



# St Finbar's School

## Brighton East

### 2021

## Annual Report to the School Community



Registered School Number: 1221

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E NUMBER	E1111

## Minimum Standards Attestation

I, Pat Berlingeri, attest that St Finbar's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

30/03/2022

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

### Our School Vision

#### Vision Statement:

St Finbar's is a Catholic Primary School Community which aims to provide a safe, supportive and dynamic learning environment in which each member is respected and nurtured.

#### Mission Statement:

St. Finbar's is a school where:

- all members are nurtured to grow in their Catholic Faith and Spirituality with a focus on our Catholic Social Teachings and Social Justice.
- students are encouraged and supported to participate fully in an ever changing global community, supported by a curriculum which meets their individual learning needs.
- we value each member as an individual whilst nurturing their social and emotional wellbeing.
- structures and practices are put in place to ensure that all members of the community have the opportunity to grow.
- positive partnerships between school, home and parish are fostered to strengthen our relationships and promote active community involvement.

The school enacts its philosophy in its deeds and actions and through the curriculum.

#### Our 9 School Values - Derived from Values for Australian Schooling

1. Everyone deserves a fair go at our school.
2. We work hard and try to achieve our best.
3. We greet each other in a friendly way.
4. We care for our school and the environment.
5. We value honesty.
6. We all have the right to feel safe and happy at school.
7. We care for our friends by including others.
8. We try to understand how others feel.
9. We celebrate difference.

Reviewed by the School Advisory Board - February 2021. Reviewed by St. Finbar's School Staff - February 2021.

## School Overview

St Finbar's Parish, Primary School is situated beside the historic St Finbar's Church on the corner of Centre Road and Nepean Highway, East Brighton.

Formerly known as St Patrick's Parish of Little Brighton, the church was opened in a newly erected weatherboard building on April 30, 1848, with Mass. The school shared this building with the church for three months and in June 1848, St Finbar's School was opened in another small, wooden building on the site.

With the development of plans for a Melbourne Cathedral, the Archbishop requested that the name Patrick be given to this project, hence St Patrick's Little Brighton took the name of St Finbar's - a truly Irish saint. The weatherboard church and school, 'the first Catholic Church erected in the suburban area of Melbourne' have long since disappeared and have been replaced by the present buildings. None of the original buildings remain as many of them were demolished during the 1970s with the widening of Nepean Highway.

The school was originally founded and staffed by lay teachers. Between 1906 and 1908, the Presentation Sisters taught in the school. They then returned to run the school in 1925 and remained until 1974. Due to decreasing numbers and a redefining of their mission, the Sisters handed on the tradition of quality education to a lay administration and teachers, and this legacy lives on today.

### Buildings

St Finbar's is committed to the planning and provision of high quality resources and facilities to support a range of the Curriculum Programs.

Our school is a very well-equipped school with 16 learning areas, which include a Library, Arts Centre and outstanding administration and staff facilities.

In January 2010, after four years of planning and fourteen months of building works, a major building program was completed. We believe that our learning areas provide our students with the best possible learning environment. Each of the classrooms are spacious, up-to-date and have both heating and air- conditioning.

Other facilities at our school include:

- Well-equipped Library
- The Arts Centre
- Administration and staff facilities
- 5 meeting rooms
- Uniform shop
- Increased playground spaces with a sustainable garden, an adventure garden and open playing spaces
- Multiple water tanks
- Multi-purpose hall
- Tuckshop/Canteen
- Solar Panels

- Out of school hours care facility

The School Building Program was self-funded and has incurred a debt of \$3.2 million to be repaid over 15 years, the interest of which is paid by the Government. We believe that these facilities will meet the needs of students of today and into the future.

In 2009, as part of the Federal Government's 'Building the Educational Revolution Program' (BER), St Finbar's received a grant of \$2.5 million, which was used to construct a new hall and fencing.

