



# St Matthew's School Fawkner North

## 2020 Annual Report to the School Community



# Table of Contents

- Contact Details .....2
- Minimum Standards Attestation .....2
- Our School Vision .....3
- School Overview .....4
- Principal's Report .....6
- Parish Priest's Report .....7
- School Education Board Report .....8
- Education in Faith .....9
- Learning & Teaching .....11
- Student Wellbeing .....17
- Child Safe Standards .....21
- Leadership & Management .....22
- School Community .....27
- Future Directions .....29

## Contact Details

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## Minimum Standards Attestation

I, Bob Brown, attest that St Matthew'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.

10/06/2021

**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](http://www.acnc.gov.au)

## Our School Vision

At St Matthew's Catholic Primary School, we seek truth and hope through the teachings of Jesus Christ.

In partnership with our wider community, we aspire to be deeply engaged learners and active global citizens.

## School Overview

St Matthew's Primary School is a culturally enriched school community where cultural differences are accepted and celebrated. St Matthew's has a long tradition of striving to meet the needs of all students within its care so that they can achieve to their full potential. We are proud of the quality of education, support and extensive facilities that St Matthew's provides to the families it serves. We are a school that prides itself on providing a strong and broad curriculum in a caring environment based on the values of Jesus as outlined in the Gospel stories.

St Matthew's is continually improving and maintaining its facilities to ensure a safe, nurturing, modern and effective learning environment. The school sits on a large site with ample space for learning, play and quiet areas. The school buildings are well maintained and all learning areas are bright, well-equipped and environmentally controlled (heating and cooling). Further support is given to working parents by offering on site, Out of School Hours Program, run by Extend and overseen by the School Principal.

The St Matthew's classroom structure consists of 15 classes from Prep to Year 6 and our current enrolment is 337 students. 70 % of our students have a language other than English, resulting in strong appreciation and acknowledgement for other cultures and backgrounds. We offer extensive programs for our refugee students and students newly arrived in Australia, ensuring their individual learning needs are met. Our staff structure is made up of 33 teaching staff and 13 non-teaching staff with a good balance between female and male employees.

The school works predominantly on a straight grade philosophy with two class groups on most levels except Year 6 where there is three. Students at St Matthew's primary school have equal access to external equipment to aid the use of sport and physical movement as well as being able to access the library, music room, art room, Italian room, drama room and ICT room on a weekly basis. These resources are further enhanced by the employment of specialist teachers who run comprehensive and engaging lessons in the areas of Italian, ICT, Music, Physical Education, Visual Arts and Oral Language. Our Music program is supported by the Schools Plus Foundation whereby staff teach alongside our music teacher to develop skills in playing guitar, cello and violin to a live audience.

St Matthew's has a team of highly professional and dedicated staff who are committed to the Catholic ethos and who recognise the importance of working as a team to meet the diverse needs of the students. Our approach to learning emphasizes Literacy and Numeracy skills as the means of accessing knowledge, communicating information and ideas and solving problems.

Our Staff is committed to differentiating programs to ensure that all the needs of our students are being met, whether physical, emotional, social, educational or spiritual. There is also a very strong ICT focus right across the school with students in Prep to Year 6 accessing various digital technology tools. Our Year 3-6 students are involved in a 1:1 Chrome book program, whereby each student has access to a personal Chrome book used for researching, recording data, designing projects and many more lifelong skills. Students in years Prep to Two have more than ample access to Laptops, iPads and spare Chrome books.

Professional Development has been undertaken by all staff to unpack the renewed Religious Education curriculum. Catholic Education Melbourne staff are regularly invited in to facilitate school based professional learning to deepen staff understanding of the new curriculum.

Our Parish Priest, Fr Florentino (Boy) Galdo is usually actively involved in the school and regularly invited the classes to attend weekly mass. The students attending were asked to be active participants during the mass. Unfortunately due to the COVID-19 virus this was not possible.

The Religious Education Leader, the Parish Priest and Principal are all responsible for overseeing and supporting staff in planning and celebrating sacramental programs and liturgies. Sacraments and Church celebrations are continuously highlighted in our

Religious Education lessons and planning, taking into consideration the Catholic Social Teachings. The only sacrament to be celebrated this year was Confirmation with Reconciliation and Eucharist being rescheduled for 2021.

Our Religious Education program is also highlighted throughout our Wellbeing approach to schooling. Our Students are exposed to the Social and Emotional teachings, positive behaviour management, anti-bullying policies, social skills and recognition of student's learning and behaviour through the introduction of the "BE YOU" approach to Social and Emotional Wellbeing.

