



St Oliver Plunkett's School Pascoe Vale

2022 Annual Report to the School Community



Registered School Number: 1465

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Minimum Standards Attestation

I, Delfina Pieri, attest that St Oliver Plunkett's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

29/03/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

In the spirit of peace and forgiveness, with Jesus by our side, we aspire to be learners who are connected in a faith community that is

inclusive,
respectful,
loving
and compassionate.

Therefore, we are committed to provide safe and engaging learning environments where staff, students and carers work in partnerships to meet the needs of every child to ensure growth in their

spiritual, intellectual and emotional learning.

As a staff, we are committed to work collaboratively to design learning experiences that empower students to know more, care more and do more.

“Head, Heart and Hands Learning”

School Overview

St Oliver Plunkett Primary School is located in Pascoe Vale, approximately 12 kilometres north of Melbourne CBD. The school is situated on Landells Rd and is in the Catholic Parish of Pascoe Vale. The Parish Priest is Fr James Puppady.

The school of Blessed Oliver Plunkett, was opened in January 1942 for the beginning of the school year, with 87 students from Preparatory to Grade 8, taught by 2 nuns. The Church - School was officially opened with Mass by Archbishop Daniel Mannix on Sunday 15 March 1942. In 1954, the main school building, which still stands, was opened by Archbishop Mannix. By 1958, over 1000 pupils were accommodated in four buildings on school grounds- The Church-School, a weatherboard classroom, the main school building, and a building known as the 'New School'

Our facilities include 14 classrooms, a School Hall with adjoining Canteen and Outside School Hours Care Facilities, full length Basketball Courts, Athletics Track, Kitchen Garden, STEM Lab and Digital Technologies Lab, Performing Arts Room, Visual Arts Room as well as a safe and comfortable playground surfaced with rubber soft fall.

There is a strong sense of community at St Oliver Plunkett where staff members support and value each other and staff are willing to give that bit more to provide a happy and enriching school experience for our students. The school is also well supported by the parents of our students.

We have an enrolment of 319 students with 227 families. 10.6% of families received Camp Sport Excursion Funding (CSEF) in 2022, and we have an SES level of 105 and a DMI of 100.

In 2022, we have 14 classes across our school that are made up of

- 2 x Prep
- 2 x Year 1 Classes
- 2 x Year 2 Classes
- 2 x Year 3 Classes
- 2 x Year 4 Classes
- 2 x Year 5 Classes
- 2 x Year 6 Classes

The school offers the following specialist programs: Physical Education, LOTE (Italian), Visual Arts and Performing Arts: Music and Drama. We are also proud of our Stephanie Alexander Kitchen Garden Program. All students from Years 3-6 have a 1 to 1 Chromebook. All classes have access to PCs, Chromebooks, iPads, digital cameras and interactive whiteboard screens. All classrooms and learning spaces are air-conditioned and heated.

At St Oliver Plunkett Primary School we aim to be

- a community of faith-filled learners who empower each other to be a positive presence in our world, where growth, progress and improvement are experienced by all.

Principal's Report

It gives me great pleasure to present the 2022 Principal's Report to the St Oliver Plunkett Catholic Primary School community. This school year started with great enthusiasm, excitement and hope.

The impact of COVID-19 continued to be felt at every level across our school and, indeed, our world. Life as we knew it continued to hit us with challenges. As a united community, we need to celebrate the creative ways we were able to come together and support one another while we were apart.

St Oliver Plunkett Primary School is a strong Catholic Community. We recognise the importance of being active participants in our Faith and Learning journey. We had much to celebrate during the 2021 school year. The School Improvement Plan has now completed three years of its four-year cycle. The staff have been involved in the implementation, review and construction of the second Annual Action Plan for 2021.

Some achievements in 2022 include:

- Our School Review that focused on the VRQA minimum standards and 5 spheres of Catholic Education was an achievement in 2022. The reviewer set up a two day program that included class visits, observation of learning, focus group meetings with leader, teaching and non teaching staff, Parish Priest, students and parent representatives. The school was compliant in every area. The review activities found the school to be with a positive climate for learning, characterised by a clear coherent strategic intent that was aligned to all foundation documents.
- Launching our 7th Learning Disposition and hosting our Child Safety Week. With the implementation of the new 11 standards set by the government and the importance of resilience (more than ever before) we hosted a child safety week that kicked off with every child wearing pink to school day and celebrated how we can all be resilient and bounce forward from setbacks or conflict.
- Much awaited School Spectacular Fete was very well attended with approximately 5000 visitors and 1500 food items sold. The rides were a highlight for many who attended. It was a great way to bring the community and extended community together.

