

When we returned to school, clear and explicit communication was provided regarding our Covid safe practices as well as logistical information regarding pick up and drop off. Staff willingly undertook additional duties to allow for the arrival and departure of students in a Covid safe manner.

The return to school in term four was welcomed by all in the community. School was not the same without all of its students and teachers present. Although the Covid restrictions meant parents were unable to attend many of the regular end of year events, we continued to adapt and do things differently. The traditional Carols by Sunlight were recorded by classroom teachers and shared digitally with families. Our Grade 6 graduation Mass was celebrated and recorded during the day and then released to families at a set time that evening to allow families to share in this milestone moment. Families expressed their appreciation for all the staff efforts in a variety of ways. There were many letters and cards received as well as a number of special lunches organised.

It may have been yet another challenging year, but by doing things differently we were able to offer a wide variety of opportunities for families and staff to engage with each other.

PARENT SATISFACTION

In August 2021, 35 parents undertook the annual Melbourne Archdiocese Catholic Schools, School Improvement Survey (MACSSIS).

Results from the parents indicated that school positive endorsement of 75% which is higher than the MACS average (69%). This is an exceptional result given the challenges inherent in two years of inconsistent working conditions and program delivery.

The two most notable scores from staff came from the following:

- The timeliness, frequency and quality of communication between the school and families was scored at 87% which is higher than the average of MACS schools overall (74%)
- Families perceptions of and engagement with the overall Catholic identity of the school scored at 81% which is higher than the MACS school average (65%).