St Matthew's is a welcoming school where all parents are encouraged to be active participants in the child's education. Parents and caregivers are also encouraged to attend various events held at school, some of which are, events such as year level masses, sacramental masses and family faith nights. Parental involvement is also paramount and is encouraged through other activities such as Whole School Sports Day, Parents and Friends Fete Night, Annual Whole School Christmas Carols, Parents and Friends Association and the Parish Education Board. All of these did not take place face to face due to COVID-19. Constants were all the students work delivered by the Staff through Google Meets and SeeSaw, and our Weekly Newsletter, letters, fortnight assemblies and alerts on our Skoolbag App and on our school website.

These were all used as vehicles to keep our school community fully informed about current school events.

Fortnightly assemblies, our Annual Christmas Carols and our Annual Grade Six Graduation were all supplied to our families virtually.

## Principal's Report

St Matthew's Primary School is a school with a strong sense of community built around our Catholic culture and identity. The school is well established and offers all families a safe, secure, supportive and progressive educational environment. The school places a high priority and emphasis on the development of Religious Education within every member of our school community through Prayer, Daily lessons, the Sacraments, Liturgical celebrations and our everyday example. The school has a strong commitment to ensuring that all children experience a rich prayer and sacramental life.

St Matthew's Church and School literally sit side by side, and this is a strong reminder that, as a Parish primary school, we have a responsibility to work with the faith community in maintaining the relationship between the families and the church. The school is committed to the formation in faith of all members of the school community.

As an educational organisation, the school aims to continue building a culture of continuous learning and improvement where every student will have the opportunity to reach their true potential. In an ever-changing world, it is an ongoing challenge to develop programs and experiences that prepare the children in the best possible way to be effective and valuable persons in the twenty-first century. At St Matthew's we look for ways to prepare our students to meet this challenge. We promote a team approach within our staff for school improvement. The key to educational success for students is the quality of the teachers in the school and the quality of the relationships between the students, teachers and the families. Building connectedness to school is highly valued and continues to be a major focus at St Matthew's.

The school recognises that children learn in a variety of ways. St Matthew's has an extraordinary mix of children from diverse cultural, economic and social backgrounds. This means that the school has put in place policies, procedures and practices to provide for the individual needs of the children in our care. As a school, we promote excellence in education and hold a firm view that all children have the potential to succeed and be lifelong learners if we provide the right environment, curriculum, support and opportunities.

Meeting the social and emotional needs of the children is also a high priority of the school. A number of practical, but very effective programs through our Student Wellbeing Leader and School Counsellor from Catholic Care have been introduced or refined to allow the school to support our children and their families

Kindest Regards

Mr Robert (Bob) Brown

School Principal

## Parish Priest's Report

Our Parish Priest Father Florentino (Boy) Galdo has chosen not to submit a summary.



## School Education Board Report

In 2020 the School Education Board was non-existent. With the imposition of two major lockdowns and my ongoing treatment for the

majority of the year Fr Boy Galdo our Parish Priest, along with all Board members were agreeable that the Board would be put on hold for the entire year.

## Education in Faith

### Goals & Intended Outcomes

**That the school community will bear witness to the Catholic faith through Sacramental ritual and a recognition of God's presence in everyday life.**

- That all learners will be more engaged in learning and making meaning through dialogue between Faith and their lives.

**To build our identity as a Catholic faith community connected by our sacramentality.**

- That staff capacity to design and implement meaningful and relevant Religious Education will be enhanced.

### Achievements

- Provided opportunities for community involvement by sending Invitations in the school newsletter or on the school app inviting the St Matthew's community to attend various Religious events
- Through our Sacramental programs, we provided our students with an extension and further development of their faith formation. This was achieved by well-designed experiences that were provided through prayer, classroom RE lessons and many delivered online throughout Lock down. The students across the school were able to explore prayer and scripture throughout the year both in the classroom, the church and through our online learning. .
- Welcomed our new families at the Prep Welcome Mass and BBQ, encouraging our community to come together to welcome them.
- Continued to make strong and explicit connections to Social Justice and Catholic Social Teachings with the support of our Student Representative Council leading the way with fundraisers such as Project Compassion and Christmas St Vincent de Paul Appeal.
- Provide ongoing professional learning opportunities for staff to continue to develop and plan effectively in teams to provide students with opportunities based around the Renewed Religious Education Curriculum Framework
- Development of many online resources for all grade levels, from Gospel stories, historical information and daily prayers both in visual and audible modes during distance learning.

