



St Jude's School Langwarrin

2022 Annual Report to the School Community



Registered School Number: 1760

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Minimum Standards Attestation

I, Marita O'Sullivan, attest that St Jude'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.

27/03/2023

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

We at St Jude's value a positive community that is inclusive and respectful of relationships and appreciative of diversity.

We aim to create a learning community that actively promotes knowledge and skills for a twenty-first century society.

We provide an engaging and differentiated curriculum, growing the whole person through a climate of shared culture and a safe and nurturing environment.

'A Positive Attitude is a little thing that makes a BIG difference'

School Overview

St Jude's Parish Primary School is a Catholic Primary School located in Langwarrin, It was established in 1978. The School serves the needs of the children in the Parish of Langwarrin. St Jude's strives to build a strong Catholic culture. The culture of the school is explicitly grounded in the teachings of the Gospel and is evident in expectations and practices of everyday life at St Jude's.

- Enrolment in 2022: 271 students.
- There are thirteen class groupings 2 x Preps; 4 x 1/2, 3 x 3/4, 3 x 5/6 and 1 x 6.
- Specialist programs offered at the school are Physical Education, Music, Drama, Visual Arts Library, STEM and Italian.

St Jude's enjoys a natural bush setting and a sustainable infrastructure that blends with the local surroundings. We have a 5-star sustainable rating, we have a strong environmental commitment. We endeavour to practice waste wise initiatives, promote energy efficiency, reduce water usage, increase biodiversity in the school gardens and encourage community practice of sustainability.

Our facilities include a junior, middle and senior block where classrooms are spacious and all include a break-out space where the classes can come together. There are also specialist rooms and spaces. Specialist classes currently offered are Performing Arts, Visual Arts, Physical Education, Italian and Library. We have a school hall which is a comfortable-carpeted space where assemblies are held. There is also an indoor basketball court that opens up out to our spacious grounds. The grounds provide excellent spaces for outdoor learning, fitness and play. They include a grassed oval, two synthetic outside basketball courts, two adventure playgrounds, a kitchen garden which includes a chicken coop, a sensory garden and plenty of shaded spaces.

At St Jude's we strive to engage each child, with our personalised learning approach, we meet each individual child where they are in terms of their academic, spiritual and social and emotional learning. We recognise that parents are the first educators and the school works in partnership to support the development of the whole child. Jesus's teachings remain the focus of our daily interactions, through our prayers and our faith. Acts of kindness are modelled and affirmed by all members of our school community. Student Wellbeing continues to be a strength at St Jude's with many initiatives and extracurricular activities including pop up play and lunchtime activities in place. Our Wellbeing Hub continues to be an amazing resource centre which caters for all students Our school motto is MERCY PEACE LOVE which simply put means USE YOUR KIND HEART.

Principal's Report

In 2022 the school year began with great positivity; we went from twelve to thirteen classes.

We welcomed three new teachers and five new Learning Support Officers to our dynamic team. Darren Perry joined St Jude's as the Deputy Principal and Learning and Teaching Leader. Darren is an experienced Deputy Principal with a passion for curriculum, especially in the area of Numeracy. Darren has completed a Masters of Education in Mathematics. It did not take Darren long to become an influential leader and build the trust of all stakeholders at the school. The leadership team in collaboration with the entire staff developed our Annual Action Plan which enabled the focus to be on improved student wellbeing, student learning outcomes and the continuation of strengthening a learning culture amongst staff.

Due to a successful supplementary grant application preparation began for the Junior school refurbishment. In order to provide adequate learning spaces we purchased a MOD 6 demountable building which arrived in April. Construction was completed onsite. The demountable building includes three classrooms, this became the Year 3/4's new learning space. Alongside this project two modified shipping containers were purchased to allow space for storage during the construction period. The Middle building was completely vacated including relocating the library to the middle area of the senior building.

The school grounds had continued improvements made including giving the vegetable garden a face lift with a new garden shed installed and water connected. The chicken coop was demolished in readiness for a brand-new coop that will be located at the front of the garden, this is hoped to be completed by the start of 2023.