It is with appreciation that I thank each School Advisory Council member for their efforts in planning for the growth and sustainability of our school. I especially acknowledge our Chairperson, Bree Pertz, who has given direction and focus to the work of the Council.

I extend thanks to the St Oliver Plunkett Parent Auxiliary Executive Team led by Leah Campagnolo and Nadia Litsos. Our amazing Fete Committee led by Lara Denes, Tory Tempone, Daniela Caroselli and Melissa Driscoll for the work they have undertaken in 2022 to raise funds and bring the community together with a well attended Fete. I also congratulate the Parent Auxiliary on making the final repayment towards our two new adventure playgrounds which will be installed in January 2023. I acknowledge all the parents and members of our extended community who help our school in whatever way they can.

We welcomed a new and vibrant School Improvement Team in 2022, which offered the opportunity for reflection and evaluation through our Review Process to be a learning experience regarding the insights of our school. I thank each of the members of the team: Liliana Cesarin (Deputy Principal- Education In Faith), Sue Leighton (Learning and Teaching) Meagan Warby (Literacy Leader), Cecilia Garden (Mathematics Leader) and Liz Finlayson

(Learning Diversity Leader). In July 2022, we farewelled Sue Leighton after 17 years of service at St Oliver's. We welcome Sara Belante in July 2022 as our new Learning and Teaching Lead, she responded to the challenge of our review with rigor, passion and attention to detail.

I thank our staff for their unwavering support, dedication and professionalism towards the teaching, learning and wellbeing of our students. Together, we achieved our BIG 3 to maintain learning excellence, stay connected and ensure the wellbeing of all members of our community.

Finally and most importantly, at St Oliver Plunkett Primary School the child is at the heart of all we do. Every decision we make as a school must centre on what is best for our students' education. I thank the students for the way they enthusiastically take part in all aspects of school life and inspire us every day.

Delfina Pieri

Principal

School Advisory Council Report

Our School Advisory Council is composed of nine members who appreciate, value and share the educational mission and ethos of the Catholic Church. The group consists of the Parish Priest, the School Principal, the Deputy Principal, several parents of children enrolled at the school and the President of the Parents' Auxiliary. The council typically meets at least five (5-7) times per year. The School Advisory Council is structured so that members' tenure is varied over three (3) years to ensure continuity and new ideas. The following annual reports are generated by board members including:

- Principal's Report- Delfina Pieri
- Parents' Auxiliary- Leah Campagnolo
- Finance Report- Florabelle Santiago

We aim to foster a strong relationship between the council and the school community. We seek the school communities' valuable opinions and insights by advertising upcoming meetings and inviting agenda items to be directed to members for further discussion. The board has functioned effectively throughout the year and relationships within the board have been supportive and directed towards school improvement. During the course of 2022, the Education Board was involved in discussions- including:

- School Review-Compliance and School Improvement
- Review of school Canteen
- Melbourne Archdiocese Catholic Schools (MACS) Governance Model.
- School Advisory-Terms of Reference
- Review of School Fees and Levies
- Upgrade of new playground-master planning/design
- New Child Safe Standards and Ministerial Order 1359
- School Advisory Council-Code of Conduct
- Enrolments and implementation of a third prep class

Catholic Identity and Mission

Goals & Intended Outcomes

- That staff engage in professional learning to improve practice in Religious Education
- To explore and develop deeper understandings of Catholic beliefs and practice
- To strengthen and enhance our understanding and implementation of the Religious Education Framework
- To Implement The Pedagogy of Encounter

Achievements

At St Oliver Plunkett, the faith development of staff, students and community members remained the ongoing aim in 2022. Continued personal growth in faith examining the spiritual, moral, social & cultural calling life. Learning through dialogue, providing a teaching and learning environment where Catholic beliefs, Scripture and Gospel Values were given context in life today through re-contextualisation

A commitment to providing specific, professional learning opportunities in the understanding and use of Scripture, prayer and meditation and Liturgy has contributed to the value added achievements in the school.