## VALUE ADDED

- Prep Welcome Mass for students and their families early in Term 1.
- Opening School Mass, Online celebrations of our Patron Saint, St Matthew, ANZAC & Remembrance Day
- Confirmation Sacrament celebrated.
- Installation of a new Cross in the Grade 5 foyer area.
- Displaying of icons in the form of different nationality crosses, prints, paintings and statues through the school foyer and classrooms.
- Continuing the tradition of the School Vice-Captains to lead each school assembly in Prayer.
- Updating of the Sacramental displays in the school office foyer and other sacramental displays to share with the community and families

## Learning & Teaching

### Goals & Intended Outcomes

**To create and sustain an engaging and purposeful Catholic learning community through contemporary evidence based approaches in all curriculum areas.**

- That student are empowered and supported to take risks with their learning and will develop as critical and creative thinkers in a contemporary world.
- That all learners achieve expected growth in their learning, including Literacy and Numeracy.

### Achievements

#### ENGLISH

-

- The whole school Literacy practice and vision were periodically reviewed through Facilitated Planning to enable the continued assessment and direction in pedagogical and managerial practices for all Literacy components
- The Literacy Assessment Schedule was reconsidered to provide an updated and streamlined effective use of relevant summative and formative assessments. The data was subsequently evaluated to drive the requirements in targeted and explicit teaching with evidence-based learning. Pat R was incorporated in November and the Essential Assessment for Reading and Viewing and Writing for Years 1 to 6 was used Pre, Mid and Post throughout the year. From these results, children were able to utilise and drive their learning with personalised Learning Goals.
- Results from testing were examined to identify Students at Risk. Reading Recovery and Levelled Literacy Intervention programmes were applied to accelerate these students' learning.
- 
- Teacher capacity: Focus was placed on Comprehension with common usage of terms from the Fountas and Pinnell Wheel Systems of Strategic Actions.
- Cued Articulation for the visual articulation of sounds was introduced to Learning Support Officers and Junior grade teachers
- A Guided Reading Observation Notes proforma was devised to be consistently used by teachers from Prep to Year 6

- A Handwriting and Keyboarding and Work Presentation policy was revised
- The recently developed Literacy Learning Progressions from the Victorian Curriculum was examined and referred to for planning
- A new document was created to scaffold from Prep to Year 6 Phonics and Word Knowledge at St Matthew's
- A new Literacy Scope and Sequence planner for term planning which included Learning Intentions was used at each level
- Book Boxes were purchased for each student in Years 3-6 and a five book borrowing system was used across all the school levels
- New guided reading tables were purchased for the junior classrooms
- Seesaw Family was extended to Seesaw Class to accommodate Distance Learning which necessitated professional development to assist teachers and Learning Support Officers to transfer to multi-modal digital efficiency for lessons online
- A compilation of 'Digital Literacy Resources' was created to assist with content-driven teaching and learning during remote learning. Subsequently, the reporting guidelines in light of COVID impact on schools were redeveloped
- Students from Years 3 to 6 registered and participated in the Prime Minister's Spelling Bee
- Volunteer Parents were trained as classroom helpers to offer assistance to teachers for the Home Reading programme and to help in the junior Literacy classes
- The Ready Set Prep programme for Family Engagement in Learning included an introduction to Phonics and Reading at St Matthews
- A graduate teacher was mentored to achieve full registration with Victorian Institute of Teaching
- A New Arrivals Leader was appointed for the English as an Additional Language and Refugee students. To accommodate these students, a new Tier system was formed to allow withdrawal for Tier 1 students and support in the classroom for Tier 2-4

students. Multicultural Education Aides are employed to assist in the classroom and Mercy Connect Volunteers came weekly to be of support to our refugee students.. A special week was set aside called 'Refugee Week' to emphasise and highlight these students in our community. Subsequently, the Refugee and New Arrivals Policy was updated . Regular EAL meetings were established with the Leader and classroom teachers to discuss these students and to monitor their progressions. Also, professional development occurred to introduce the staff to the new EAL Continuum which became effective 2020/2021

