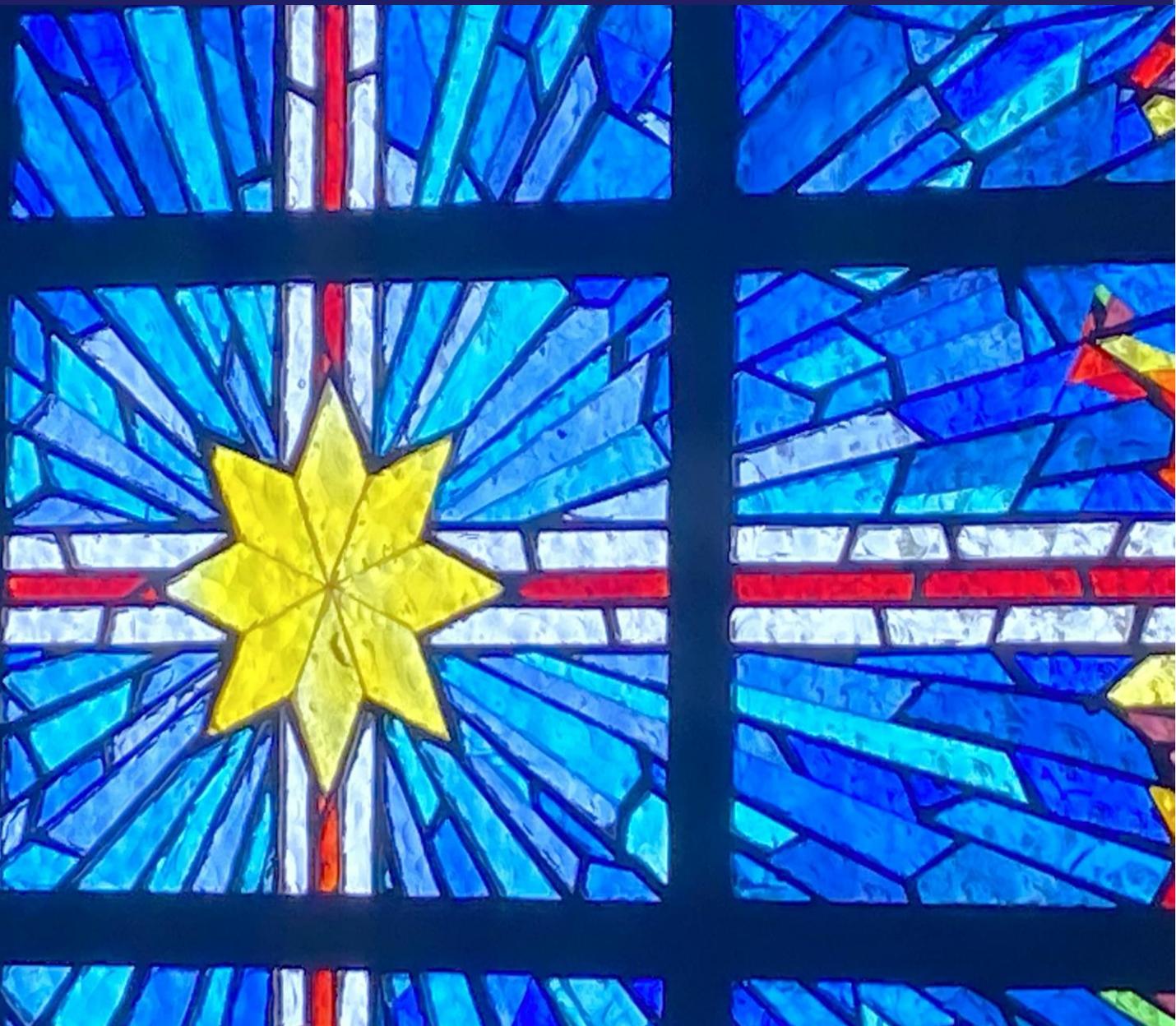


St Alipius' Parish School Ballarat East

2020

Annual Report to the School Community



Registered School Number: 0030

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Minimum Standards Attestation

I, Eileen Rice, attest that St Alipius' Parish 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.

