ANNUAL REPORT

TO THE SCHOOL COMMUNITY

2021

Lisieux Catholic Primary School

Torquay North, 3228

REGISTERED SCHOOL NUMBER: 2221

Lisieux
CATHOLIC PRIMARY SCHOOL
TORQUAY

Contents

Contact Details 2
Minimum Standards Attestation 2
Our School Vision 4
School Overview 6
Principal's Report 8
Education in Faith 12
Learning & Teaching 15
Student Wellbeing 21
Child Safe Standards 26
Leadership & Management 27
School Community 33

Contact Details

ADDRESS	90 South Beach Road, Torquay, Victoria. 3228.
PRINCIPAL	Dr Susan Ryan
PARISH PRIEST	Fr Linh Tran
SCHOOL BOARD CHA	Mr Simon Backhouse
TELEPHONE	(03) 90896614
EMAIL	principal@lisieux.catholic.edu.au
WEBSITE	https://lisieux.catholic.edu.au
E 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.
- March 15, 2022

GRATITUDE
EXPLORE

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.

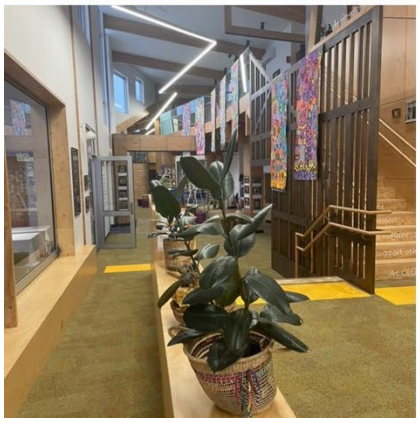
LISIEUX School mission

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.

Noteworthy
Nests...
BIRDS

KNOWN AND LOVED



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 four 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 243 students as reflected in the February 2021 census, and 251 students by the conclusion of 2021, 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.

At Lisieux, we design our learning programs to engage students in a broad range of curriculum areas and to stimulate their sense of curiosity in the world around them. We draw our guidance from the prescribed Victorian Curriculum, and along with our Religious Education Program, we offer a range of contextualised specialist subjects.

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.

KINDNESS

Principal's Report

It is my pleasure to present to you our Annual Report to the Community for the 2021 school year. This Report provides the school community with an overview of the key initiatives and events which have occurred throughout 2021, 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, as well as highlighting what we need to focus on going forward.

In an historical period marked by change, fear and disruption, maintaining a sense of calm continuity at Lisieux and a focus on setting our students up for success, has been at the heart of our mission. While many of us expected 2021 to be a smoother year than 2020, in fact the challenges continued. The ongoing global pandemic impacted significantly the way we viewed and implemented teaching and learning, catered for wellbeing needs and maintained family partnerships. Amidst the ongoing COVID mandates to wear masks, follow hygiene protocols, shut down on occasion, direct and support home learning, conduct meetings via Zoom and then pivot to return to face to face learning, we have consciously strived to care for the academic, social and wellbeing needs of those within our community. Gospel values have guided our way and consistently been embedded into the fabric of what we do and how we approach ever-challenging situations. I am proud of the way our staff team has modelled resilience and a growth mindset, confidence to learn from our mistakes and to model patience and flexibility. As in 2020, many events or special occasions were cancelled or modified, however, we learned to do this with creativity and with a growth mindset.

Amidst all the changes, our learning community underwent its first formal school review, a process that was equal parts challenging and rewarding. The feedback received clearly affirmed the strong learning and wellbeing culture we have established over four years and helped identify and confirm future focus goals. We were thrilled to be able to hold the Official Blessing and Opening of both Stage 1 and 2 of our buildings finally, during a brief window that allowed face to face celebrations of this nature.

In any community, it is the relationships between people that mark the culture of the group. 2021 tested the fibre of many relationships and yet, managed to strengthen the bonds between key stakeholders. As leaders and teachers, entrusted with the stewardship of those within our community, we proudly, and in creative and innovative ways, were able to prioritise student wellbeing and academic success. This was testament to the amazing spirit of cooperation and care that exists at Lisieux.

At the conclusion of our fourth 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 growth for our school, and certainly also a period for us to reflect and learn from. In a time of hardship, opportunities for gratitude, growth and kindness were aplenty. 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. Students are engaged in an innovative and challenging curriculum, centred around nurturing individual growth, creativity and deep learning. Parents are 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.