## MATHEMATICS

- Mathematics leader continued to provide support through guided planning and mentoring teachers in data use. Online support teaching mathematics using Seesaw, Google Classroom, PearDeck and Jamboard during remote learning
- All student mathematics achievement data collated into SPA platform to provide one point of reference
- Mathematics extension groups run weekly for students requiring above grade level enrichment in grades 3-6 (a total of 70 students)
- Essential Assessment embedded to provide curriculum-aligned online topic testing to guide planning through the targeting of content and student groups. All data from testing documented in planning documentation
- Mangahigh, an online mathematics program, continued to be used in Grades 2-6 to help children consolidate what has been learnt in class in a fun and rewarding online environment
- Matific, an online mathematics program, trialled in grades 3-6 to support remote learning by providing a virtual learning environment that enables teacher modelling and explicit teaching as well as an opportunity for personal practice
- Mathematics leader provided support across all digital platforms to enable remote learning
- Development of a new Pentagonal Collective proposal to focus on STEM (Science, Technology, Engineering and Mathematics) learning in mathematics
- Continued participation in APSMO Australasian Problem Solving Mathematics Olympiad program for the senior students in Year 5 and 6 to extend the students mathematically
- P-2 Mathematics leader in classrooms for demonstration and classroom support. Supported online via Seesaw during remote learning.
- Continuation of the LFIN (Learning Framework In Number) program as a whole class program for the students of P-2
- Introduction of and additional Applied Planner in P-2 with a focus on play based learning, supported in class by the Mathematics leader
- Purchase of mathematics equipment junior play based activities such as shop equipment and water play table.
- Topic tests in Essential Assessment showed topic area growth
- Mid and end of year standardised testing with Pat-M showed within year growth

## STUDENT LEARNING OUTCOMES

## CONTEMPORARY TEACHING PRACTICE

- Regular attendance of learning and teaching networks to further understand Progression Points and learning targets developed around Literacy and Mathematics
- Continual engagement with Horizons of Hope document to unpack the notion of teachers as design model, encouraging students voice and active engagement
- Specialist Team to be scheduled to meet as a team on a weekly basis for planning
- NCCD outline presented to staff to establish a shared understanding of processes and practices needed for effective implementation
- Successfully running whole school workshops on: Chrome Castify, google meet, pear deck, Google Classroom and seesaw as a means to effectively provide continuity for learning during COVID- 19 lock down situations.
- Establishment of a staff Google Classroom where all distance learning resources could be readily accessed
- Establishment of regular online google meets to facilitate planning for all curriculum areas
- Setting up Google Classroom (3-6) and seesaw (P-2) for student use during COVID-19 lock down situations
- Introduction of utilizing Google Classroom and seesaw classroom for everyday use once school returned onsite
- 
- Thorough curriculum audits of all curriculum areas carried out at the end of each term to track curriculum covered
- Redevelopment of reporting guidelines in light of COVID impact on schools
- Continued allocation of time to allow teams to plan for the upcoming term, utilizing both CRTs and specialists staff.

- Implementation of a whole school focus on Civics and Citizenship in Term 1. Year 6 students utilised online resources from the AEC and Canberra Resources online due to cancellation of school camp in response to COVID-19 lock down
- Development of reflective practices including whole school reflection of Distance Learning implementation, focusing on what was effective and 'even better if'
- Continued professional learning in a shared understanding of the Inquiry Cycle applied to all curriculum areas

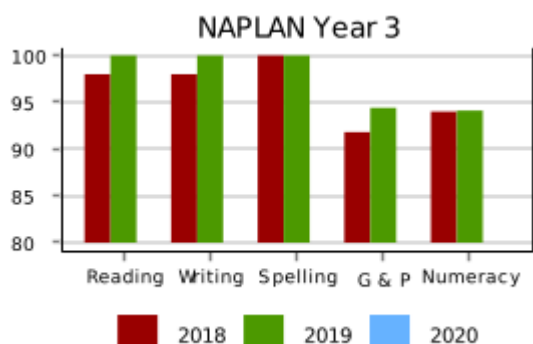


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	91.8	94.4	2.6		
YR 03 Numeracy	94.0	94.1	0.1		
YR 03 Reading	98.0	100.0	2.0		
YR 03 Spelling	100.0	100.0	0.0		
YR 03 Writing	98.0	100.0	2.0		
YR 05 Grammar & Punctuation	92.3	86.7	-5.6		
YR 05 Numeracy	100.0	98.4	-1.6		
YR 05 Reading	98.1	96.7	-1.4		
YR 05 Spelling	98.1	95.0	-3.1		
YR 05 Writing	98.1	98.3	0.2		

\* 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

**To foster a positive, caring and safe school environment where the social and emotional health of each child is supported and nurtured.**

- That students feel safe and included in all aspects of school life.
- That students demonstrate greater resilience and develop an enhanced sense of confidence and self-efficacy.