Prayer, sacraments and symbols are key components in our schools approach to achieving its intention to explore and develop deeper understandings of Catholic beliefs and practices with teachers engaging in facilitated planning to implement the pedagogy of encounter. This approach to promoting reflection and dialogue presents opportunities to strengthen the faith formation of both staff and students.

VALUE ADDED

Religious Instruction

- staff prayer/reflections weekly
- pedagogy of encounter focus for planning
- liturgical celebrations
- Assembly prayers and information
- newsletter information and formation
- planned RE units using an inquiry approach
- explicit use of scripture in RE units, reflecting on the teaching of God/Jesus
- classroom prayer sessions
- class masses
- parish priest classroom visits

- appointment of liturgy leaders
- family sacramental evenings
- confirmation retreat
- visit by Bishop Curtin

Religious Growth

- staff meeting PL twice per term (10 hours per year)
- staff meeting prayer/reflection
- class mass, school liturgies, family mass, sacraments
- school newsletter
- attendance at assemblies and liturgies
- family information nights/sacramental evenings
- promotion of dialogue in RE lessons
- Holy week whole school walk and prayer
- religious school displays
- prayer tables in classrooms

Religious Community

- St Vincent dePaul Christmas appeal
- 'Action component in RE units
- school liturgies for feast days
- sacramental programs
- sacraments (Eucharist & Confirmation)
- Shrove Tuesday
- liturgical music online
- family sacramental evenings
- confirmation retreat
- Grandparents paraliturgy
- Celebration Days; St Mary Mackillop, feast of St Joseph, St Oliver's feast day, Feast of the Assumption, Catholic Education Week, Christmas appeal
- Introduction of Laudato Si and Pope Francis encyclicals

Learning and Teaching

Goals & Intended Outcomes

- That rates of learning growth will improve in the areas of Reading and Numeracy
- Teachers will understand the progression of learning in order to differentiate teaching with a focus on reading and numeracy
- Continue to strengthen knowledge of evidence based learning and implement practices to enhance engagement and improve outcomes in writing
- Implement structures and processes that facilitate collaborative conversations about data in the area of reading and numeracy.

Achievements

At St Oliver Plunkett Primary School we continue to provide a learning environment that supports the growth and development of all students. Opportunities across all curriculum areas seek to provide students with possibilities to showcase their talents, understandings and interests. The school continues to monitor the performance of students from Prep - Year 6 with ongoing assessment. This has allowed teachers to develop an in-depth understanding of all their students and plan for effective teaching, learning and intervention to enable and extend students, across subject areas. A range of differentiation processes have been implemented based on the analysis of data. The 2021 Naplan data has demonstrated learning growth in the areas of Reading and Numeracy. The data includes an increase in the percentage of students in the top two bands in Year 3 that is greater than the MACS average.

The implementation of evidence-based approaches to learning underpinned by whole staff professional learning has enabled consistency of practice. These opportunities have allowed teachers to develop a repertoire of strategies to deliver learning that integrates assessment, curriculum and pedagogical practices through a clearly articulated cycle of teaching. With the implementation of the Early Number and Algebra program, sustainment of the Initial-Lit Program (Prep-2) and enhancement of a shared understanding and delivery of Reading, Writing and Mathematics (Year 3- Year 6), we continue to strive to improve student achievements while supporting student engagement and efficacy. Teachers have worked closely and collaboratively with education consultants Helen Butler and Kath Murdoch to support a shared understanding and delivery of learning and teaching in line with evidence based learning practises. This ongoing professional learning has enhanced the capacity of all teachers when designing learning experiences that capture and stretch student skills and understandings.

Having undergone the MACSSIS Review Process during 2022, processes and practices have been reviewed and enhanced to ensure quality teaching and learning. Staff perception has increased positively in the measures of collective efficacy and collaboration. The Leadership Team and teaching staff plan for ample opportunities to review data across subject areas as an ongoing process. This has allowed for collaborative conversations in the area of Reading and Numeracy, while creating and maintaining a shared space where data is used to plan for individual learning needs. Collaborative Facilitated Planning has provided opportunities to continue enabling and extending students. We continue to maintain learning environments that harness student learning and wellbeing while sustaining a school with a positive climate for learning, characterised by a clear, concise and coherent strategic intent.