Within the complex of the large sports-gym hall, additional facilities include:

- Before and After School Care which operates each morning and evening, on pupil free days and holidays.
- Canteen facilities - 4 days per week

In 2017, St. Finbar's community saw the refurbishment of the Mary Clare playground with the addition of the running track and relocation of the basketball court to a more central location. In 2018, the Thomas Sherry playground was re-asphalted with some slight modifications which enabled 2 full multi-purpose courts with multiple line markings (Basketball/Netball & Soccer/Netball) to be realised.

Security cameras were added in 2018 and 2019 to the external building and public internal areas for added security and safety.

In 2019 and 2020 all classroom furniture was replaced with new contemporary furnishings with the assistance of the generous Parents and Friends Association under the direction of the School Advisory Board. 2020 also saw the installation of Solar panels on the School/Parish Hall, and the completion of an indigenous meeting space on the John Ashe Playground. Electric doors were added to the front of the school in 2021.

In 2021 St. Finbar's has replaced all of the interactive whiteboards with TV Screens and have installed chrome cast in every room to enhance wireless connectivity. Planning for an elevator has begun with installation expected in 2022.



## Principal's Report

We began the 2021 school year hopeful that we were past the worst of the Covid Lock-downs and restrictions. Unfortunately this was not to be.

The St. Finbar's Community stepped up bravely to the resumption of the Home learning program and with feedback from parents and students we modified what we were offering to accommodate learning as much as possible.

My sincere thanks to all community members for their resilience in yet another tough year and well done to all of our staff and students for their many successes.

School Improvement continued during 2021 with the following project completed:

- Replacement of the Thomas Sherry Adventure Playground.
- Replacement of all interactive whiteboards in the school with TV screens and Chromecast.
- New Mural on Prep classroom external wall.
- Electric Front Doors (2 sets of doors) for contactless entry to the foyer.

My sincere thanks to Mrs Steele Anderson and Mrs Peggy McDonald our Deputy Principals for 2021 for an outstanding year. Their support during a difficult year has been greatly appreciated.

Finally, I would like to acknowledge the constant support of our Parish Priest Fr Ian Ranson. He has been a tower of strength to our community and I would like to thank him for his ever present support of all community members.

Nevertheless, we dust our selves off from an extraordinary year, safe in the knowledge that we are stronger than we think, more capable than we realise and more agile in learning spaces than we give ourselves credit for. Here's to a post covid normal 2022.....

God Bless,

Pat Berlinger Principal

St. Finbar's School



## Parish Priest's Report

### Parish Priest's Report

Each year our parish school provides the Catholic Education Office (Southern Region) an annual report with an accompanying letter from the Parish Priest, hence this letter:

It has been a privilege over many years to be involved in my local schools and now school. The Principal and Staff of St. Finbar's accept me and encourage me to be involved in all aspects of school life. This includes Board Meetings, occasional Staff Meetings, School Activities, Masses & Sacramental Occasions and Weekly Parish Masses.

These unite the parish - students, parents, staff and admin, parishioners and families.

We have an excellent Principal, Pat Berlingeri, and Two Deputy Principal's - Mrs Peggy McDonald & Mr Steele Anderson, and a very good staff backed up by Admin & Leadership teams.

Parents seem very satisfied with our school and Enrolments are increasing steadily.

As I always say, it is a Joy to be involved in the Parish School, especially St. Finbar's Brighton East.

Fr Ian Ranson Parish Priest

St. Finbar's Parish and School

## School Advisory Council Report

### Chairperson's Report for 2021

On behalf of the School Advisory Board of St Finbar's (SF) Primary School, I am pleased to provide the 2021 Chairperson's Report.

Writing this report, I have mixed emotions and reflect on the contrast of the Victorian summer and winter seasons. With the start of the year is as it should have been, the children playing with their friends at school, attending all manner of school and social events and just having fun in the sun. However, our winter saw Melbourne thrust back into an extended lock-down, children returning to remote learning and all the challenges this brings.