### Achievements

Throughout 2020, there was no greater importance than the presence of student and staff wellbeing as we entered various periods of Lock down. The wellbeing of our staff and students was paramount in ensuring a continuation of learning under extraordinary circumstances. With the appointment of a new well-being Leader, many initiatives were enacted as well as continuing those that had already been established. Students and Parents were encouraged to have technology free afternoons and participate in 'wellbeing Wednesday activities during Distance Learning. As part of our ongoing awareness and understanding of what families were enduring during lock down periods, St Matthew's provided alternative work modes for those not coping with distance learning. Students were regularly reminded to take brain breaks whilst on devices during this time.

Achievements included:

- Introduction of Wellbeing Program across P-6 - Researching Kids Matter /Beyond Blue/ Friendly schools, Bounce Back You Can Do It Program
- Whole school professional development to understand the various wellbeing programs that were implemented at St Matthew's
- Conversion of You Can Do It resources to online use
- Connection between Wellbeing through Visual Arts encouraging students to express emotions/ feeling through Visual Art work.
- Continuation of regular Parent Support Group meetings between classroom teacher, wellbeing leader, learning diversity Leader, Learning Support Officer and parent
- Establishment of regular Wellbeing Team meetings comprising School Councillor, Wellbeing Leader, Learning Diversity Leader, Principal and Deputy Principal
- Whole staff professional development by current staff member on the use of EFT (Emotional Freedom Tapping) workshop x2
- Regular Student Wellbeing Staff Meetings and Planning Meetings.
- Continuation of Social and Emotional Learning (SEL) and Wellbeing themes/topics in Inquiry Big Question
- Inclusion of Cyber Safety education lessons throughout units of work in Units of Work

ICT lessons.

- Consolidation and use of the Skoolbag App to use as a tool to record student absences assisting the office staff to make contact with families to determine successional absences.
- Celebration of World Teachers day
- Whole school and community awareness of R U Ok? Project
- Online Wellbeing presentation and information pack to parents participating in the READY SET PREP sessions
- Development of a whole school spreadsheet to track students across curriculum and SEL needs. This assisted with formulating class lists to ensure a balance of needs across grades. Class lists formulated.
- Provision of Celebration Packs to year 6 students returning to school to ensure they could celebrate their time at primary school regardless of COVID restrictions. Year 6 students were treated to 4 special activity days in lieu of their regular Year 6 school camp.

#### VALUE ADDED

- Student Representative Council (SRC) from Years 1-6 continuing Social Justice work across the school.
- Continuation of a school psychologist from Catholic Care with increased hours.
- Continuation of the Positive postcards initiative.
- Continuation of the Classroom Achievement Award & Principal awards at assembly.
- Refugee Week & Multicultural Dress Up Day with a whole school parade.
- Ongoing commitment to creating a safe, happy and secure environment for the students.
- Ongoing commitment to recognising and celebrating student achievement and positive behaviours
- Aspire Higher for Gr 5&6 incursion
- Mother's Day and Father's Day Photo shows PowerPoint
- National Day Against Bullying across the whole school
- Inclusion of students on site for compassionate reasons

- Introduction of Social Skills group where each group met weekly to discuss various social strategies. This continued during Distance Learning periods via Google Meet

## STUDENT SATISFACTION

It was business as usual except it was all conducted online. The Wellness Wednesdays, Good Wishes from all Staff, Pet Showing Day, Preps Cooking videos, Visual Arts displays and competition, fortnightly Assemblies with Classroom awards, Footy Day, Crazy Hair Day, Year 6 Graduation and our Annual Christmas Carols, which were all Virtual, were extremely well-received, much appreciated and enjoyed by our students, their parents and our staff.

## STUDENT ATTENDANCE

At St Matthew's we are committed to ensuring that all students who do not attend school are followed up. Administration staff allocate the first 40 minutes of each school day to follow up with teachers to ensure the roll has been marked correctly. Any students that are unaccounted for are followed up with a phone call. Phone calls will be made until someone is reached resulting in the contact person being contacted as well. This practice saw an increase in the number of parents contacting the school to alert them to the reason as to why their child may be absent from school. The same practice was followed during COVID-19 once the teachers had their check in with their grades and the roll was taken.

Parents and Guardians were encouraged to use the attendance form on SkoolBag app to alert admin to any absences. There was an increased usage of this tool throughout the school year, therefore resulting in a decrease of parents needing to be called.

