



# ANNUAL REPORT TO THE SCHOOL COMMUNITY

**Lisieux Catholic Primary School**

Torquay North, 3228

2020

REGISTERED SCHOOL NUMBER: 2221

|  |           |
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### Contact Details

|                       |   |
|-----------------------|---|
| ADDRESS               | 90 South Beach Road,<br>Torquay, Victoria. 3228.                              |
| PRINCIPAL             | Dr Susan Ryan   |
| PARISH PRIEST         | Fr Linh Tran  |
| SCHOOL BOARD CHAIRMAN | Mr Michael Timms  |
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| ENROLLMENT NUMBER     | 1406  |

### Minimum Standards Attestation

- I, **SUSAN RYAN** attest that **LISIEUX CATHOLIC PRIMARY 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 2019 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.
  - **APRIL 19, 2021**





## Our School Vision

### LISIEUX School vision

**In a vibrant school community, and with Christ as our guiding light, we strive to:**

- Nurture the development of the whole person as unique individuals made in God's image
- Foster a love of life, learning and God's creation
- Pursue fullness of life for all.

### LISIEUX School mission

**We strive to achieve our vision in the following ways:**

- Enabling gospel values to permeate all facets of school life, encouraging each child's relationship with God
- Providing diverse and engaging learning experiences to meet the needs and learning styles of each student
- Building a culture based on the premise that every child can learn
- Encouraging each student to recognise and nourish their gifts and talents and those of others.







### School Overview

Lisieux Catholic Primary School is one of four Catholic primary schools within the Nazareth Parish, and our Parish Priest is Father Linh Tran. In 2018, Lisieux commenced operation as a vibrant Prep - Year 3 co-educational learning community from the site of a former home in South Beach Road, Torquay North, while Stage 1 building works continued. With a small initial cohort of students and a dedicated staff team, a strong community foundation was laid. That foundation has been built upon over the past three years and our community has continued to thrive.

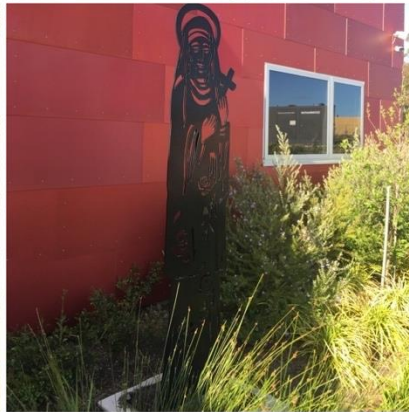
Lisieux's beautiful setting and natural facilities provide an inspiring environment for its students. The size of our school, which has grown from an initial 43 students in 2018 to 195 students as reflected in the February 2020 census, and 204 students by the conclusion of 2020, has helped to enable a strong sense of belonging. At Lisieux, we believe that the wellbeing of students is fundamental to both their academic and personal success. We understand that students will flourish in a learning environment where they are known, valued and affirmed.

The school is committed to the development of the whole person: spiritual, academic, social-emotional and physical. At Lisieux we strive to ensure that our students are known and loved, nurtured and cared for. Individuals are encouraged to develop their potential, live their faith and contribute to shaping a socially just society with courage, confidence and integrity. Our goal, working in partnership with parents, is to support our students' educational journey, inspiring them to flourish, to celebrate their many talents and to become advocates of peace and justice.

Inspired by the life of St Therese of Lisieux, our school strives to be a Catholic community where God's love is experienced, shared and celebrated. Students at Lisieux are supported to discover God's presence in their daily lives. They are challenged and nurtured to build relationships with others and with God through faith education which includes stories, teachings, rituals, prayer and social action. Lisieux has a close connection to the Parish Church and the students participate in fundraising for Project Compassion and Reach Vietnam.

What makes our school unique is our community of people, our dedication to excellence and our focus on student wellbeing. Our school's commitment to know and love every student is seen in action every single day. Working in close relationship with our families, we enable each student to develop the skills for life-long learning: creative and flexible thinking, resilience, empathy, generosity of spirit and an understanding of their spirituality. Our staff are highly qualified and committed to innovative teaching practices. Our commitment as educators is to walk with our students on their learning and faith journey, encouraging the students in our care to achieve their full potential. We are constantly challenged to consider new ways to improve our practice in the pursuit of excellence.