Reflecting on the year, its these tough, uncertain times that show the spirit of the school community. I believe our children, parents and school staff did their best to navigate many tough situations to deliver the best outcome for our children.

Notwithstanding these challenges, the board met in person and virtually six times over the year to discuss numerous key school agenda items.

The items that resonate with me are the implementation of the schools Hardship Policy, the new Thomas Sherry Playground and progress on the exciting school Master Plan agenda.

The Hardship Policy (& Hardship Fund) was an initiative created by the board in 2020. At its core, the policy was established to provide financial support & stability to the SF families. A great amount of effort, thought and care was put into this process and the policy has assisted numerous families over the year. I feel proud that we are a school community that supports families when they need it most. My sincere thanks and gratitude to everyone involved in this process.

The Thomas Sherry Playground had been well-loved over a number of years and was in need of a revamp. With principal Pat Berlingeri leading the charge, the designs presented to the board were nothing short of spectacular. With input from the board, children and teachers, the final design was chosen and implemented. My first memory of the new-look playground reminded me of the TV show Ninja Warrior. Children were hanging from every part of the playground, laughing, swinging, sliding and thoroughly enjoying themselves. What a great investment in the children's happiness for years to come.

A special mention to Nat Preston of Preston Lane for his efforts facilitating the schools Master Plan agenda. The board convened a special meeting in early 2021 to review and identify strategic projects for the short, medium and long term benefit of the school. As part of this meeting, the board unanimously agreed on the new elevator location. Since then, the required permits, contractor and final designs have been chosen, with installation due in early 2022. This has been a long-term vision of the school, and it will be great to start the new year with this project completed.

These were some of many items delivered in 2021. The new electric doors at the front of the school bring peace to the office staff every day, new TVs are wall mounted in numerous classrooms, lockers have been installed in the junior wing and who could miss the amazing new mural, just to name a few.

There are so many people within the SF community that make the school special. I would like to convey my sincere thanks to Fr Ian Ranson, Principal Pat Berlingeri, Deputy Principals Peggy MacDonald and Steele Anderson, my fellow Board Members and all the teaching staff for their tireless efforts. 2021 has presented another set of challenging circumstances and the community can't thank you enough.

At the end of 2021, we farewell from the board Deputy Principals Peggy MacDonald and Steele Anderson, P&F President Tiffany Clark and board members Selena Webb and Jean Paul Donga. You have all helped steer the SF ship through uncharted waters and the community of SF thank you for your selfless contributions. The School Advisory Board will now be known as the MACS (Melbourne Archdiocese Catholic Schools) Advisory Council and we welcome Ashlea Diamond and James Davies as members to the board in 2022. Deputy Principals Michelle Hill and Steele Anderson will be providing valuable school insights to the board when necessary.

Throughout 2021, we have all had to navigate many challenges, and I'm sure that our collective multitasking skills and resilience have gone to the next level. It has been my honour to Chair the Board in 2021 & I look forward to what 2022 brings!

Gerrit Horchner

Chairperson

MACS Advisory Council

St Finbar's Primary School

## Education in Faith

### Goals & Intended Outcomes

Goal: To strengthen St Finbar's as a faith filled community and a lived faith experience for students, staff and parents.

Intended Outcomes: That understanding and appreciation of being a member of the St Finbar's Catholic school community is owned and deepened in students, staff and parents.

### Achievements

Religious Education is the Key Learning area unique to Catholic schools. The course content is outlined in documents produced by the Religious Education Department of the Catholic Education Office (Melbourne) and further developed by staff.

Students learn about the doctrine and traditions of the Catholic faith and are also provided with many opportunities to participate in Catholic practices. Liturgies are planned and celebrated to mark major Church seasons and events. Junior grades share in a Prayer Night, which involves the students, parents and teachers.