Once a student has been absent for more than three days, classroom teachers are encouraged to phone the parents/caregivers to see why those students are absent. In the case of prolonged or frequent absences, the Principal and Deputy Principal are called upon to make further phone calls.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	93.5%
Y02	93.1%
Y03	94.2%
Y04	95.1%
Y05	95.1%
Y06	96.3%
Overall average attendance	94.6%

## Child Safe Standards

### Goals & Intended Outcomes

To continue to implement and embed a Child Safe Standards Policy stating clearly the 7 Child Safe Standards in accordance with the Ministerial Order no: 870.

To embed all Child Safe Standards to improve and achieve best practice.

### Achievements

- Consistency in making all staff including Casual Relief Teachers and volunteers connected to St Matthew's Primary School aware of the Code of Conduct (standard 3) having read, agreed to and signed the Code of Conduct (Standard 3) at the beginning of the school year
- Consistency in making all visitors, volunteers and parents aware of the Code of conduct (standard 3). Copies of the Code of Conduct were sent home to each family to read and the Acceptable and Unacceptable Behaviours document sent home to sign and return.
- Ensuring that all visitors and volunteers to the school supply their Working with Children's check prior to commencing work within the school as well as ensuring that all visitors and volunteers sign in prior to entering the school grounds beyond the office. Our sign in iPads (VPass) ensure that all visitors and volunteers sign off on the code of conduct with each sign in.
- Implementation of PROTECT, identifying and Responding to all Forms of Abuse in Victorian Schools.
- Continuing open communication with parents informing them of policies concerning Child Safety. Communication continues to occur via the school newsletter, our Skoolbag App, our website and signage around the school

## Leadership & Management

### Goals & Intended Outcomes

To create and sustain a school culture that is characterised by shared vision, effective feedback, professional dialogue, teamwork and supportive leadership.

That staff professional learning is explicitly aligned with school and individual needs, focussed on improved student outcomes.

To efficiently and effectively manage resources in accordance with school improvement plan priorities.

That staff wellbeing will be enhanced through improved role clarity, empowerment and supportive leadership

### Achievements

- \* Appointment of new Student Wellbeing Leader (December)
- Appointment of New classroom teachers (December)
- Appointment of New Visual Arts Teacher (December)
- Outline expectations of Staff. Updated Staff handbook on Google Drive.
- Relocation of Administration Office, Principal and Deputy Principal Offices, Staffroom and Male and Female Staff toilets for new Refurbishment project.
- Final completion of the building of new Administration entrance and front Facade, new paved entrance courtyard, new expanded foyer, new expanded meeting room, new shower in sickbay, new Disabled toilet, new Bursar, Deputy Principal and Principal Offices, new Staffroom and Kitchen, new Family Room. And an upgrade on the Staff female toilets
- New improved security in the form of FOB entry to Front Entrance, Administration Office, Sickbay, Staffroom and Main Corridor.
- Completion of Installation of new Lift adjoining Library for access to middle years building, as part of the scope of works connected to administration building.
- \* Weekly Professional Learning closely aligned to intended outcomes in the AAP and SIP, normally in Library on Wednesday afternoons and via Google meet during Lock downs..
- \* Preparing curriculum for and reverting to Distance Learning to cater for all students for two Lock downs during COVID-19 epidemic.
- \* Half Yearly June Student reports, Proofread by Leadership Team
- \* Online booking for Parent/Teacher interviews
- \* Principal rang all staff as a well-being call to see how they were travelling during Lock down No 1
- \* Device Audit for Families conducted
- \* Development of Chrome book Borrowing Agreement