21/04/2021

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

Our School Vision & Mission

VISION

Open to God's presence, St Alipius Parish School is a Catholic Learning community of Excellence, Equity and Empowerment.

MISSION

As a Christ-centred educating community, St Alipius Parish School:

- Ensures that child SAFETY pervades policy and practice.
- Celebrates a rich TRADITION of Catholic beliefs, values, practices and history.
- Nurtures the WHOLE PERSON identifying and developing individual competencies to ensure we all aspire to be the best we can be.
- Develops and nurtures strong RELATIONSHIPS that give witness to the Good News of Jesus.
- Provides a curriculum that is INCLUSIVE, relevant, stimulating and challenging.
- Promotes EMPATHY as the lens through which we encounter each other and members of our wider communities.
- Leads students into deep inquiry; rigorously seeking the WISDOM that makes a positive difference in their world.
- Is a CELEBRATING community, inspired by hope and a positive vision for the future.

School Overview

St Alipius is a Catholic primary school in the parish of Ballarat East that has a close physical and cultural connection to the parish. St Alipius is the oldest continually operating school in the Ballarat area, having first opened in 1853 as a tent on the goldfields. Ballarat East has always been a working-class area and St Alipius Primary School has served the parish community well for 167 years.

On July 22nd 2020, St Alipius had an enrolment of 266 students from 183 families.

Learning and Teaching at St Alipius is based on a constructivist approach. Through data collection and analysis we identify students' strengths, interests, affinities and previous learning, and build on this foundation through explicit instruction and diverse learning opportunities. Our approach is developmental and this encourages us to respond to the ages and stages of students within a Project Based Learning process which begins in Play and moves to Deep Inquiry. The Victorian Curriculum is the framework that informs planning for all learning experiences and against which we assess learning outcomes.

St Alipius is recognised within the local Aboriginal community as a school that supports indigenous families, indigenous students and indigenous culture. 26 Aboriginal and Torres Strait Islander students choose to learn and lead at St Alipius in 2020. T

In 2020 the students at St Alipius are organised into twelve multi-aged learning groups. The number of students in each learning group ranges from eighteen to twenty-six.

To ensure that our physical space reflects our contemporary approach to learning and teaching, the process to develop a Master Plan commenced in 2018. This plan is now complete and application has been made for a Catholic Capital Grant to enable Stages 1 and 2 to commence in 2022.

Principal's Report

When we started the 2020 school year in late January, not one of us could have predicted what this year would bring.

It has been a tough year, there is no denying that. In Australia we are generally not used to living with such uncertainty, unpredictability and lack of control over our choices.

Our St Alipius families who own small businesses have been really hurting. Many in our community are still uncertain about job security. Families who have relatives in Italy, England and the US worried for their health and safety. Anxieties can rise up out of nowhere, and the 'new normal' of social distancing took quite a bit for all of us to adjust to.

The complex nature of working from home whilst supporting children to learn from home and, in some instances, caring for preschoolers and infants at the same time, is a juggling act worthy of the cleverest magician. For many the dining table became an open-plan work environment where on-line video conferences were held, where GoogleClassrooms met and where glue sticks and crayons, laptops, work phones and workbooks all resided.

Throughout all this my overwhelming sense was one of pride and deep respect for the positivity and trust in each other that permeated our school community. We have had our fair share of tough times at St Alipius and we have never shied away from what that asks of us. Covid 19 presented us with another opportunity to respond with love rather than act out of fear. For, as St John tells us, 'There is no fear in love. But perfect love drives out fear'

I became overwhelmed by the creativity of staff and families and students; by the commitment to working together to get things done; by the capacity of our staff team to make adjustments to learning to suit the needs and circumstances of students and families; by the hours of additional work that staff chose to do because they love their students.