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, offering 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. I am particularly grateful for the sense of solidarity within our community throughout 2021. We look with confidence to the continued growth of our community, with a sense of hope and an open heart.

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 Simon Backhouse

Secretary: Mrs Lauren Barton

Members: Mrs Fiona Harrington, Mrs Tamara Kirley, Mr Michael Timms, Mrs Hannah Robertson.

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.

Lisieux
known and loved
warm & welcoming

KINDNESS

Known and Loved

KNOWN AND LOVED

COMMUNITY

Lisieux

AND ALL TOGETHER
MAKE THIS WORLD
A Beautiful
GARDEN.
Lisieux

Education in Faith

Goal:

To ensure our school motto 'Known and Loved' continues to guide our practices and programs.

Intended Outcomes:

• That students, staff and families feel safe, connected and valued as part of the Lisieux community.

• That students know and understand what it means to be a member of a Catholic community.

Achievements

Lisieux Catholic Primary School is a dynamic, faith filled community and has engaged in opportunities throughout 2021 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.

Education in Faith is a clear priority at Lisieux with a focus on building compassion, responding to social injustice and striving for an enhanced Religious Education pedagogy. As a school we continued to strengthen our Catholic identity with a focus on prayer and social action. Staff participated in professional learning on planning and delivering authentic units of work, with a focus on Pedagogy of Encounter. During both remote learning and face to face learning, staff continued to deliver rich learning experiences with opportunities for students to take action in the community.

Our achievements in 2021 included:

• Students continued to participate respectfully in liturgies at focal points throughout the liturgical year, where possible, although celebrations for some sacraments 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.

• The Beginning of Year Mass and Ash Wednesday liturgy took place on site at school.

• Our Director of Faith and Mission, and our Religious Education Leader, worked with staff to plan RE units, with a particular focus on the themes of identity, justice, community and celebration.

• Four after hours Professional Development sessions took place for all staff, led by Elio Capra.

• Opportunities for daily prayer continued to be offered during the lockdown period through a digital platform.

• Students were prepared to celebrate Sacraments of Reconciliation, Eucharist and Confirmation. The 3rd rite of Reconciliation (modified celebration) took place along with the sacraments of Eucharist and Confirmation.

• Archbishop Comensoli officially opened and blessed Stage 1 and Stage 2 of our buildings.

• Students were involved in activities related to social justice and stewardship including Branching Out Week during Advent, visiting aged care homes to sing and perform for residents. We held a school Fun Run, raising $3000 for Reach Vietnam.

• In 2021, we officially opened a contemplation garden, commemorating past student Estella Judd, who passed away in the previous year. This garden included flowers and plants in Estella's favourite colours, a statue and a mosaic tribute. It was opened on the anniversary of Estella's passing, and has become a place for quiet reflection and prayer within our school grounds.

Our School Review highlighted the following strengths in the area of Education in Faith:

• The school's commitment to its Catholic ethos is visible and enacted in its prayer life, celebration of liturgy, sacramental programs and outreach. Positive relationships are fostered in the school and wider community reflecting respect for the diversity of beliefs and backgrounds of the school community.

• The school's strong foundation for learning is underpinned by the dedicated focus on outdoor learning, wellbeing and faith development epitomising the school motto of *Known and Loved*. Staff and students actively articulate, model and live their understandings of being part of a Catholic community.

• Staff accreditation to teach in a Catholic school has been prioritised and supported by leaders.

Lisieux

Learning & Teaching

Goals:

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

To empower students, through rigorous and transformative learning opportunities, to be capable, engaged learners.

Intended Outcomes:

- That students will demonstrate creativity, persistence and passion in their learning.
- To develop shared beliefs and understandings that each student can achieve high standards in literacy and numeracy.
- Students will know what they are learning and how their learning is being assessed.

Achievements

The implications of the COVID school closures were felt in all aspects of school life in 2021. Despite the many challenges associated with remote learning, Lisieux staff continued to work towards creating a rigorous and engaging learning environment for all students. As a school community, we were able to demonstrate flexibility in our approach to learning and teaching. Our school curriculum is based on the Victorian curriculum, which has provided Lisieux with a strong standardised curriculum development and implementation framework.

Lisieux welcomed the 2021 school year with a Welcome to Country and Smoking Ceremony, presented by Norm and Nikki from Wurri-Ku Culture. The Acknowledgement of Country has now been successfully integrated as an integral part of all special gatherings and assemblies at Lisieux.