- Kath Murdoch: Developing professional knowledge and skill to design learning experiences that encompass student engagement, interest and student agency in line with the curriculum and assessment.
- Continued implementation of an evidence based approach to reading instruction in P-2 (InitialLit), incorporating a synthetic approach to the teaching of phonics alongside a rich literature and vocabulary component.
- Involvement in the Early Number and Algebra (ENA) Program for Prep teachers, providing formalised maths assessment in the area of Number and professional learning opportunities.
- Staff professional learning has enabled consistency of practice with the InitialLit Program.
- Reading intervention complements classroom practice, enabling students to reintegrate into the classroom as their learning growth improves.
 - MiniLit was offered and supported students in Year One and Two with Reading challenges.
 - MacqLit was offered to support students in Year Three to Five to support students with reading challenges.
- Beginning of year and Term 3 Assessment Days for teachers to meet with small groups of students to assess reading and numeracy skills for learning progression.
- Numeracy and Literacy data was collated and analysed as a team and at a whole staff level, to inform planning and guide small group focused teaching.
- Professional development with Educational consultant Helen Butler with the focus on 'Self Regulated Learning in Writing' and 'Strengthening the design of Learning Intentions and Success Criteria'.
- Coaching sessions for Literacy Lead with Helen Butler and level teams for facilitated planning in the area of Writing.
- Continued involvement in the EBL collective.
- Co-construction of operating norms and agendas to guide Facilitated Planning.
- Consistency of practices and pedagogical choices throughout Prep-6 with Literacy, Numeracy and Learning & Teaching coaches facilitating planning sessions.
- Seesaw continued to provide snapshots of learning to parents, whereby allowing students to reflect and engage in discussion about what they are learning, how they are going and where to next.
- Learning Conversations with parents occurred twice yearly.
- The Compass platform allowed for Reports to be delivered and accessed online by parents/guardians (twice yearly).
- The Assessment Schedule was reviewed, amended and completed.
- Appropriate time allocated to Literacy and Numeracy Leaders who were released from class twice weekly to attend PD and networks, lead meetings and deliver PD, plan and run extension programs.

- Students in 3-6 were identified for involvement in Literacy and Numeracy Extension Programs which involved participation in the ICAS Assessment and Mathematical Olympiad.
- Numeracy and Literacy resources were updated and purchased according to program and staff needs.
- Teachers worked collaboratively with the Learning Diversity Leader to develop Personalised Learning Plans that support student individual needs.
- Parent Support Group Meetings were held to evaluate Personalised Learning Plans and discuss the achievements and future goals of students with individual needs.
- Numeracy Intervention was offered for students in Year 2 and Year 3 to support their development in the area of Number.
- Enhancement team monitor student growth and progress and evaluate enhancement and intervention programs.
- Regular communication with the parent community via the school newsletter and Compass to inform parents of Learning and Teaching directions and focus.
- The STEM program continued to provide students and teachers with opportunities to develop understanding and skills related to; Science, Technology, Engineering and Mathematics, with clear links to year level termly Inquiry topics.

STUDENT LEARNING OUTCOMES

- Improved Learning outcomes for Reading and Numeracy. The 2021 Naplan data have demonstrated learning growth in the areas of Reading and Numeracy. The data includes an increase in the percentage of students in the top two bands in Year 3 that is greater than the MACS average.

Our school has a vast number of formal and informal assessment measures in place to track, monitor and triangulate student data.