## Principal's Report

It is my pleasure to present to you our Annual Report to the Community for the 2020 school year. This Report provides the school community with an overview of the key initiatives and events which have occurred throughout 2020, and in a sense, offers a snapshot of where we are in our journey as a learning community. It provides an opportunity for the community to reflect on our achievements and experience a sense of collective pride. At the conclusion of our third year of operation as a learning community, there is much for us to be grateful for at Lisieux. The last 12 months have continued to be a period of incredible growth for our school. We are extremely proud of the school's comprehensive curriculum, facilities and resources, learning support programs, dedicated teaching and support staff, co-curricular activities and community connections. Parents are very involved in the life of our community, which is highly valued as the partnership between the school and every family is a priority at Lisieux. Students are engaged in an innovative and challenging curriculum, centred around nurturing individual growth, creativity and deep learning.

2020 will be remembered historically as the year of COVID, with all its challenges and interruptions to life as we knew it. We could not have anticipated what the year would bring, and often, we had almost no warning of required adaptations. I feel proud of the way all our key stakeholders responded to this year of change: staff in their ability to pivot with little notice to providing remote learning programs; students for their flexibility and resourcefulness; and, families for maintaining a sense of calm and working in partnership with us to ensure continuity of learning. Many, many events were cancelled or postponed in 2020: our Family Picnic, Official Opening and Blessing of Stage One Building; Sacraments; Art Show; Fun Run; Year 3 / 4 camp; NAPLAN; Grandparents Day; Parent Information evenings, and more. We managed to proceed with our Year 5/6 camp to Canberra but sadly, a high number of students withdrew with short notice as it was a time of uncertainty.

While COVID provided ongoing interruption to our school life throughout 2020, many initiatives, events and opportunities continued, albeit with some modifications:

- Commencement of our Stage 2 building program, which is due for completion by end of September, 2021. This facility was initiated by a State Government grant of \$4,000,000 and will include an additional 8 general learning areas, a community hub/library, Seed Pod (STEAM space), and, oval. It will create capacity for an increase in student population to cater for approximately 360 students;
- Further development of our outdoor facilities and grounds: mosaic bollards at school entrance; mural on portable wall; natural playground equipment and landscaping;
- Curriculum development and planning, including the planning for the introduction of new programs in 2021: Beach Discovery; Young Designers.

Tragically, our community experienced great loss and sadness in 2020, with the death of much-loved Year 2 student, Estella Judd, to brain cancer. As well as being an unbearable loss for the family, the impact was widely felt by Lisieux students and staff. We were grateful for the strength of our school relationships and the community spirit that was required to support one another during this very challenging and sad time.

This report provides a fitting opportunity to acknowledge the wonderful contributions of many individuals such as staff, parents and students, particularly those who have added so much through their outstanding commitment to our community and its values. Our Advisory Council

has provided support to me through the discussion of critical issues, providing advice on strategic planning, school development, policy implementation and general leadership. This team is very much one of support, stewardship and shared representation of the school's mission. The Parents and Friends Committee has offered significant support in enabling our continued improvement. I am also very grateful for the support and involvement of our Parish Priest, Father Linh Tran, in the life of our learning community. I have deep gratitude for the incredibly hard-working and dedicated team of staff we are lucky to have at Lisieux.

I feel very blessed to be the Principal of a learning community with such a dynamic culture, one where staff are deeply committed to supporting student learning, and where a strong feeling of 'family' permeates. Students are very firmly at the centre of all we do at Lisieux and this is reflected in the positive energy and interaction that is seen and felt here. We look with confidence to the continued growth of our community.

**Dr Susan Ryan**  
**Principal**



### Advisory Council Report

The Lisieux Advisory Council consisted of:

Ex- Officio Members:

- Principal, Dr Susan Ryan
- Parish Priest, Fr Linh Tran
- Staff Members, Mr James Flint, Mr Ronald Dando

Elected Members:

Council Chair, Mr Michael Timms

Secretary, Mrs Lauren Flint

Members Mr Mario Russo, Mr Jason Cuolahan, Mrs Fiona Harrington.