St Jude's continued to be recognised for the amazing work that is done in teaching students to be stewards of the land, with continued recognition as a 5 Star Sustainable rating with Resource Smart.

It was fantastic to be able to welcome parents back onsite. Although the beginning of the year still saw challenges with social distancing and limited opportunity for indoor connection. We began the year with morning 'cuppa' sessions where parents would gather outside and have an opportunity to connect. By mid-year we were able to gather as a community at assemblies and other school celebrations. I would like to thank the parent community for their ongoing support and for their willingness to work in partnership with the school.

I would like to acknowledge the amazing work of all staff members, their professionalism, enthusiasm and care for each and every child has continued to be exemplary. 2023 promises to be a year of exciting times for St Jude's with the refurbishment of the Junior school and the development of play spaces. We look forward to all it will bring.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

To make explicit links to Stewardship and real life action in collaboration with our students to build a common understanding of our Catholic Social Inquiry

Intended Outcome:

For students to make relevant connections between our Catholic story, Sustainability and our own real life actions.

Achievements

In 2022, the staff spent time leading and facilitating planning in Religious Education and linking our Catholic Identity to our real life experiences and world events. We have demonstrated spiritual leadership, promoted Catholic values, ensured that priority is given to faith education in the school and that students are prepared for the Church of the 21st Century.

In 2022, staff engaged in a conference facilitated by Father Elio Capro which allowed teachers to deepen their understanding around the Mass, Sacraments and Iconography. Staff were provided with knowledge and teaching strategies to embed into the classroom and wider community.

Students were prepared to make their Sacraments, this included workshops where parents were able to attend. Reconciliation, Eucharist and Confirmation were celebrated. By holding liturgies for the community to attend, it has helped to enable the achievement of the goal to co-design strong links between sustainability and stewardship. Catholic Social Teaching was further developed through engaging real life actions, scripture and prayer. These events provide a platform for students and the community to reflect on their values and beliefs and to connect with their faith in a meaningful way. Furthermore, the Feast of the Sacred Heart Mass, the Graduation and End of Year Mass provided an opportunity to deepen the community's understanding of Catholic Social Teaching, particularly through scripture and prayer. The whole school community had the opportunity to engage in real-life action, by participating in charitable works, that reflect the principles of stewardship and sustainability. These opportunities allowed families to be part of our faith life at school in a real, meaningful and authentic way.

St Jude's made the liturgical celebrations prominent through icons and displays and whole school events. Leading up to Christmas, our classrooms and administration office displayed an Advent wreath, which consisted of a circle of evergreen branches, four candles and Nativity Scenes were available for each class to display.

Throughout each year, we pause to listen to our students, families and staff to gauge how our learning community is travelling. This feedback is invaluable to our progress as an effective school community and is backed by evidence-based research and best practices. A significant and formal way in which we engage and gather data is through the Melbourne Archdiocese Catholic Schools – School Improvement Surveys. According to the MACSIS data collected from staff, students, and families at St Jude's, the school has achieved well above the MACS average in several areas. These include offering opportunities for prayer, emphasising Catholic beliefs through leadership, creating an environment where people feel comfortable sharing their faith perspectives, and having a strong Catholic identity from a student perspective. These achievements demonstrate the school's commitment to fostering a strong Catholic identity and

providing a supportive and inclusive environment for the community to engage with their faith and stewardship calling.

VALUE ADDED

The focus of activities was to maintain our students and their families feelings of being connected as a school while being supported and sustaining a sense of stewardship.

- Offering opportunities for the community to gather and be involved in class or school prayer services and at Mass.
- Regular Paraliturgies to celebrate important community and religious events during the year.
- Student Leadership and participation in Social Justice, Liturgy and Mini Vinnies initiatives.
- Introduction of a Confirmation retreat day for all Year 6 students.
- Staff professional development in the area of the Catholic Mass, Sacraments and Iconography.
- Nativity Play led by our Prep Students as part of our Christmas celebration and parent picnic.

Learning and Teaching

Goals & Intended Outcomes

Goal:

To build teacher capacity to collaboratively plan targeted learning experiences in order to maximise student engagement in Numeracy.