Our staff team members always work long hours to prepare engaging learning programs. During remote learning they worked even harder to provide new and innovative ways to deliver learning in unfamiliar formats; unfamiliar to staff and unfamiliar to their students. To do so was particularly tricky when students are five to twelve years old but the patient, diligent work of our staff team made learning accessible to everyone.

Some within our community experienced tragedy and deep grief, others frustration, others an appreciation of time and space and family, others new beginnings and special joys. All our experiences appeared heightened in the rarified air of Covid19, and yet the resilience, the strength, the sense of belonging and deep community connection is what came through most strongly and have left a resounding impression on us.

School life continued to grow and develop during 2020 and we celebrate that growth in the five aspects of a Catholic School community.

Catholic School Culture

Goals & Intended Outcomes

Goals:

To continue to develop a welcoming, inclusive and contemporary Catholic community.

Targets:

Deepen our understanding of ECSI data to build a profile of our schools post-critical belief, pedagogical and theological positions

Deepen our understanding of recontextualising

Explore different ways of presenting liturgies that are rich in scripture and tradition and are relevant for our students

Achievements

Our intention to deepen our understanding of recontextualising was actioned through 'whole of staff' Religious Education Professional Development days in 2020. It has been a consistent approach for several years.

Strong efforts are made to ensure that RE is threaded through all aspects of the curriculum and, where possible, is the driving focus. Catholic Social Teaching content and messages inspired by the Gospel inform, reference and offer an alternative in learning about our world and how we operate in it.

All liturgies integrate Scripture and honour tradition whilst also incorporating a recontextualised message in various forms such as through song and modern modes of prayer. Students are actively involved in planning and leading liturgies to enhance understanding of Scripture used and to deepen student connection to key messages. Whilst remote learning meant that these liturgies went online we continued to strive to be a welcoming, inclusive and contemporary Catholic community.

Our staff are committed to using pedagogical and theological approaches that deepen student understanding of the Catholic faith tradition. Our ECSI data shows that high percentages of the staff team value working in a Catholic school in high importance. In planning we attend to the aspect of being a 'dialogue' school where students without a faith background and those from other faith traditions are both considered and actively invited to share their understandings in the learning experiences.

VALUE ADDED

In 2020 we have:

- Embedded the understanding of Catholic Social Teaching principles throughout the school
- Reported in RE through knowledge based outcomes demonstrated in assessment tasks.
- Aligned the RE program with the Liturgical Calendar so that it is authentically based on the Gospel and Church tradition.
- Ensured that the RE program is enhanced by prayer and reflection.
- Responded to the heart of the Gospel in actionable ways.
- Acknowledged and celebrated our First Nations people - through:
 - Reconciliation Action Plan
 - Acknowledgement of Country
 - Celebration of NAIDOC Week
 - Aboriginal and Torres Strait Islander perspectives that impact positively on the curriculum.
- Ensured that a holistic sense of social justice based on the principle of human dignity, filtered through all aspects of the community including classroom learning experiences, meetings and communications with the community and support for families in times of need.

Community Engagement

Goals & Intended Outcomes

Goals:

To engage more families more deliberately in the learning process

Targets:

Explaining and sharing a PBL philosophy and engage families deliberately

Using technology to further enhance partnerships in our wider community

Achievements

The school's data profile indicates characteristics of a highly effective school are mostly evident across all components within this Aspect (4.77)

At St Alipius we recognise that the strong partnership between school, families, parish, diocese and wider community enhances student learning and builds relevant connections for students. Parent/caregiver involvement in school life is supportive of student learning and affirms the value of education for students. We are committed to ensuring that families are invited into the learning conversation and that their input is valued. During 2020 school community engagement has looked different as Covid restrictions prevented us from being together for social events and celebrations of learning.

Our commitment to sharing learning was unexpectedly enhanced through the move to home learning and the partnerships between home and school that evolved during this time.

PARENT SATISFACTION

Recent surveys and interviews have shown Parent Confidence in the school to be high. During our School Review process the reviewer commented that he had 'never before experienced a school community where staff and parents were so aligned in their shared beliefs and understandings'.