Members of the Advisory Council were committed to the values and principles outlined in the Constitution.

The main objectives of the Advisory Council are to:

- Provide a forum for discussion of issues which affect the spiritual, educational, administrative and community life of the school.
- Function as a body representing parents and teachers and the wider Parish community on a consultative basis to assist the Principal in the formulation, implementation and administration of school policy.
- Set the Vision and Mission statement of the school at large.



## Education in Faith

### Goals & Intended Outcomes

**To ensure our school motto 'Known and Loved' guides our practices and program.**

- **Begin by knowing our learners.**

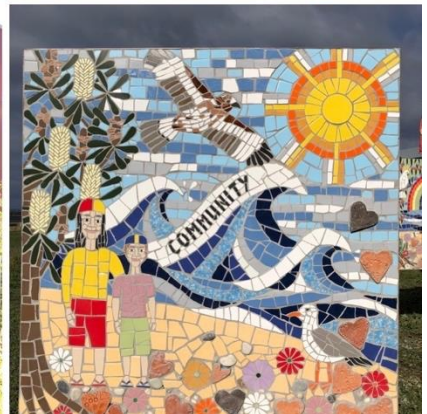
**To foster a cohesive and integrated approach to nurturing faith development of staff, students and families.**

- **Provide for rich class and whole-school prayer experiences.**
- **Class liturgies celebrated each term as an opportunity to deepen faith experience.**
- **Opportunity for staff and parent prayer to be offered.**
- **Provide professional learning for staff in the curriculum and pedagogy.**
- **Visible reference to our faith story throughout the school and in school publications.**

### Achievements

Lisieux Catholic Primary School is a dynamic, faith filled community and has engaged in opportunities throughout 2020 to nurture the spiritual and faith life of its community members, some of which were managed in alternative ways or in some cases, cancelled, due to school lockdown.

- Our Beginning of Year Mass, led by Father Linh Tran, was a fitting way to start the year. A Commissioning Mass for staff was also held at St Therese Church in February. It was attended by all Lisieux staff and many members of our parent community, being a significant occasion in marking a new step in our journey of growth as a community.
- Students continued to participate respectfully in liturgies at focal points throughout the liturgical year, where possible, although celebrations for Ash Wednesday, Easter, and our Feast Day were cancelled due to COVID. While not all of our students are of the Catholic faith, we believe it is important that they are exposed to the traditions of the Church and the meaning behind the ceremonies and liturgies that take place.
- Our Director of Faith and Mission, and our Religious Education Leader, worked with staff to plan RE units, with a particular focus on how the Pedagogy of Encounter, could be built into units of work.
- Each class created a prayer cloth that was displayed in classrooms and used during daily prayer time.
- A shared drive of RE resources was created for teachers to access when planning and delivering RE learning activities.
- Students were prepared to celebrate Sacraments of Reconciliation, Eucharist and Confirmation, although the Eucharist and Confirmation sacraments could not be celebrated due to COVID restrictions and were postponed until 2021.
- Students were involved in activities related to social justice and stewardship including Reverse Advent Calendar and gifts for local Aged Care facility, Star of the Sea. Sadly in 2020, our planned Parish Fun Run for families of Nazareth, St Therese and Lisieux Catholic Primary Schools, was also cancelled.



## Learning & Teaching

### Goals & Intended Outcomes

**To continue the development of a learning culture that values diversity and fosters creativity, curiosity, persistence and passion.**

- Teachers supported to unleash and stimulate what students are capable of becoming.
- Maintain and enhance specialist learning programs.
- Use of Leadership Team, including Pedagogy Support Leader, to nurture and support staff professional development.
- Dedicated Area of Responsibility for Reggio Emilia/ Outdoor Discovery. Begin by knowing our learners.

**To develop shared beliefs and understandings that each student can achieve high standards in literacy and numeracy.**

- Facilitate reflection on, learning about and improved pedagogical practice.