Sacramental Programs are central to the existence of St Finbar's as a Catholic school. Reconciliation, First Eucharist and Confirmation are whole school celebrations, which also aims to provide opportunities for parents to reflect on their own personal faith journey. Sacramental/Family nights are held prior to each of these celebrations. These nights, together with Family/Class Masses and Class Prayer Nights are intended to bring families together to support them on their faith journey.

The priority initiative in Religious Education in 2021 was for each Year level to plan and implement the Faith Life Planner which is our document for school learning.

#### VALUE ADDED

- Staff prayer and meditation
- Sacramental Program
- Staff and students are able to plan a Mass/Liturgy/Prayer Nights
- Embed in faith life planner
- Theme for social justice for the year - linked with student voice.

## Learning & Teaching

### Goals & Intended Outcomes

Goal: To develop the potential of all learners to be actively engaged and confident in their learning.

Intended Outcomes: That learning growth of all students will improve.

### Achievements

At St Finbar's School, we believe in the provision of excellence in education, through a love of learning, supported by challenging educational programs which meet the needs of the individual student. We aim to support the development of each child's spiritual, intellectual, emotional, physical, social and creative growth. The staff is responsible for providing a planned and sequential curriculum which will enable each child to develop their capabilities. It is recognised that continual evaluation of the curriculum is carried out in order to meet the current educational aims.

#### STUDENT LEARNING OUTCOMES

Student progress was tracked through the use of our internal assessment systems. All data has been collated in our online assessment program SPA - Student Performance Analysis.

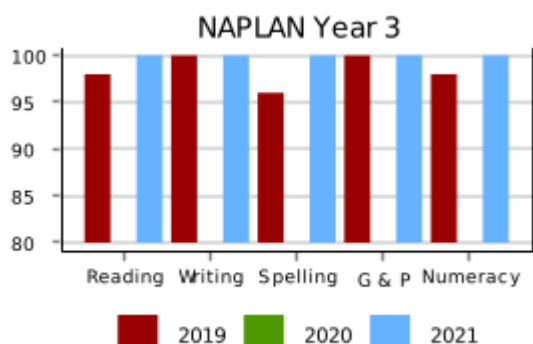
- ACER Performance Analysis Testing - PAT Maths and Reading (November)
- Essential Assessment (Start and end of each Maths Unit)

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	100.0	-
YR 03 Numeracy	98.0	-	-	100.0	-
YR 03 Reading	98.0	-	-	100.0	-
YR 03 Spelling	96.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	100.0	-	-	98.1	-
YR 05 Numeracy	100.0	-	-	98.1	-
YR 05 Reading	100.0	-	-	98.1	-
YR 05 Spelling	100.0	-	-	98.1	-
YR 05 Writing	98.0	-	-	98.1	-

\* 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: To further develop a positive culture where student well-being flourishes and is explicitly connected to student growth.

Intended Outcomes: That students develop capabilities and skills that promote their well-being.

### Achievements

Student Wellbeing aims to promote and enhance the personal, social, physical, emotional, mental and spiritual nature of students. Key elements of student wellbeing are positive self-regard, respect for others, positive relationships, responsible behaviours and personal resilience. These attitudes and skills are taught as well as expected of the children.

The key strategies are to maintain a consistent approach to the Be You Program (Formerly Kids Matter) and continue with Circle Time and Bounce Back through professional development, dialogue and following of procedures to maintain student connectedness to peers, while improving student connectedness to school.