Intended Outcome:

To improve collection and analysis of data to inform differentiation of practice and procedures.

Achievements

In 2022, St Jude's Primary School achieved success in efforts to build teacher capacity in collaboratively planning targeted learning experiences to maximise student engagement in Numeracy. The school's yearly goal was accomplished through various strategies and initiatives.

Firstly, the school utilised a Melbourne Archdiocese Catholic Schools (MACS) Grant to support the school's Numeracy Leader, Braden Hammond to lead improvement strategies. This grant allowed the Braden to attend relevant professional development opportunities, lead change initiatives and to purchase resources to support teachers' professional learning.

Additionally, the school created a school-wide approach to Mathematics that aimed to provide a consistent and aligned approach to teaching Numeracy across all year levels. This involved the development of an agreed overview that responded to research-informed strategies to education, including 'multiple exposures'. The overview also considered school and world events, as well as cross-strand links. This helped teachers to have a more focused mathematics curriculum and to better target student learning needs.

The school also sent all teaching staff to the Mathematics Association of Victoria Primary Conference to explore new and modern pedagogic approaches to Numeracy. The feedback from this experience was positive, and changes in practice have already been noticed in levels shortly after returning from the Conference. For example, teachers have started to anticipate student responses to tasks, incorporate exit tickets, and improve their lesson launch phases.

The school was able to offer facilitated planning to teaching teams in order to deliver cognitive demanding tasks. This was able to increase student engagement in Numeracy. These tasks were designed to challenge students' thinking and to provide opportunities for students to apply their mathematical skills to real-life situations.

Late in the year we were invited to become an Intensive Partnership Literacy School. This involves whole school professional development with Literacy experts from MACS. After looking at data it was decided to focus on Reading at St Jude's. This support and initiative will extend to next year.

In addition to improving the quality of education in our classrooms, we also made significant progress in building community engagement. We inform parents of classroom learning and topics via newsletters, class emails and assemblies. We also provided extracurricular programs, including Senior elective programs (cooking, coding, ART & outdoor education), Year 3/4 and 5/6 Social and Emotional learning rotations, Camps (senior and middle), and Leadership opportunities (Environmental Leaders of the Future ELF), Fire Carriers (Friends Igniting Reconciliation through Education), SRC and the Year 6 leadership program. These programs

have helped to build a stronger sense of community within our school and have provided our students with opportunities for personal and social development.

Our Specialist program was strengthened by the introduction of Drama and STEM. After receiving feedback from students and staff we moved to a Semester timetable for the specialist program PE is taught each week across all classes, the rest of the subjects are broken into two semesters.

Overall, our achievements in building teacher capacity in collaboratively planning targeted learning experiences to maximise student engagement in Numeracy were significant in 2022. The school's commitment to providing high-quality education for all students is evident through its various initiatives, and the outcomes of these initiatives are likely to have a lasting impact on students' learning outcomes. We look forward to building on these achievements in the years to come.

STUDENT LEARNING OUTCOMES

Based on the NAPLAN data, it can be concluded that Year 3 students are performing above the state average in Reading, Spelling, and Numeracy. Additionally, there is an upward trend in the Writing and Grammar & Punctuation scale score for Year 3 students. These achievements suggest that the efforts made to improve students' literacy and numeracy skills have been successful, and there is continued improvement in areas where further focus is required.

According to NAPLAN data for Year 5s, there has been an upward trend in Reading and Spelling, as well as significant gains made in Writing over a 12-month period, with an 11% improvement in mean scale scores. These achievements suggest that efforts made to improve students' literacy skills have been successful, particularly in the area of Writing. The data also indicates the potential for continued improvement in areas where further focus is required. One such focus is in supporting our students working above the expected level in the senior years, making sure their Numeracy learning goals are being catered for.