**That each student demonstrates consistent growth in literacy.**

- Daily, sustained and uninterrupted focus on literacy.
- Embedded literacy / instructional coaches.
- Opportunities for educators to share practice via classroom observations.
- Leadership team support as mentors and coaches.
- Budget dedication to levelled books and texts.
- Students will know what they are learning and how their learning is being assessed.
- Active engagement of parents in creating a culture of readers.

### Achievements

Our school curriculum is based on the Victorian curriculum, which has provided Lisieux with a strong standardised curriculum development and implementation framework. Once again, our goals were impacted by COVID and the introduction of remote learning for a significant portion of the school year. Nevertheless, achievements were made in the following areas:

- The staff at Lisieux continued to have a strong focus on providing rich learning opportunities for all students. We believe this is best achieved by challenging and motivating students through a rich curriculum and by building teacher capacity. Our commitment to inspiring students to find their spark and identify their strengths led our staff to continue innovative ways of delivering the curriculum. Specialist programs were reviewed and extended, with the introduction of Friday Flow and the Atelier program.
- Areas of Responsibility were appointed, with almost all staff having a dedicated profession focus area.
- The daily timetable was reviewed and a dedicated literacy block was confirmed.
- Professional learning continued for all staff in relation to pedagogical practice.



- The Learning Diversity and Pedagogy Support Leader provided dedicated support to classroom educators, particularly early career teachers, and assisted with team teaching and small group intervention.
- The NCCD process was used to identify and support students with individual needs across the curriculum. Classroom educators wrote Personalised Learning Plans (PLSs) for students with additional needs. These plans were created at Program Support Group (PSG) meetings and developed in consultation with parents, the classroom educator and the Learning Diversity Leader.
- The Deputy Principal: Teaching and Learning worked closely with professional learning teams to support curriculum planning and moderation of student learning outcomes.
- Educators were supported through collaborative planning meetings to develop and consolidate use of assessments and data.
- Students participated in Book Week celebrations.
- Our commitment to outdoor learning was further strengthened and embedded, throughout both specialist and standard curriculum programs, knowing that research strongly supports time spent outdoors as a means of promoting mental health and wellbeing as well as social and academic development.
- Introduction of Friday Flow, a cross-age activity for students to ‘engage in flow’ with an area of passion.
- Year 5/6 camp to Canberra.

We are truly blessed at Lisieux to have a team of dynamic teachers who are dedicated to providing our students with the best opportunities for learning. Our staff also recognise themselves as learners and continually work to update their skills, knowledge and vision of education. Professional learning remains a high priority of the leadership team and is highly valued by all members of staff.



## STUDENT LEARNING OUTCOMES

NAPLAN was cancelled due to COVID19, so there is no NAPLAN data available for 2020.

At Lisieux, we recognise that students learn at different rates, have different strengths, and need support in different areas. Lisieux measures success in many ways, and such data is used to assist teachers to provide curriculum and learning that is differentiated to students' needs.

We used the following strategies to impact student learning outcomes:

- Visible Learning – focusing on learning intentions and success criteria;
- Feedback to students;
- Guided reading and reciprocal reading.





## Student Wellbeing

### Goals & Intended Outcomes

**To continue to nurture a community characterised by life giving relationships.**

**To strengthen our commitment to an outdoor learning philosophy as central to student learning and wellbeing.**

- Collegiality will continue to be valued as a means of professional learning.
- Ongoing professional development in wellbeing.
- Visual displays of character strengths.
- Establishment of wellbeing committee.
- New staff will be inducted and continued focus on building a welcoming culture.

**To strengthen our commitment to an outdoor learning philosophy as central to student learning and wellbeing.**

- Continue to develop nature playground spaces and resources for creative play and exploration.
  - Build staff knowledge and understanding of outdoor learning.
  - Dedicated Area of Responsibility to be introduced for Reggio Emilia/ Outdoor Discovery.
  - Increase our commitment to outdoor learning so that it takes place at least 30% of the time at school.
- New staff will be inducted and continued focus on building a welcoming culture.