- \* Agile leadership, Simon Breakspeare and Feedback to staff on agile leadership
- \* Develop policies for Working Remotely for staff and for Distance Learning for families
- \* Establish roll out of Distance Learning
- \* Development of Parent Portal as a means of communication and resources during Distance Learning
- \* Supervision rosters for onsite students
- \* Happy School Educational postcards and supportive greeting sent to all staff at their home addresses during Lock down No 1
- \* Flu Injections were offered to all staff by school
- \* Regular Leadership team Meetings via Google meet
- \* Ongoing support Support for navigating technology for distance learning from expert staff members
- \* Ongoing staff meetings via Google Meet
- \* Strong communication from leadership with updates on COVID guidelines
- \* Phased return to school porcedures Term 2
- \* 5 Module Wellbeing Toolkit PD for all staff
- \* ARMs to re-establish purpose and new protocols for developing goals in 2021
- \* ARMs conducted by DP and Principal
- \* Consultative Committee Meetings led by Principal
- \* Preparing for and participating in online Parent/Teacher Interviews
- \* Principal sent a wellness Gift pack to all Staff at their home addresses
- \* Preparing for and providing fortnightly Assemblies on Fridays online
- \* Online Coffee catch up with staff during Lock down No 2
- \* Preparing for and providing Annual Christmas Carols online
- \* Worker Permits issued to all staff in Lock down No 1 & 2
- \* Preparing for and providing Annual Grade Six Graduation online
- Return to Work Policy
- \* Principal acknowledged World Teaches Day with Happy School Postcards, World teachers Badges, Gold Principal Award Sticker and complimentary comments.
- \* Ready, Set Prep program for 4 groups of 12 students & parents (for 5 Thursdays & 5 Fridays) i fourth term, 2020 via Google Meet.
- \* Two 2021 Prep Orientation sessions for 4 groups of 12 students & parents (Thursdays & Fridays) parents, socially-distanced in Family Room, students in classrooms
- Continuation of Child Safety policy implementation
- End of year Student reports proofread by Leadership Team
- Final day Luncheon organised by Admin team and Principal
- Each staff member received a thank you from Principal in the form of a Myer Voucher



\* Members of the Administration Team and Leadership Team members received an array of flowers for their leadership during COVID-19 Lock-downs

\* Each member of the Administration team received a present as a thank you for working beyond the call of duty during both Lock down's and the Principal's enforced absence.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2020

- Renewed RE Curriculum for staff
- Hero HQ First Aid, CPR and Asthma Training
- Staff Professional Learning with Sister Rita Malevisi
- Inspired Tapping PL sessions
- You Can Do It PL
- Coach Focus- The Leading Edge
- Maths Pentagonal Multiple Collective Meetings
- Seven Steps to Writing Success- whole school approach
- Google Drive workshops for all staff in Terms 1 and 2 foe Lock down
- Leadership Teams- Simon Breakspeare
- Professional Learning Communities- What are they?
- Learning Number in Framework PL
- AITSL Standards
- ZART ART Workshops
- Colourful Semantics
- NESLI Staff Wellbeing toolkit's 5 online modules (Conducted during 5 Whole Staff Professional Learning Meetings)
- North Central Zone Principal's Network
- Northern Region Religious Education Leaders Network
- Northern Region eLearning Network
- Northern Region Literacy and Mathematics Leaders Network
- North Central Zone Deputy Principals Network
- Learning Diversity Leaders Network

Number of teachers who participated in PL in 2020

31

Average expenditure per teacher for PL

\$459

**TEACHER SATISFACTION**

It was business as usual except it was all conducted online. The Teachers , Learning Support Officers and Administration staff all missed the face to Face contact with our students, but were thrilled to be able to involved online through many other events. All staff were involved in the Wellness Wednesdays, Good Wishes to the Students and their Parents, Pet Showing Day, Preps Cooking videos, Visual Arts displays and competition, fortnightly Assemblies with Classroom awards, Footy Day, Crazy Hair Day, Year 6 Graduation and our Annual Christmas Carols., These were all conducted Virtually, were extremely well-received, much appreciated and enjoyed by our students, their parents and our staff. Although the Staff were under a lot of extra pressure they certainly rose to the occasion and worked far beyond all our expectations..

There were 13 staff who lost loved ones through the year during lock down, but the support from Leadership and one another certainly helped in getting them through all the adversity that was presented to them. They were eternally grateful for the support and understanding that they received. The Staff were very united and became one during the 2020 year.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	93.2%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	85.4%
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**TEACHER QUALIFICATIONS**

Doctorate	0.0%
Masters	33.3%
Graduate	25.9%
Graduate Certificate	0.0%
Bachelor Degree	77.8%
Advanced Diploma	33.3%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	38.0
Teaching Staff (FTE)	29.4
Non-Teaching Staff (Headcount)	19.0
Non-Teaching Staff (FTE)	13.5
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

To create, deepen and sustain parent's understanding of their children's learning and wellbeing through improved opportunities for authentic partnerships.