Our Prep to Year two students were assessed using:

- Alpha Assess
- InitialLit Screeners
- Learning Framework in Number/Early Number and Algebra Assessment
- PAT-M and PAT-R
- Fountas and Pinnell Benchmark Assessment System
- South Australian Spelling Test
- Writing Moderation

In Year 3–6 students were assessed using

- PAT-M, PAT-R and PAT Spelling
- Fountas and Pinnell Benchmark Assessment System

- South Australian Spelling Test
- Writing Moderation
- Essential Assessment

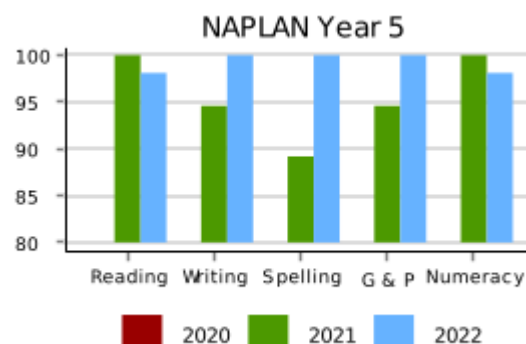
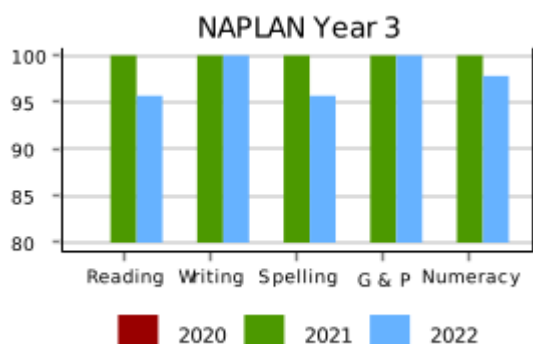
All data was collated by the Literacy and Numeracy leader on a digital data wall. Robust conversations were part of this analysis to highlight at risk students and addressing particular areas of need through intervention, extension or focus group teaching programs.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	100.0	-	97.8	-2.2
YR 03 Reading	-	100.0	-	95.7	-4.3
YR 03 Spelling	-	100.0	-	95.7	-4.3
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	94.6	-	100.0	5.4
YR 05 Numeracy	-	100.0	-	98.1	-1.9
YR 05 Reading	-	100.0	-	98.1	-1.9
YR 05 Spelling	-	89.2	-	100.0	10.8
YR 05 Writing	-	94.6	-	100.0	5.4

* 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 create a culture of resilience
- To develop shared understandings, language and practices around social and emotional learning.

Achievements

St Oliver's continues to provide a clear, consistent and coordinated approach to Wellbeing. The delivery of classroom programs (Resilience, Right and Respectful Relationships and the Zones of Regulation program), lunchtime clubs, supporting documentation in the school newsletters, parent training and staff professional development opportunities ensured that everyone had a consistent understanding of the fundamental concepts and a shared common language.

The school and classroom environments are bright, friendly and safe. Staff and students relate most positively and parents and visitors are warmly welcomed to the school. Parents value the approachabilities of staff and the mutual respect observed between staff and students.

A strong relationship culture thrives throughout our school community and continues to provide a positive emotional tone in the workplace evidenced by high levels of school, staff and student morale. Following two years impacted by COVID -19, it became crucial in 2022 to welcome families and gather as a community again. Beginning the year with our Welcome Family Twilight Bush dance.

The school partnered with The Resilience Project Program throughout 2022. The staff were engaged in professional learning and worked in partnership to deliver engaging Prep-6 programs. The teachers and students were engaged in weekly lessons around the key principals of Gratitude, Empathy and Mindfulness (GEM) to build resilience.

VALUE ADDED

- External steps in the north yard were brightly painted with resilience/disposition words.
- Students completed The Resilience Youth Survey. Survey data was shared and used to guide learning and student supports.
- Along with The Resilience Project our student wellbeing was supplemented using 'The Zones of Regulation' program and 'Resilience, Rights and Respectful Relationships' program and continual embedding of our learning dispositions providing consistent and explicit teaching practices to support social and emotional learning.
- With mental health identified as a priority two school counsellors, each working one day a week provided supports to students and families, the skills of our counsellors were crucial for many families and students following the lockdown.