Our most recent Parent Opinion section of Insight SRC data all aspects have improved since the previous survey with scores rising between 1 and 9 points.

Fifteen out of the seventeen actual scores sit within the top 25% of Victorian Schools with our highest scores being:

School Improvement 88

Parent partnerships 89

Parent Input 89

Learning Focus 90

Stimulating Learning 93

Teacher Morale 94

Leadership & Stewardship

Goals & Intended Outcomes

Goals:

To build a Performance and Development Culture at St Alipius

To empower staff and build shared ownership and responsibility for school improvement

Targets:

To develop a culture of collaboration

Develop a Guaranteed and Viable Curriculum

Whole school approach to data collection and analysis

Develop a shared understanding of Play-based Learning, PBL and Deep Inquiry

Improve teacher efficacy through PLPs, growth mindset, focus on pedagogy, coaching

Achievements

In 2020 we have:

- Prepared for and engaged in a School Review and Validation process
- Finalised our MasterPlan and applied for a Capital Grant to commence Stages 1 and 2
- Commissioned the creation of a Stained Glass window depicting our logo and scripture quote.
- Engaged with Corwin Australia to commence a 3 year Professional Learning journey to enhance teacher practice.
- Developed relevant assessment tasks enabling collective responsibility for learning outcomes.
- Increased data analysis to inform point of need teaching.
- Ensured all Risk and Compliance processes are in place ready for a transfer to DOBCEL
- Built a shared commitment to Progressions of Learning learning outcomes.
- Facilitated Peaceful Kids programs and strategies
- Supported all teaching staff to engage in Personal Professional Learning Plans.
- Increased focus on improving student learning outcomes through targeted instruction, a shared commitment for students to achieve success, purposeful assessment and data analysis.

- Professional learning became more deeply informed by research-based best practice.
- A focus on Hattie's Visible Learning Framework resulted in teams focusing more closely on key research relating to effect sizes, the Model of Learning and strategies which support the key questions for a visible learner.
- Coordinated strategies for intervention and sound practices in NCCD allowed diverse needs students to receive the support they required even during remote learning.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020	
Visible Learning Conference	
Online Child Safety	
CPR and First Aid	
Essential Assessments PD	
Creating Google sites	
Spiritual Capabilities	
Mathematics with Peter Sullivan	
Graduate Teacher PD	
OH&S Training	
Disability and Discrimination Online Unit	
Masters of Educational Leadership Units	
Accreditation to teach RE	
Awakenings Spiritual Capabilities	
Reading Comprehension	
Number of teachers who participated in PL in 2020	29
Average expenditure per teacher for PL	\$600

TEACHER SATISFACTION

At St Alipius we conduct the Assessing Wellbeing in Education survey with staff each term. The results of the term 4, 2020 survey are described below:

In this section we look at staff wellbeing in more detail and how various components interrelate over time.

Awesome Score - Is 7.6 which indicates that staff have high wellbeing. 57% of staff have at least a high level of wellbeing, and 33% have slightly below average or below average wellbeing.

Happiness - Staff indicated that they are on average "Pretty happy", with 95% of staff saying they are at least "slightly happy (just a bit above normal)".

Resilience - The brief resilience scale result of 7.4 indicating that staff have about average levels of resilience. 52% of staff have at least a high level of resilience while 19% have slightly below average or below average resilience.

Health and Lifestyle - On average staff scored about average satisfaction across the four health and lifestyle components.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	88.3%
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ALL STAFF RETENTION RATE

Staff Retention Rate	86.1%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	10.5%
Graduate	15.8%
Graduate Certificate	0.0%
Bachelor Degree	63.2%
Advanced Diploma	21.1%
No Qualifications Listed	5.3%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	24.0
Teaching Staff (FTE)	20.6
Non-Teaching Staff (Headcount)	17.0
Non-Teaching Staff (FTE)	13.3
Indigenous Teaching Staff (Headcount)	1.0

Learning & Teaching

Goals & Intended Outcomes

Goals:

To demonstrate evidence of growth in learning outcomes for all students

Targets:

Use ongoing formative and summative assessments to inform learning and teaching

12 months growth in 12 months

Evidence of explicit teaching from point of need

Achievements

St Alipius is a community of learners. We continually look for effective ways in which to engage our community in the learning process and to provide explicit and relevant learning opportunities for everyone. Evaluative processes are in place that ensure a constant cycle of reflection and action to improve the learning programme on offer.