### Achievements

- Continuation of 2 Prep Orientation Sessions (1 & 1/2 hours) for parents to be involved in their child's prospective room, grade and teacher for the next year.
- Continuation of Merri Health inspired program "Ready Set Prep" to ensure that 2020 enrolled prep students and families have regular opportunities to meet with other parents and students coming to school in the New Year. Parents and students take part in 6-7 sessions, the first 4 5 sessions attending together and the final two sessions with the students in the classroom. Through Merri Health, parents and staff had access to a Family engagement Officer.
- Showcasing St Matthew's Primary School at the Fawkner School Readiness Morning tea
- Continue our Parent and Friends Association fundraising for the school. RE=electing new Executive and further association members.
- Continue to promote and use Seesaw as a two-way communication tool between parents and teachers
- Offering parent helper courses for assistance in the Literacy block.
- Continuation of regular meetings, twice a term, with the School Education Board in order to lift the profile of the school board before and after Lock-downs
- Dissemination of consistent effective communication to parents via Seesaw, Skoolbag app and the school newsletter and also promoting the students work.
- Showcasing students musical skills at assemblies
- Yearly Prep Mass and BBQ at the beginning of the school year to encourage parents to attend school functions where they have the opportunity to talk to other families within their own children's year levels.
- Yearly Christmas Carols (this year Virtual) whereby all families are invited to share and participate in the Christmas carols led by our Music teacher
- Regular, weekly newsletters featuring an educational component to the newsletter to continue to communicate to parents the learning to occur at St Matthew's Primary School
- Dissemination of term overviews at the beginning of each term outlining the learning that will be taking place throughout the term, highlighting the Big Question that will be unpacked.
- Hosting Open days and tours for prospective parents Prep-Year 6, taking them through the classrooms for a 'walk and talk' model. usually 1 to 1/2 hours

### PARENT SATISFACTION

It was business as usual except it was all conducted online. The Parents expressed through emails, phone calls, online and the limited interaction face to face that they were so grateful for all the assistance and encouragement their children and they themselves received constantly throughout the two Lock downs. They were also thrilled to be able to be involved online through many other events. They expressed how personal it was to be involved with their children in the Wellness Wednesdays,, Good Wishes to the Students and their Parents, Pet Showing Day, Preps Cooking videos, Visual Arts displays and competition, Electronic Report Cards, Virtual Parent/Teacher/Student Interviews, ,SkoolBag App Alerts, Fortnightly Assembles with Classroom awards, Footy Day, Crazy Hair Day, Year 6 Graduation and our Annual Christmas Carols., These were all conducted Virtually, were extremely well-received, much appreciated and enjoyed by, the parents and their children. You could count on one hand the small number of complaints throughout both Lock-downs.

## Future Directions

### Education in Faith

In 2021, the school will continue to develop a shared knowledge of liturgy, a pillar of our Catholic faith tradition. Further to this, we will continue to extend our understanding of Catholic Social Teaching Principles in promoting the way of Jesus in the wider community, as we are a community of moral and social conscience. St Matthew's prides itself on being a school that embodies the charism of our patron St Matthew. The example of St. Matthew, who followed Jesus with a renewed heart, guides our Education in Faith sphere.

### Student Wellbeing

In 2021 the school will continue to further enhance Student Wellbeing practices so that each child's wellbeing continues to be at the forefront of what we do. Professional Development will continue to be provided to raise staff awareness of students with special needs and our staff focus will be in assisting each child regardless of their needs to achieve their full potential. In addition, our Social Thinkers' program will continue to assist with explicit teaching of social competencies. The school will continue with the New School Rules devised by the Staff in 2018 for further consolidation this year. The employment of a School Counsellor for two days every week will continue throughout 2021. Finally, the school will continue nurturing children's wellbeing in diverse ways as well as providing a safe and secure learning environment.

### Teaching and Learning

In 2021, the school will look at building Social Capital of all staff through initiatives such as further facilitated planning where the use of data and evidence will drive planning to ensure purposeful teaching within a personalised learning environment. Continued professional development and support will be provided in the use of contemporary learning tools such as Google Apps for Education to support Learning and Teaching. Also, the Staff will continue developing their individual Goals through the use of the AITSL standards.

### Leadership and Management

In 2021, the focus on Leadership and Management will be again ensuring that all staff is supported in their endeavours to improve student outcomes. Continuing to build a professional learning culture to assist staff in recognising and catering for the personalised needs of students will still be a priority. The development of effective structures and leadership from the school leaders will also be a key priority of the school.

### School Community

In 2021, the school wants to continue to build Family School Partnerships including, a welcoming place for families where they feel valued and are engaged in their children's education. We look to further enhancing these connections and improving the level of dialogue, making it more transparent, within the school and wider community.