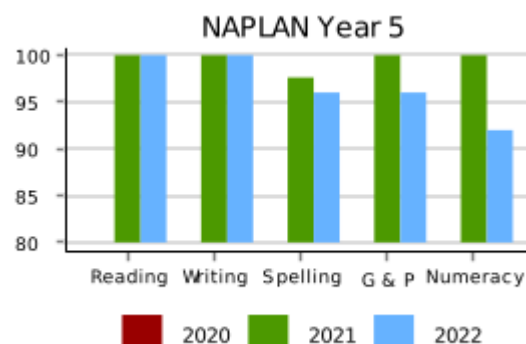
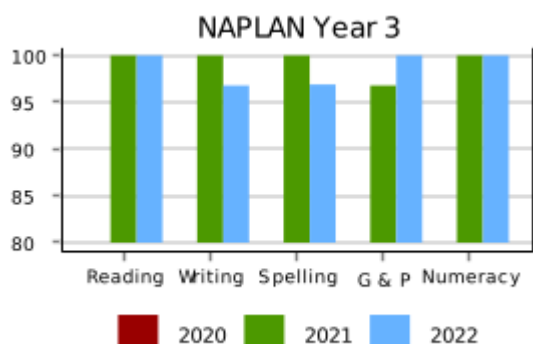
Our school's focus on improving Numeracy across the whole school over the past two years, has, by the information indicated by these key growth data points, given us more incentive to work on the engagement of our students to achieve even better growth in 2023 in all areas of the Curriculum.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	96.8	-	100.0	3.2
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	96.9	-3.1
YR 03 Writing	-	100.0	-	96.8	-3.2
YR 05 Grammar & Punctuation	-	100.0	-	96.0	-4.0
YR 05 Numeracy	-	100.0	-	92.0	-8.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	97.6	-	96.0	-1.6
YR 05 Writing	-	100.0	-	100.0	0.0

* 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 improve student engagement and wellbeing through stimulating learning experiences.

Intended Outcome:

To make links between stimulating and engaging teaching to improve learning outcomes.

Achievements

Student Wellbeing is at the core of all that is done here at St Jude's. One key driver of Student Wellbeing is promoting student voice from Prep to Year 6. Our Student Representative Council (SRC) is now in its second year and continues to evolve. The SRC meets on a fortnightly basis to discuss a variety of initiatives across the school. Additionally, student voice is also promoted through our Year 6 School Leaders. Our school leaders facilitate lunchtime activities and help in all areas of our school. They also share a variety of ideas to help improve our school in our weekly leadership meetings.

At St Jude's we endeavour to establish a strong culture of engaging and stimulating teaching. Our Professional Learning Teams continue to identify what engaging and stimulating teaching looks, feels and sounds like.

We have implemented enriching programs such as our Maths and Literacy Extension groups. Our senior 'elective program' is in its third year and focuses on catering to all students' passions. This includes Outdoor Education, Art, Cooking and Coding.

The school year began with our start-up program. This is a two-week teaching block that prioritises the explicit teaching of our three school expectations. This is also an opportunity to make transition to the new year as smooth as possible for all students. The start-up program ensured that whole school approaches were explicitly taught and displayed throughout the school, this included our school expectations, voice meters and our start-up matrix.

The Wellbeing HUB is a vibrant, calm space for all students. It has seven learning zones and aims to cater for different learning styles and provide opportunities for both intervention and enrichment. The entire space is fitted with contemporary furnishings including pedal desks, whiteboard tables, wobble stools, stand up stations, and soft furnishings.

Learning that takes place in the HUB includes independent, small group and whole class learning. Literacy, Numeracy, Robotics, Social & Emotional capabilities and so much more is taught in the HUB. One zone is filled with sensory tools, students are explicitly taught how these tools can be used to help them be the best learners that they can be. The HUB is positioned next door to the school gym which has a mezzanine floor which has been fitted out to include a mindfulness zone and a work-out space. This amazing inclusion is a space where children in small groups are taught strategies to be centred and grounded. Mr Milan Greco began at St Jude's in 2020 where he was appointed Student Wellbeing Leader. Milan has completed his Master's in Education - Student Wellbeing at The University of Melbourne. Mrs Dimity Hemingway began at St Jude's in 2022 where she was appointed as the Learning and Diversity Leader. Dimity is completing her Master's in Education - Allied Psychology at Australian Catholic University.

The Wellbeing Team consists of six staff members. This team meets each week to prioritise initiatives and to analyse a variety of school data.