Learning and teaching practices responded to the ever changing and developing conditions of Covid restrictions during 2020. Whilst commitments to collaborative learning and some aspects of inquiry were impacted, explicit teaching of skills and strategies was able to take place during remote learning for students who accessed the remote platforms. Some students have shown high levels of growth during this year whilst for others the impact of learning off site has slowed academic growth.

STUDENT LEARNING OUTCOMES

In 2020 we have:

- Used formative and summative assessments to record and monitor student growth.
- Developed practices that reflect assessment for, as and of learning.
- Accessed data in Essential Assessment, PAT-R, PAT-M, PAT-S, AWE to inform practice
- More closely examined whole school data.

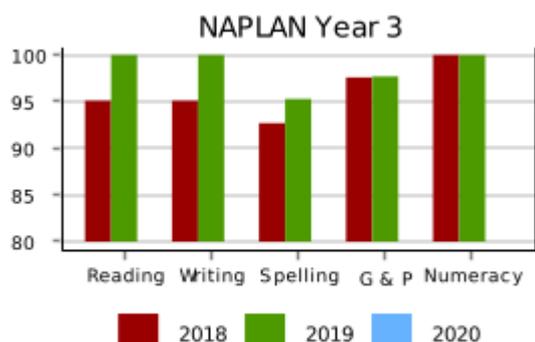
- Used the Response to Intervention model to deliver a coordinated approach to intervention.
- Provided quality differentiated teaching practice.
- Provided Tier Two offerings of Pre-Lit Foundation, Mini-Lit Years 1-2, Macquarie Lit Years 3-4 and Reading Tutor program in Years 5-6.
- Provided engaging and relevant learning opportunities that reflect the learning needs of individual students.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	97.6	97.7	0.1		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	95.1	100.0	4.9		
YR 03 Spelling	92.7	95.3	0.1		
YR 03 Writing	95.1	100.0	4.9		
YR 05 Grammar & Punctuation	95.0	93.1	-1.9		
YR 05 Numeracy	97.5	93.1	-4.4		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	97.5	89.7	-7.8		
YR 05 Writing	95.0	96.7	1.7		

* 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.



Wellbeing

Goals & Intended Outcomes

Goals:

To promote and enhance positive school community well-being.

Targets:

Promote staff wellbeing and attend to identified issues in consultation with staff members and leadership.

Implement a whole school Social and Emotional Learning Program, follow it consistently and ensure it is embedded throughout the school

Achievements

There is an intentional focus on the social, emotional and mental wellbeing of all members of the school community at St Alipius. The employment of Emily Clarke, wellbeing worker, puts a face to a commitment that is everyone's responsibility. A culture of child safety is paramount and is supported through policy development and daily practice. Children are supported and empowered to articulate their feelings and given time and space to do so. Parents are treated as partners in the promotion of student learning and wellbeing.

Wellbeing was brought into sharp focus during 2020 as the impact of Covid 19 brought a sense of loss of control to many. The support of skilled people on our staff and a commitment to a culture of safety and positivity supported and empowered us to build positive responses during tough times.

VALUE ADDED

In 2020 we have:

- Implemented and monitored the Assessing Wellbeing in Education survey results even during remote learning.
- Implemented a variety of powerful programs to support student, staff and parent wellbeing.
- Measured staff satisfaction in response to the school supporting student wellbeing finding a 'high' response.
- Provided the Peaceful Kids program - an intensive intervention for students experiencing stress, anxiety and other social and emotional challenges - it has allowed parents to access support and guidance in developing mindful parenting techniques.
- Developed a cohesive and unified approach to Mindfulness.
- Established effective Risk Management Plan throughout 2020 lockdowns.