- Regular information is presented in the school newsletter to support parents to develop a shared understanding and provide a common language.
- Clearly documented processes overseen by our Learning Diversity Leader are in place for the referral of students with academic, behavioural, social or emotional needs. Processes were updated and embedded to ensure the NCCD (Nationally Consistent Collection of Data) was collated and entered into the system.
- Programme Support Group meetings are held regularly where Personalised Learning Plans are developed with teachers and families to support students with additional needs and who qualify for NCCD funding.
- The Learning Diversity Leader and teachers continued to develop a space for children who need a break from the rigours of the classroom. Sensory areas were designed to be an engaging and safe space to support children who struggle to maintain focus in the classroom.
- The school collaborates with external allied health professionals to support student Learning and engagement.
- Strong transition procedures are in place to foster communication from year to year and kindergarten to high school.
- Prep 2022 Website was designed and implemented to engage our future students and their families. Staff shared stories, mini tours of the school and general information to excite and give our prospective preps an insight into what happens at St Oliver's. Future Prep students were provided a school pack, T-shirt and a school mascot 'Ollie Bear' to support transition as well as three orientation sessions.
- Our Buddy Program strengthens student relationships building positive relationships with all children from prep to year 6.
- Student representative council leaders are nominated and decided upon by their peers. Monthly meetings were held to explore ideas to engage students on our playground and in the area of sustainability.
- The ride and stride program was implemented encouraging sustainable modes of transport and improving physical and mental health for students and families.

STUDENT SATISFACTION

The Data Snapshot from the Melbourne Archdiocese System & School Improvement Survey (MACSSIS) indicates that students are significantly satisfied with many areas of the school, particularly in the areas of Rigorous Expectations, Student Voice, School-Teacher-Student relationships and School Climate and Learning Dispositions. This indicates that not only do students feel they are able to have a voice, but that the high expectations resonate with them in their learning journey and that they can use their dispositions to support and strive to their personal best.

St Oliver Plunkett Primary School student satisfaction data exceeded the MACS average in all ten domains.

STUDENT ATTENDANCE

Monitoring of school attendance enables identification of students at risk, as does the early implementation of intervention strategies. All school staff and parents/carers have a responsibility for the detection and assessment of the causes of school non-attendance. All members of the school community are expected to meet the requirements of attendance and work to the best of their ability to keep attendance for all students as close as possible to 100% attendance. As a school, we have a legal responsibility to record and monitor attendance and take appropriate actions to rectify problems of non- attendance. These actions are aligned with the School's Attendance Policy.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	90.7%
Y02	90.6%
Y03	91.7%
Y04	91.1%
Y05	90.5%
Y06	90.5%
Overall average attendance	90.8%

Child Safe Standards

Goals & Intended Outcomes

Develop a Child Safe Standard Action List and contextualise and review policy to be compliant with the 11 child safe standards.

Achievements

All students & young people attending St. Oliver Plunkett Catholic Primary School have the right to feel safe. The school affirms its commitment to child safety by adopting a 'zero tolerance' to child abuse and by actively implementing and managing strategies to help protect children from harm. Initiatives undertaken to ensure the safety of students and young people at St. Oliver Plunkett Catholic Primary School include the following:

- Contextualise Child Safety and Wellbeing policy with logo, photos and statement of commitment to create a culturally safe environment for Aboriginal students and their families.
- Share Child Safety and Wellbeing Policy with staff.
- Devise a student friendly version of the Child Safety and Wellbeing Policy.
- All students received and signed a student code of conduct.
- Inducted leaders into how to complete the Bullying record and investigation tool.
- Reconciliation Week focus-lessons, assembly and recognition.
- Interview, train and induct volunteers into the school community.
- Induct all staff into the Bullying record keeping and investigation tool
- Leadership to review all child safe, welfare policies and contextualise for 2023 school year.
- Leadership to revise content of staff handbook to ensure it aligns with new policies and procedures.
- Set up archiving system aligned with the policies and procedures.
- Staff signed code of conduct and completed mandatory reporting training
- Staff inducted into handbook.
- All parents completed the student code of conduct.
- Added the school's commitment to child safety on the website.
- Share Child Safety and Wellbeing Policy with staff.
- Devised a student friendly version of the Child Safety and Wellbeing Policy.
- All students received and signed a student code of conduct.
- Completed child safe risk register.
- Interview, train and induct volunteers into the school community.
- Induct all staff into the Bullying record keeping and investigation tool