In 2022 Maisie came to school on average two-three times a week.

Our wellbeing dog had her first full year at St Jude's in 2022. Through the company Dogs Connect a framework is followed to safely have 'Maisie' the wellbeing dog integrated into school life. The introduction of Maisie created great excitement amongst the school community. Maisie has made a positive impact to students, staff and parents wellbeing.

In 2022, the wellbeing of all students was paramount with the effects of COVID-19 still impacting the school community. We look forward to 2023 where we can continue to support our students and further embed a variety of wellbeing initiatives.

VALUE ADDED

- Establishment of Student Representative Council (SRC).
- Year 6 Leadership program.
- Whole school reward system - 'Terrific Tokens'.
- Implementation of social and emotional learning programs including 'Rock & Water' and 'MPower'.
- Promote professional working relationships through our Year 6-Staff buddy program.
- Promote connection to our community through our school virtual assemblies.
- Conduct weekly whole school staff student wellbeing meetings.
- Have staff engage in professional learning through programs such as Berry Street.
- Provide stimulating learning experiences through our Senior Elective program.
- Support staff in behaviour management strategies.
- Implement 'behaviour sprints' focusing on our school expectations.
- Implement our start-up program from Prep-Year 6.

STUDENT SATISFACTION

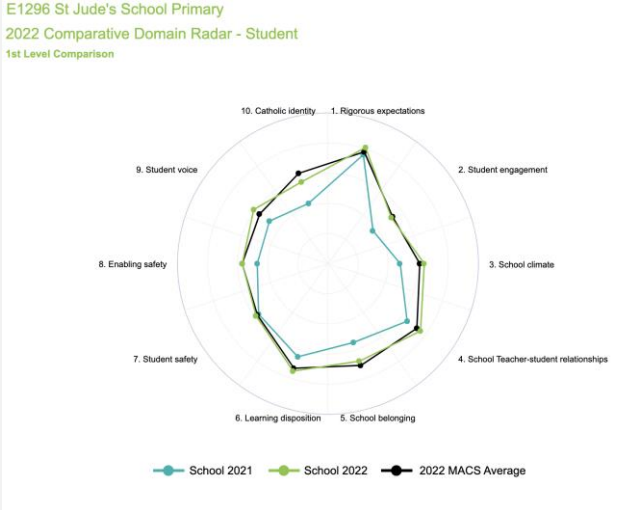
STUDENT SATISFACTION

We continued to seek student feedback throughout the year and with such initiatives as the SRC made deliberate acts to take on student voice.

Student data was collected through the 2022 MACSSIS survey on student satisfaction. The following graph provides a snapshot of the data collected and highlighting a positive increase across all domains.

STUDENT ATTENDANCE

Attendance at St Jude's continues to be closely monitored. An automated system is used to communicate with parents when their child is absent from school. This is done once teachers have taken the morning roll which they take before 9.00am. If a student is late to arrive a parent is required to sign them in, just as they are required if a child leaves early. All student attendance data is recorded on nForma.



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	87.2%
Y02	88.1%
Y03	90.4%
Y04	89.3%
Y05	84.9%
Y06	88.2%
Overall average attendance	88.0%

Child Safe Standards

Goals & Intended Outcomes

In 2022 St Jude's Primary School continued to hold the care, safety and wellbeing of students as a central and fundamental responsibility of the school. Our commitment is drawn from an inherent belief in the teaching and the mission of the gospel. St Jude's Primary School acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community. Throughout 2022, our school further embedded its child safety strategies through the ongoing review and implementation of policies and practices. We continued processes to induct and digitally track all visitors and volunteers to our school and to maintain current records of Working with Children Checks. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse.

Achievements

- Staff participated in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and student's management, duty of care, and reporting requirements.
- Staff participated in Mandatory Grooming Offence Training.
- Student participation and empowerment strategies were continued.
- Strategies addressing the school's three rights were a focus at school assemblies
- At St Jude's everyone has the right to be treated **with respect, to feel safe and learn**
- Including the Child safety Team/Committee with the Student Wellbeing Team to allow Child Safety to be an agenda item at weekly meetings.
- Continued to implement appropriate and necessary child safety protocols when recruiting and inducting new staff members.
- Child Safety Standards remains a regular agenda item at School Advisory Council meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed.