#### VALUE ADDED

- Celebration Week held in Term 1, Week 1. All classes involved in cross age and whole school activities. Parents welcomed to visit learning spaces. A welcome picnic concluded Celebration week.
- Relationship building was a key focus for Celebration Week.
- School values were explored with Year Level and displayed in classrooms and the school entrance.
- Student Representative Council (SRC) artwork demonstrated student actions for each value
- Ongoing support for students, parents and staff through resourcing of a Student Wellbeing Leader and a Learning Diversity Leader.
- Fortnightly Student Wellbeing meetings with the Wellbeing Team. Student Wellbeing and Student Services Leaders are core to the Team and teaching staff are rotated on a termly basis.
- Regular reminder in the staff memo to ensure a consistent school approach to the Behaviour Management Model.
- Bounce Back, scope and sequence taught in classrooms.
- All Learning Support Officers invited to attend professional development opportunities.
- Brighton Cluster Schools student day for Years 5/6.
- Sex Education and Protective Behaviours Sessions



- Year 6 student and teacher buddy program.
- Feedback from students sought in week 8 of each term. Expectation that teachers will act upon the feedback.
- Regular Newsletter articles promoting Student Wellbeing.
- 'Friendship Seat' to support social interaction on the playground.
- Continuing to welcome students and parents into the school each morning by having classroom teachers and other staff outside on the playground at 8:45am
- School Psychologist for students identified.
- Continuing to cater for individual differences through Individual Learning Plans (ILPs) and Individual Behaviour Plan (IBP).
- Term Program Support Meetings for students identified on the NCCD program (PSGs).
- Social skills program.
- Refinement of the Year 6 student leadership program.
- Continuing to coach Year 6 Leaders in public speaking to facilitate leading assemblies.
- Continue to involve Year 6 students in public relations activities e.g. Assembly, Open Days, St Patrick's Cathedral - Catholic Education Week Mass.
- Continuing the Year 6 playground mentor program and the Prep / Year 5 Buddy program.
- Further enhancing the Year 5 Leadership day
- Continuing the Student Representative Council (SRC) meetings for Years P-6.

## STUDENT SATISFACTION

Our 2021 Student MACSIS Data is as follows:

Overall Student Positive Endorsement of the school - 71%

Rigorous Expectations - 83%

Teacher Student Relationships - 81%

School Belonging - 80%

Learning Disposition - 77%

Student Safety - 73%

**STUDENT ATTENDANCE**

Student non-attendance is followed up with a phone call from the school office manager. Repeat absenteeism is followed up by the Student Wellbeing Leader / Deputy Principal or Principal. During Covid 19 off site learning, staff checked in with students daily and kept rolls of attendance.

**AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL**

Y01	96.7%
Y02	95.9%
Y03	96.5%
Y04	96.3%
Y05	95.7%
Y06	95.4%
Overall average attendance	96.1%

## Child Safe Standards

### Goals & Intended Outcomes

At St Finbar's Primary School we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel (CECV Commitment Statement to Child Safety).

#### Goals and Intended Outcomes

- To develop school community awareness of, and a commitment to, the Ministerial Order No 870 (Victorian Child Safe Standards)
- To develop school policies which are able to demonstrate the strong commitment of St Finbar's Primary School to the care, safety and wellbeing of all students at our school.
- To implement practices, procedures and strategies to keep students safe from harm, including all forms of abuse in our school environment, online and in other locations provided by the school.

### Achievements

In light of Ministerial Order 870, St Finbar's Staff began the process of reviewing existing policies related to Child Safety. As a result of this, a number of recommendations were made to update and improve our policies and procedures.

All staff contributed to this process and in July 2016 a draft policy was developed and presented to the School Board. It was subsequently endorsed in August 2016.

The school community was kept informed with information published in our weekly school newsletter.

A decision was made to review the school's Child Safety Policy annually with the intention of maintaining staff and community awareness of the school's practices and procedures relating to child safety.

At St Finbar's Primary School, we actively encourage all students to openly express their views and feel comfortable about giving voice to the things that are important to them. We teach students about what they can do if they feel unsafe and enable them to understand, identify, discuss and report on child safety. We listen to and act on any concerns students, or their parents or carers, raise with us.

# Leadership & Management

## Goals & Intended Outcomes

Goal: To sustain a vibrant and accountable professional community, guided by a shared vision, informed by collaboration and collegiality and committed to continuous improvement.