- Devised a student friendly version of the Child Safety and Wellbeing Policy.
- Shared policy with SRC for feedback
- All students received and signed a student code of conduct.
- Ensure updated posters are visible in all learning spaces and corridors promoting safety of self and others.
- Continue to work towards esmart compliance.
- Leadership to review all child safe, welfare policies and contextualise for 2023 school year.
- Leadership to revise content of staff handbook to ensure it aligns with new policies and procedures
- Curriculum Mapping and 2023 Planning day attend to child safe awareness and practices- link to Units of Inquiry and Watch Out Week!
- Set up roles and responsibilities for 2023 Year 6 leaders to include an element of how they promote a safe environment for all students.
- Include Child Safety Updates on the School Advisory Council Meeting AgendaUpdate families of the Volunteer process via parent letters
- Ensure Child Safety Updates are included in the School Newsletter
- Share and review all child safe, welfare policies and contextualise for 2023 school year with School Advisory Council
- Via the school newsletter Communicate that discrimination and bullying are not tolerated – if incidents of bullying or discrimination occur, address the incident in line with the Anti-bullying Policy (including cyberbullying).
- Beginning of term settling in, let students know they can safely raise concerns or report incidents that occurred at school and outside school. Check in with vulnerable students and their families to confirm their needs are being met. This can occur at pick-up or drop-off, at parent–teacher interviews or through informal discussions.
- Share and review all child safe, welfare policies and contextualise for 2023 school year with School Advisory Council and staff
- Update Website accordingly

St. Oliver Plunkett Catholic Primary School has an appointed Child Safety Officer with specific responsibilities for responding to reports or complaints made by any member of the school community relating to child safety concerns or abuse. The school's Child Safety Officer works closely with members of the leadership team, staff members, clergy, casual relief teachers, volunteers, contractors, students and the parent community to ensure Child Safety Standards are maintained and all child safety complaints, suspected abuse, disclosures or breaches of the Child Safety Code of Conduct are immediately addressed. Where staff members have significant concerns for the wellbeing of a student or young person they are mandated by law to report their concerns immediately to the Principal, Child Safety Officer or a Member of the Leadership Team before contacting DHHS Child Protection. Staff members will be supported through all aspects of the reporting process.

We enforce a Code of Conduct for all staff members, clergy, casual relief teachers, volunteers, and contractors that clearly defines workplace expectations including professional boundaries, ethical behaviours and acceptable & unacceptable

We recognise the importance of minimising the potential of Child Abuse or harm and use this process to inform our policies, procedures and activity planning. In addition to general Occupational Health & Safety risks the school proactively manages risk via a formal assessment process

We work with students to ensure that they are empowered to understand their rights, recognise what abuse is and encourage them to speak up when they feel uncomfortable or afraid. Staff members actively encourage students & young people to express their views on matters that directly affect them. The school educates students and young people on strategies they can adopt if they feel unsafe.

Leadership

Goals & Intended Outcomes

- To create an expert and coherent teaching team characterised by effective instructional leadership, collaboration and reflective practice in an evidence-based learning culture.

Achievements

- The effectiveness of strategic planning, leadership and management of the school is reflected in the current renewal of the school’s mission, building on previous work to renew the school’s vision.
- Beginning the implementation of effective instructional leadership through the school improvement team. This allows for opportunities of facilitated planning, peer observation, instructional coaching and modelling
- Marked improvement in staff perceptions of *Collective Efficacy* reflects growing confidence in teachers' capacities to improve instruction in the context of developing their understanding of effective classroom instruction.
- Engage in Principal conversations with staff outline professional goals and learning.
- Set termly professional learning goals based on St Oliver’s Annual Action Plan.
- Monitor professional learning through the completion of Professional Development Cycle.
- Engage in Appraisal process with principal highlighting achievements and areas of growth
- Principal engaged in termly learning walks in all classrooms
- Principal conversations with all students regarding Learning at St Oliver Plunkett Primary School
- Enhance communication protocols with the implementation of Principal News and Daily Update.
- School Improvement team meetings embedded fortnightly on a Tuesday morning with a focus on reflection, professional growth and learning.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Religious Education- Catholic Identity and Mission

- Build teacher knowledge when engaging in the Pedagogy of Encounter, five minds for the future in RE/ Easter
- Redesign of planner to facilitate deeper reflection
- Journaling in the Religious Education classroom Using scripture for reflection/journaling

- Analysis of RE data from the staff and students using Pedagogical Reflection Tool, planning for future using current data
- Brisbane Liturgy - Understanding Liturgy (5hrs)
- Applying and exploring Advent scripture in classroom, re-contextualising using the Pedagogy of encounter with Jude Caspersz
- Application Laudato Si and Pope Francis' encyclicals to the Pedagogy of Encounter