To be in line with COVID-19 regulations the following protocols were continued:

- Hand sanitiser was placed in all areas of the school
- Protocols were put in place where students were explicitly taught good hygiene this included washing and sanitising of hands.
- Signage relating to good hygiene practices and social distancing protocols were displayed around the school.
- Social distancing decals were placed in the main office indicating where people should stand to ensure physical distance was followed.
- A traffic management plan was put in place and actioned to ensure the safe dropping off and picking up of students.
- Air purifiers were used.

- School assemblies were held outdoors in Term One.

Leadership

Goals & Intended Outcomes

Goal:

To establish a positive effective feedback culture at St Jude's

Intended Outcomes:

Improved learning outcomes for all students.

To improve teacher knowledge and confidence.

Achievements

This year began a new tenure for the leadership team. The leadership positions are made up of learning leaders in the following areas; Religion & Sustainability, Literacy & Enrichment, Numeracy, Student Wellbeing and Learning Diversity. Two new staff members joined St Jude's as leaders, Darren Perry (Deputy Principal & Learning and Teacher Leader) and Dimity Hemingway (Learning Diversity). Bernice Donato, Braden Hammond and Milan Greco continued their work on the leadership team from the previous year in the positions of Literacy, Numeracy and Student Wellbeing.

The leadership team met fortnightly as a whole group and weekly in subgroups. The main goal at each meeting was to monitor and plan for the implementation of the Annual Action Plan. A focus early in the year was the planning of the second day of the staff conference. The staff were immersed in conversation and activities to build the spirit and our core values as the staff at St Jude's.

Leaders attended level planning to facilitate planning, feedback was sought from the teaching staff to agree on timing and delivery of planning sessions. Members of the leadership team planned and facilitated whole staff PLT meetings throughout the year.

As always communication from the leadership team was vital and this was done in the following formal ways;

- Weekly staff news from the principal was emailed to staff each Sunday morning.
- The leadership team communicated through the school newsletter.

Our student leadership initiatives were again a strong way of acquiring student voice and choice. Leaders met with the student leadership team regularly and guided them to develop their leadership styles.

Staff participated in mandated annual training in OH&S, Mandatory Reporting, the Disabilities Discrimination Act, Anaphylaxis and First Aid training, and also emergency management through the service provider Dynamiq.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Mandatory Reporting & Child Safety Training

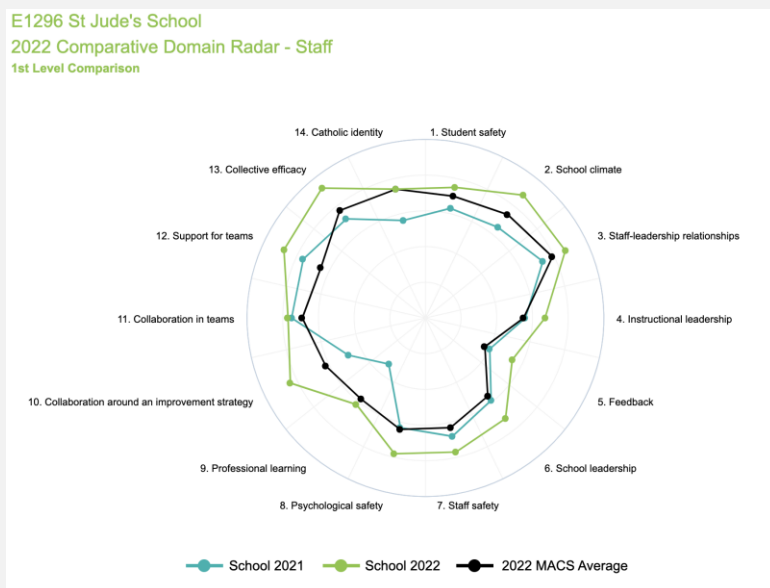
- Emergency Management
- Disability Standards for Education
- Essential Assessment
- Operoo Training Webinar
- First Aid — CPR
- Marketing that works
- School Wide Improvement Forum Meetings
- Religious Education Leader Network Meetings
- Deputy Principal Network Meetings and Conference
- Student Wellbeing Network Meetings
- Learning Diversity Network Meetings
- Religious Education Accreditation
- Whole Staff Conference;
 - Building efficacy and empowerment in staff to feel confident to organise and plan whole school Masses, why we do this and what for.
 - The importance of Scripture and how to draw out themes from these.
 - Sacramentality and how each individual encounters God in their everyday lives.
- Re-imagining Reporting Collective
- ICON Training - Administration Staff
- Zart Art Book week and Christmas Craft PD
- Principal Network Meetings
- Mathematics Association of Victoria Primary Conference
- Team around the child: Prep Transition for students requiring extensive adjustments
- ACHPER Conference
- Dogs Connect Mentorship - The School Wellbeing Dog Blueprint