STUDENT SATISFACTION

At St Alipius we conduct the Assessing Wellbeing in Education Survey each term. The following information from Dec 2020 is pertinent.

In this section we look at student wellbeing in more detail and how various components interrelate over time. Awesome Score - Is 7.8 which indicates that students have high wellbeing. 62% of students have at least a high level of wellbeing, and 27% have slightly below average or below average wellbeing. Resilience - The brief resilience scale shows that 60% of students have above average resilience.

2019 Insight SRC data identified growth in the following areas from the previous survey.

Connectedness to School 79 - 81

Teacher Empathy 77 - 85

Purposeful Teaching 75 - 83

Stimulating Learning 68 - 79

STUDENT ATTENDANCE

At St Alipius:

Classroom teachers twice daily record attendance, and late arrivals, in the mornings and afternoons; including those days when the class may be off site. • A student is present for a half day when the student has attended at least two hours of instruction. • Daily attendance is monitored using the learning management system, SIMON, and a tally of days absent and late arrivals is included on the student's semester reports. The reason for absence are coded such as for being sick, medical appointment, school notified, funeral and holidays. • Contact details of parents/guardians are accurately maintained. Reminders to update contact numbers will be in school newsletters. • Parents are expected to provide an explanation for students who are absent by 10am. This can be done in writing or by phone / text. In instances where the parent has not provided an explanation in writing administration staff will note in their diaries the phone / text conversation. • If a child is absent and no communication has been received from the parent, a phone call will be made by the administration officer by 10am. If no contact is made with the parents then the administration officer informs the principal. • All records of contact and attempted contact with families regarding student absences are recorded and the records kept • Long term and / or consistent unexplained absences will be followed up by the principal and parents informed, in writing, if the principal deems that the parents have not met their obligations under the Education and Training Reform Act 2006. Long term absences are reported to Child First. • Student attendance is accurately recorded on the student report twice per year and unsatisfactory attendance at school or classes will be noted in student file.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	88.3%
Y02	88.8%
Y03	89.5%
Y04	90.6%
Y05	90.3%
Y06	90.7%
Overall average attendance	89.7%

Child Safe Standards

Goals & Intended Outcomes

St Alipius has taken a proactive approach to student safety in 2020 by:

- Building a culture of excellence in learning opportunities across the year levels.
- Promotion of Child safe policies and practices at all levels of school community
- Promoting and actively responding to student voice and agency
- Ensuring that active responses are made when students feel unsafe
- Clear avenues and opportunities available so that students are listened to

Achievements

St Alipius:

- is proactive in providing learning opportunities and promoting an understanding of protective behaviours.
- Engagement of the Bravehearts Foundation to provide a personal safety education program for F-2 students.
- The Respectful Relationships curriculum consolidated in later years.
- Child Safety Officer appointed and trained
- Safety Plans designed to include student voice and promote student ownership and responsibility.
- Effective leadership - showing strength and compassion - ongoing response to the recommendations of the Royal Commission, ensuring children are protected, empowered and listened to and enabling proactive conversation with students about child safety.
- Child-friendly version of Child Safe standards created and referenced.
- A rigorous focus on child safety, professional development for staff to ensure Child Safety continues to be prioritised.
- Play areas compliant with OH&S regulations and requirements.
- Child safety is a standing item on Advisory Council meetings and staff meetings
- Trauma informed practice PD for all staff
- Clear processes to implement PROTECT
- Compliance with legal requirements around child safety, professional development for staff to ensure child safety continues to be prioritised,

- Well maintained inside and outdoor play areas that are compliant with OH&S regulations and requirements

Future Directions

3 KEY PRIORITIES

1. Evidence of strong growth in learning for all students.
2. Students have agency in their world.
3. Staff continually evaluate and improve their practice.

Mathematics is the curriculum area through which we will focus and evaluate our learning.

Professional Learning through:

- Spiritual Capabilities
- Visible Learning
- ReLATE
- The Science of Learning