Learning and Teaching

- Writing- Developing a whole school guaranteed and viable curriculum- Helen Butler
- Inquiry Based Learning- Kath Murdoch
- Numeracy and Literacy Data Analysis and Moderation Processes
- ENA- Early Number and Algebra
- Evidence Based Learning Collective- Writing Focus
- Digital Pedagogies- Seesaw

Leadership and Management

- Review process-Compliance and School Improvement
- Development of School Mission Statement
- Building Leadership capabilities in the area of instructional learning
- Data Analysis- MACSSIS: Student, parent and staff
- Data collection using the School Improvement Framework Rubric

Staff and Student Wellbeing

- The Resilience Project

Child Safety

- Introduction and understanding of the 11 child safe standards
- Mandatory Reporting Module

OHS

- Emergency Evacuation Processes
- First Aid Training including Anaphylaxis and Asthma training
- Safe Smart Portal: OHS induction modules

Number of teachers who participated in PL in 2022	41
Average expenditure per teacher for PL	\$250

TEACHER SATISFACTION

The Data Snapshot from the Melbourne Archdiocese System & School Improvement Survey (MACSSIS) indicates that staff are significantly satisfied with many areas of the school,

particularly in the areas of Staff-Leadership Relationships, School Climate, Collective Efficacy and School Leadership. In 2022 the school has undergone a process of leadership renewal. The data reflects the effectiveness of the strategic planning, the consultative and collaborative process that exists within the school and a positive school climate where professional learning is valued.

St Oliver Plunkett Primary School teacher satisfaction data exceeded the MACS average in all 14 domains.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	85.4%
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ALL STAFF RETENTION RATE

Staff Retention Rate	76.9%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	20.8%
Graduate	4.2%
Graduate Certificate	8.3%
Bachelor Degree	75.0%
Advanced Diploma	20.8%
No Qualifications Listed	16.7%

STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	40.0
Teaching Staff (FTE)	33.2
Non-Teaching Staff (Headcount)	16.0
Non-Teaching Staff (FTE)	11.0
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

- That improved parent and community voice will support student learning and develop students' confidence

Achievements

- Parent input during the review process clearly identified the schools' strengths in providing a safe and supportive learning environment for their children.
- Parents appreciated the communication through termly year-level overviews and regular communication through the schools' online platform- Compass.
- The school has an active School Advisory Council and a Parent Auxiliary, enabling active parent engagement and input.
- The celebration of class masses and encouragement of parent involvement is valued and appreciated
- The school's social justice initiatives align with the Catholic Mission of our school
- Implementation of Year Prep-6 Parent Representatives as a way to build social connections for families was established and supported by the school.
- 80 Year celebrations of our school. An invitation was extended to all alumni. The event was well attended with a Celebration of Learning Expo, Art Show, Free Sausage Sizzle, STEM demonstrations.
- "Everyday is Open Day" Campaign allowed for new and current families to tour the school and find out more about our processes and practices.

PARENT SATISFACTION

The Data Snapshot from the Melbourne Archdiocese System & School Improvement Survey (MACSSIS) indicates that staff are significantly satisfied with many areas of the school, particularly in the areas of Student Safety, Catholic Identity and School Climate. In 2022 the school had a strong focus on the student friendly version of the child safe policy and a Child Safety Week to launch its 7th Disposition- Resilience. These events have had a significant impact on the data.

St Oliver Plunkett Primary School parent satisfaction data is equal to or exceeds the MACS average in all 7 domains.

Future Directions

As a school we engage in the process of strategic thinking and planning manifesting the development of our School Improvement Plan 2023-2027 for the next four years the strategic intent is...

As a community of faith filled learners we are committed to work collaboratively to design learning experiences that empower students to **know** more, **care** more and **do** more.

"Head, Heart and Hands Learning"

Therefore, our priorities include:

- To embed a pedagogical framework that focuses on shared beliefs and understandings about Evidence Based teaching and learning.
- To strengthen and sustain a performance and development culture that is responsive to the professional learning needs of staff.
- To consolidate and enhance student empowerment.