### Achievements

In 2020, Lisieux continued its commitment to Positive Psychology practices. Underlying our explicit focus on wellbeing is the premise that if young people feel a sense of attachment and belonging at school, their overall wellbeing will be improved, and with it their chances of academic success. We continued to invest in a range of gratitude practices, daily mindfulness and meditation practices, and introduced Friday Flow as well as several small group lunchtime programs to promote social development.

Other achievements included:

- 2-day Student Leadership Conference for Year 5/6 students.
- The development of a staff Wellbeing Team which introduced several initiatives including resources for mindfulness, character strengths, circle time, gratitude circles, etc. This team participated in 2-day Positive Psychology Professional Development.
- Investment in outdoor learning areas and resources.
- House based activities.
- Whole school tree planting.

- Four key school values were identified and developed by Artist in Residence, Paula Zetlein, as mosaic entrance signs.
- Staff completed First Aid training, including CPR.
- Continued staff professional learning in Child Safety, Reportable Conduct and Mandatory Reporting.
- Internal referral form established for possible NCCD students.
- Appointment of a School Psychologist to provide support with educational assessment and counselling as required.
- School assemblies with Focus of the Fortnight incorporated into presentation.



### STUDENT SATISFACTION

Processes are in place at Lisieux to gather feedback in an ongoing manner on a range of matters and to ensure communication is transparent. A CEM SIS survey was not undertaken in 2020, due to COVID.

During the year, many students were affirmed for their contribution to the life of the school. Principal's Awards at assembly and affirmation postcards were presented to acknowledge service, effort and endeavour, achievement and individual character strengths. These achievements were also frequently shared with the wider community through the weekly newsletter and via the school Facebook page.



## STUDENT ATTENDANCE

The importance of students attending school cannot be understated. Regular attendance at school reinforces routine behaviours, allows students to be part of a sequenced learning experience, provides opportunities for feedback to be given and assists with the development of social skills such as teamwork, resilience, friendship building. The purpose of the Attendance Policy is to specify the procedures used by the school to encourage and monitor attendance of students and to outline the roles of school staff with regard to student attendance including:

- Maintaining accurate records of all enrolled students;
- Maintaining attendance checking procedures which enable the school to identify and assist students with unsatisfactory attendance;
- Providing prompt, positive intervention measures, so that students do not fall behind with their work;
- Developing sound communication links between school and parents concerning attendance.

Regular attendance at school is essential if students are to maximise their potential. The school, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences. In 2020 we used an electronic roll marking system through nForma. This system enabled staff to carefully monitor student attendance as the roll is completed in morning gathering and again in the afternoon. Accurate reports can be produced for each student. Our Administration Officer is required to follow up any student absence and adjust the roll accordingly based on communication with parents. A step by step procedure for managing student non-attendance is followed according to our school policy.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- Parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- All cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented.

The average student attendance rate for 2020 was 94.3%. Annual attendance rates disaggregated by year group are listed below:

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | %    |
|---|------|
| Prep  | 95.3 |
| Year 1  | 94.7 |
| Year 2  | 94.5 |
| Year 3  | 95.2 |
| Year 4  | 94.1 |
| Year 5  | 89.6 |
| Year 6  | 89.7 |
| Overall attendance percentage                 | 94.3 |

## Child Safe Standards

### Goals and Intended Outcomes

The VRQA Compliance Self-Assessment and Action Plan was revisited in 2020 to monitor our implementation and compliance with Ministerial Order no. 870.

### Achievements

Lisieux has addressed the CECV Commitment to Child Safety in the following ways:

- Lisieux has completed the VRQA Compliance Self- Assessment and Action Plan. Policies have been formulated on Child Safety Code of Conduct, Child Safety and Protection Policy, Respectful Relationships Policy, and Parent Code of Conduct. These are on the School website and available to parents and community members.
- Implementation of Child Safety Policy.
- Implementation of Code of Conduct.
- Professional Development with staff has been conducted in relation to: Child Protection- Reporting Obligations; “PROTECT”- responding to Incidents, Disclosures and Suspicions of Child Abuse; Victorian Reportable Conduct.
- Clear procedures for engaging volunteers and informing the community of the implications of the Child Safe Standards. All volunteers and contractors are required to have a current Working with Children Check.
- Listen to the views of staff, children and their families and address their concerns justly in a timely manner.
- Embed policies and commitments into everyday practice.
- Implement rigorous risk management and employment practices.
- Promotion of child empowerment, decision making and participation.
- Communication with the school community about child safety issues, and reminders about child safety issues, including the car park, were included in various school communication platforms.
- Clear message of Lisieux zero tolerance of any form of child abuse and the importance of child safety advertised in recruitment of staff.
- Child safety questions asked when completing referee checks for potential new staff.
- Ensured the playground was regularly maintained and checked for safety.

## Leadership & Management

### Goals & Intended Outcomes

To foster positive and collaborative relationships, inspired by Gospel values, which support a high quality teaching and learning environment.

- Ensure the practice of goal setting and self-reflection is rigorously supported.

To provide a safe, contemporary environment that is appropriately maintained and resourced for learning.

- New building plan to be confirmed and enacted to cater for continued enrolment growth.

To identify and implement evidence-based priorities for teaching and learning improvement.

- Collate school-wide data and use a guide for professional development, mentoring, coaching.

### Achievements

In 2020, the Leadership Team was focused on strengthening a learning environment where every individual was supported to achieve positive outcomes. Members of the staff team were encouraged to build their capacity through professional development and collegial planning. A distributed leadership model was encouraged through the appointment of Areas of Responsibility.

- Formation days were undertaken at the commencement of the school year to ensure alignment of values, language, vision.
- The Deputy Principal: Teaching and Learning continued to work with professional learning teams to drive curriculum planning and development.
- All members of staff attended an Annual Review Meeting which enabled them to reflect on 2020 and set professional learning directions for 2021.
- Educators participated in various Professional Learning activities relevant to our Annual Action Plan and their own personal learning needs.
- Staff meetings were timetabled weekly and always had a professional learning focus.



| <b>EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING</b>   |        |
|---|--------|
| <b>DESCRIPTION OF PROFESSIONAL LEARNING UNDERTAKEN IN 2020</b>  |        |
| Positive Psychology Immersion; Principal network meetings; Learning Diversity; Languages; Learning Support Office ASD training; RE accreditation; Mathematics network; Joys of Writing; Little Learners Love Literacy; Governance; First Aid; Wellbeing; Intervention Framework; EOY eSIS training; Bike Ed. Sponsored study in RE accreditation and Masters programs was also undertaken by two members of staff |        |
| <b>NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2020</b>  | 18     |
| <b>AVERAGE EXPENDITURE PER TEACHER FOR PL</b>   | \$2601 |

The teaching staff at Lisieux Catholic Primary School is committed to excellence in teaching and learning. The staff at the school is highly qualified and an experienced group of professionals who give generously to all aspects of School life.

Below is a table that overviews the academic qualifications of each of the teaching staff at Lisieux in 2020 as well the number of years of teaching experience of each staff member.

Teacher qualifications for 2020 are as follows:

| <b>Surname</b> | <b>First Name</b> | <b>Position of Responsibility</b>                      | <b>Years of Experience</b> | <b>Qualifications</b>  |
|----------------|-------------------|--|----------------------------|--|
| Breuer         | Jessica           | Teacher  | 1                          | B.Ed   |
| Curry          | Matthew           | Teacher  | 9                          | B. Physical & Outdoor Ed; Grad. Dip. Psych; Grad. Cert. RE                         |
| Dando          | Ronald            | Teacher / Religious Education Leader                   | 17                         | MRE, B.Ed  |
| Douglas        | Gerard            | Teacher / Learning Diversity & Pedagogy Support Leader | 11                         | B.Ed   |
| Dries          | Brienca           | Teacher  | 3                          | B.Ed   |
| Flint          | James             | Deputy Principal: Teaching and Learning                | 15                         | B.Ed   |
| Hicks          | Mikaila           | Teacher  | 1                          | B.Ed   |
| Mackinnon      | Jessie            | Teacher  | 2                          | B.Ed   |
| Mancini        | Adrian            | Teacher  | 10                         | B.Ed   |
| Martin         | Georgia           | Teacher  | 4                          | B.Ed   |
| McCluskey      | Miranda           | Teacher  | 10                         | B.Arts; Grad.Dip Primary Ed  |
| McGennissen    | Brianna           | Teacher  | 2                          | B.Ed   |
| Moody          | Holly             | Teacher  | 13                         | B.Ed   |
| Righetti       | Therese           | Teacher  | 28                         | Dip Ed; Dip Vis Arts   |
| Roberts        | Dean              | Teacher  | 6                          | B.Sc; Post Grad Dip Ed.  |
| Ryan           | Susan             | Principal  | 35                         | EdD (Education), M. Ed (Research), Post Grad Dip (Student Welfare), B. Ed, Dip Ed. |
| Staunton       | Siobhan           | Teacher  | 10                         | B.Ed   |
| Vagg           | Zoe               | Teacher  | 12                         | B. Ed.   |

| <b>Years of Experience</b> | <b>Number of Teachers</b> |
|----------------------------|---------------------------|
| <1 year                    | 2                         |
| 2 – 5 years                | 4                         |
| 6 – 10 years               | 5                         |
| 11 – 20 years              | 5                         |
| >21 years                  | 2                         |

The staff composition at Lisieux in 2020 was as follows:

| <b>STAFF COMPOSITION</b>              |    |
|---------------------------------------|----|
| Principal Class (Head count)          | 1  |
| Teaching Staff (Headcount)            | 19 |
| Teaching Staff (FTE)                  | 17 |
| Non-Teaching Staff (Headcount)        | 5  |
| Non-Teaching Staff (FTE)              | 4  |
| Indigenous Teaching Staff (Headcount) | 0  |

Teacher qualifications for 2020 are as follows:

| <b>TEACHER QUALIFICATIONS</b> |     |
|-------------------------------|-----|
| Doctorate                     | 5%  |
| Masters                       | 11% |
| Graduate                      | 11% |
| Graduate Certificate          | 0%  |
| Bachelor Degree               | 94% |
| Advanced Diploma              | 16% |
| No Qualifications Listed      | 0%  |



### TEACHER SATISFACTION

Due to the disruption caused by COVID, staff did not complete the CEMSIS survey in 2020.

The staff retention rate was 100%.

## School Community

### Goals & Intended Outcomes

**To further strengthen the strong sense of connection between stakeholders of the Lisieux community, that embodies the values of trust, inclusion and compassion.**

- Regular opportunities for participation of families in the planning and running of various school events, including Family Picnic, Trivia Night, excursions, specialist programs.

### Achievements

As a growing school community, Lisieux welcomed an additional 6 members of staff, 55 students and their families. All were encouraged to be involved in the life of the community and a range of initiatives was planned. Unfortunately, a high number of events was cancelled due to COVID so there will be a dedicated focus on this area going forward. The initiatives that did continue included:

- The Parents and Friends continued to meet remotely and organised fundraising events such as Mothers' Day Stall, Fathers' Day Stall, Mango Drive;
- some liturgies and assemblies;
- Weekly newsletter, *The Tide*, as well as Instagram and Facebook accounts as a means of communicating with families. There was an increased focus on these areas in 2020. Additionally, during remote learning, staff organised Wellbeing Week and home-delivered special wellbeing packs for all students. They facilitated the sharing of home-based learning challenges to maintain connection between home and school.

### PARENT SATISFACTION

A number of means of gaining feedback from parents were sought throughout the school year. This included surveys, learning conferences, Parents and Friends Committee, School Advisory Council and both informal and formal meetings.

A Survey Monkey link was sent to all Lisieux families which produced some useful data and will be used to assist with the planning of a future Strategic Direction Plan. Notably, the key data produced was that families rated very highly the school's focus on wellbeing, Positive Psychology and outdoor learning. They indicated as areas they were looking forward to seeing building development and ongoing priority of student wellbeing as well as clear protocols in place to support positive student behaviour.