Intended Outcomes: That all staff experience professional growth in their roles.

## Achievements

- Focused Leadership team meetings.
- Regular fortnightly meetings.
- Streamlined timetable and calendar.
- Focus on Peer Observation and Feedback process.
- Implementation of VCOP Literacy program across the whole school.
- Stronger financial base for school.
- Remain within staffing allocation budget.
- Timetable for part time staff to attend PLT and staff meetings.
- Continued Staff Professional Development both personal and whole school.
- Communication methods for all staff - moved briefing to Tuesday morning.
- Refined Annual Review Process for Teachers.
- Peer Observation program to enhance Professional practice.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2021

Throughout 2021, staff have attended professional learning activities focusing on:

- Priorities of the School Improvement Plan,
- Initiatives of the Catholic Education Office, Melbourne,
- The Victorian Curriculum and Assessment Authority
- Victorian Curriculum directives.
- Online Networks/networking and ways to present work/organise classrooms online
- Individual Needs based Professional development as needed
- VCOP training
- Smart Spelling

- Mandatory Reporting and CHild Safeguarding
- First Aid Training

Provision for professional learning is planned at varying levels - for total staff, level and curriculum teams, and individual staff members. This has taken place both at St Finbar's School, online platforms and outside venues before, during and after school hours.

Number of teachers who participated in PL in 2021	37
Average expenditure per teacher for PL	\$2000

**TEACHER SATISFACTION**

Our 2021 Staff MACSIS Data is as follows:  
 Overall Staff Positive Endorsement of the school - 78%  
 Student Safety - 80%  
 School Climate - 95%  
 Staff/Leadership Relationships - 93%  
 Instructional Leadership - 78%  
 School Leadership - 84%  
 Staff Safety - 83%  
 Collective Efficacy - 93%

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	84.3%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	82.1%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	26.1%
Graduate	39.1%
Graduate Certificate	21.7%
Bachelor Degree	60.9%
Advanced Diploma	21.7%
No Qualifications Listed	0.0%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	32.0
Teaching Staff (FTE)	28.2
Non-Teaching Staff (Headcount)	15.0
Non-Teaching Staff (FTE)	12.5
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

Goal: To be a community that encourages growth and nurtures student learning through opportunities and supportive partnerships with parents, parish and the wider community.

Intended Outcomes: That participation and engagement with parents and community will grow to benefit student learning outcomes.

### Achievements

- In February, staff and those in leadership positions were acknowledged at the Commissioning Mass and in the newsletter.
- Celebration Week held in Term 1, Week 1. All classes involved in cross age and whole school activities. Parents welcomed to visit learning spaces. A welcome picnic concluded Celebration Week.
- Parent/Teacher chats in February and online interviews in August. Student led conferences in Years 3-6.
- Year 6 student and teacher buddy program initiated.
- Student Representative Council (SRC), Social Justice and Environment leaders rotate on a Semester basis.
- Ensuring that the Chairperson of the School Board and President of P&F have a whole school vision for St Finbar's school through regular dialogue with the Principal.
- Continuing to involve all Year 6 students in student leadership. Supporting senior students by providing them with opportunities to develop leadership skills.
- Continuing the Year 5 Leadership Program with a professional development day off-site in November and public speaking course in Term 4.
- Prep 2020 transition meetings in November.
- Assembly each week being recorded so parents can access online.
- Newsletters/Principal Email during COVID-19 Lock down distributed each week via email.
- Class Newsletters sent out each term.
- Teachers teaching classes via Zoom and Google Classrooms (Yr 1-6) See-Saw (Prep)
- Teachers on playground at 8:45am.
- Teachers' email addresses provided.
- Website regularly updated.
- Carols Night Movie Shared with parents.
- Maths Week.
- Book Week.