Number of teachers who participated in PL in 2022	30
Average expenditure per teacher for PL	\$623

TEACHER SATISFACTION

Feedback from staff was collected on an ongoing basis throughout 2022, particularly in relation to staff wellbeing. It was a year that brought so many challenges and at times left staff feeling overwhelmed by the enormity of the task at hand. However, despite this, staff feedback indicated that they were very satisfied with the level of support they had received from leadership throughout the year. Staff highly valued the collaborative relationships they have within their teams and the support they received from one another.

The MACSSIS survey results indicated a positive culture which is certainly felt at the school. In each domain the staff results average was above the MACS average and showed significant growth from 2021.



TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	93.8%
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ALL STAFF RETENTION RATE

Staff Retention Rate	82.1%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	13.0%
Graduate	17.4%
Graduate Certificate	8.7%
Bachelor Degree	78.3%
Advanced Diploma	13.0%
No Qualifications Listed	8.7%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	31.0
Teaching Staff (FTE)	21.0
Non-Teaching Staff (Headcount)	14.0
Non-Teaching Staff (FTE)	14.9
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Goal:

To strengthen the collaborative partnership between home, school, parish and the wider community to support student learning and wellbeing.

Intended Outcome:

To provide further opportunities for the parent community to engage with the culture and learning at St Jude's.

Achievements

In 2022 we were excited to continue to build community spirit especially after two challenging COVID impacted years. Just like the two previous years we were restricted in holding indoor whole school community events in Term One. We moved to outdoor assemblies utilising our vast outdoor spaces, these were extremely well attended by the parent community. We began the year with holding outdoor morning teas, a coffee van was organised, and each year level had the opportunity to join us. This was also well attended, it was a great opportunity for school parent connection.

As the year continued we were able to have parents onsite with COVID safe measures in place. We enjoyed many events including the following;

- Mother's Day Breakfast followed by a Paraliturgy.
- Father's Day Breakfast followed by a Paraliturgy.
- Fortnightly assemblies.
- A whole school Tabloid sport event ran by KABOOM.
- Footy Day
- Year 6 Graduation
- Cross Country
- Athletics Carnival

The school ran a 'Colour Explosion' event to raise funds to go towards enhancing the outdoor play areas. This was well-supported not only financially but also by the number of families who came to watch or join in with the event.

Sporting events were a highlight of community engagement, whenever an event was held the parent community came in their numbers to either assist or support the students. These events included the swimming sports, cross country, the athletics carnival and the summer and winter lightning premierships days. Each week running club is held one morning a week, on average 30 parents will attend with some marking laps, watching or running laps. This has also been a wonderful event which includes preschooler siblings.

This year individual school tours were continued, this has been very welcomed when seeking feedback from parents touring. They prefer this compared to group tours as they feel a good connection and have the opportunity to ask their questions.

We look forward to continuing working with our amazing parent community next year and beyond.

PARENT SATISFACTION

There is a fantastic feel of connection between the school and the parent community. This year allowed more opportunity to involve parents onsite, at every opportunity parents were welcome to be at school to see what happens in their child/children's day. The below MACSIS school improvement survey shows amazing growth in every domain. At St Jude's we are proud to see the feel of the school community reflected in this data.