- Beginning of the year events for families - Beginning of Year Mass.
- Class level parent social activities.
- Out of School Hours Care (OSHC) program each morning and afternoon, on pupil free days and term holidays. Holiday program open to the wider community. (When not in COVID-19 lockdown)
- Uniform Shop.

## PARENT SATISFACTION

Our 2021 Parent MACSIS Data is as follows:

Overall Staff Positive Endorsement of the school - 69%

School fit - 78%

School Climate - 87%

Student Safety - 80%

Communication - 76%

## Future Directions

In 2022 St. Finbar's will be finalising the School Facilities Masterplan that will outline major and minor building works.

These include:

- An Elevator
- Replacement/refurbishment of the Thomas Sherry Adventure Playground.
- Improved signage around the school
- Electronic scoreboard/screen for the Hall

### Religious Education

- Further strengthen our Catholic identity as a community.
- To support students in moving from a literal belief to post critical belief.
- Continue to support parents and staff to develop links between faith and life.
- Continue to develop RE curriculum, pedagogy and assessment to ensure contemporary learning and an inquiry approach that leads to action.
- Continue with Meditation P-6.
- Strengthening Individual Staff Opportunity to further develop personal spirituality.
- Monitor the development and implementation of P-6 data collection tool for assessment and reporting.
- Embed Education in Faith across the Curriculum through an inquiry approach.
- Further strengthening staff pedagogy.

### Learning & Teaching

- Continue with Contemporary Learning where learning is personalised and all students are challenged and supported to achieve ongoing improvement, success and engagement.
- Continue to build a shared understanding of contemporary learning.
- Embed the practices of Learning Intentions and Success Criteria in all classrooms.
- Ensure strong and effective team practices
- Further developing a differentiated curriculum.
- Develop a consistent approach to curriculum.
- Continuing to develop an understanding of the Victorian Curriculum.
- Continue to use a P - 6 databases to effectively track student growth in Literacy and Numeracy.
- Develop teachers' skills of how to analyse data and use it to meet student needs.

### Student Wellbeing

- Introduction of "The Resilience Project" as our major work in Wellbeing.
- Ensure student voice is evident in all aspects of learning.
- Continue to use Kids Matter as a framework for wellbeing.
- Teachers develop skills in providing effective feedback to students.
- Ensure we have a whole school consistent approach to behaviour management.
- Ensure Wellbeing Practices, including Bounce Back and Circle Time are embedded in teaching & learning practice and are explicitly taught.
- Continue with the Year 6 mentor system.
- Provide whole school communication and collaboration opportunities for students.
- Provide opportunities for students to access and evaluate student behaviour management.
- Continue to develop meditation.
- Provide meaningful opportunities for the SRC to promote student voice.
- Include parents in contributing to our Values actions
- Provide opportunities for parent involvement in classroom activities.
- Continue to develop and refine student/home access to ICT and cyber safety

### Leadership and Management

- Focused attention on Staff wellbeing and health due to the effects of Covid-19.
- Leadership to support classroom teachers in planning and teaching practice.
- Build coaching competencies at all levels of school operation.
- Leaders to engage in shared reflection and discussion of the Leadership Standards Framework.
- Induction program for new Staff.
- Revisit and maintain protocols for meetings.
- Strengthen relationships with part-time staff.
- Continue to support Education Support Officers.
- Leadership Team to plan parent information and education sessions.
- Continue to build opportunities for Peer Observation.

### School Community

- Further develop community links to our school to promote a sense of belonging and a genuine feeling of welcome.
- Maintain Seesaw as a form of communication between home and school.
- Consult with parents on 'Be you' Framework.

- Planned regular focus groups with parents, students and teachers on curriculum.
- Maximise every opportunity to inform parents on directions in education and achievements at the school.
- Welcome all Parents.
- Further improve reporting to parents.
- Continue to develop relationship with schools in the local community.
- Continue to further develop opportunities for school-home connections which serve to enhance children's faith and practice