While our Annual Action Plan goals were impacted by COVID and the introduction of remote learning for a significant portion of the school year, 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. A new initiative, Beach Discovery, was introduced to strengthen our commitment to outdoor learning.

- Literacy continued as a priority with attention and a timetabled focus given to what we named ‘explicit literacy’ and ‘literacy experience’. Teachers undertook further professional development in explicit literacy, which was vital when engaging students during remote learning.

• Professional learning continued for all staff in relation to pedagogical practice. In 2021, there was a strong focus on the development and implementation of agreed literacy approaches including Little Learners Love Literacy and Soundwaves Spelling.

• Throughout 2021, teachers continuously used data to inform their teaching. Formal and informal assessments of students were used to monitor and cater for students' needs. Literacy and numeracy targets were set and monitored closely by teachers. Formal assessments such as P-2 Literacy Data, PATR and PATM and Essential Assessment (Maths), Soundwaves (Spelling) were used to track student growth.

• 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 (PLPs) 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.

• Remote learning planning and delivery was prioritised and reviewed regularly to ensure student engagement. The SeeSaw app was utilised to provide ongoing feedback to students and parents and to showcase student leanring during remote learning periods.

• Year 5/6 camp to Wilsons Promontory and Year 3/4 camp to Sovereign Hill took place.

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.

Our School Review highlighted the following strengths in the area of Learning and Teaching:

• Teaching and learning teams provide effective forums to regularly share assessment data. Assessments such as PAT reading and Mathematics data and F&PBAS reading data, assist teachers to reflect on practice and to explore strategies to meet individual student needs. The school prioritises time and resources to ensure teaching and learning teams operate effectively. Teachers expressed high levels of collegiality, trust and respect for leaders and peers.

• The school has a strong commitment to improving teacher practice, investing in professional learning to support and embed the use of evidence based high impact teaching strategies. Time is allocated each day for a dedicated literacy block and an instructional model is consistently used and understood throughout the school by staff and students. Learning intentions and success criteria are consistently evident in documentation, and there are intentional efforts to include students in the construction of success criteria in some classrooms, particularly in senior classes.

• The school's use of a range of assessment tools assists teachers to track students' level of development and monitor student growth. The school had a priority focus on improving reading, and teachers used PAT reading comprehension and F&PBAS data to track the growth of students. Whilst Mathematics has not been a priority focus, teachers used PAT assessments to track and monitor student learning in Mathematics. An assessment schedule outlines expectations and timelines for completion of assessments, providing consistency in the administering of assessments. Writing moderation is also included regularly within teaching teams and at times across the whole school, to enable greater monitoring of student writing progress. The regular use of data walls also assists staff to have a collaborative approach to using data as evidence supporting teachers to plan and assess more effectively. The use of co- designed rubrics to support students and teachers to measure progress and decide on the next steps for learning, are used in some year levels, particularly in the senior school.

• Lisieux Catholic Primary School leadership has developed a comprehensive and collaborative organisational structure aligned with the Catholic mission of the school. It effectively uses this structure to inform decisions and adapt strategies and resource allocations to build staff capacity to improve student learning against intended outcomes, and to support those students with additional needs. The school has strategically resourced and implemented a range of learning programs designed to maximise the school's philosophy and the diverse student cohorts within the school. This included several mixed abilities project-based approaches, for example, through aspects of Design Technologies, the Arts, Physical Education, Sustainability and Critical and Creative Thinking. Other targeted intervention programs are in place for students requiring additional support and extension, including the development of oral language, phonological awareness, reading and also social skills and fine motor skills.

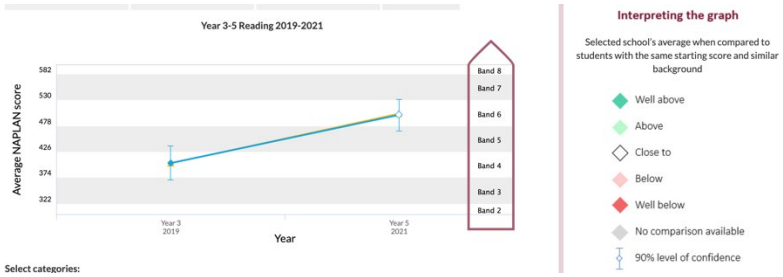
STUDENT LEARNING OUTCOMES

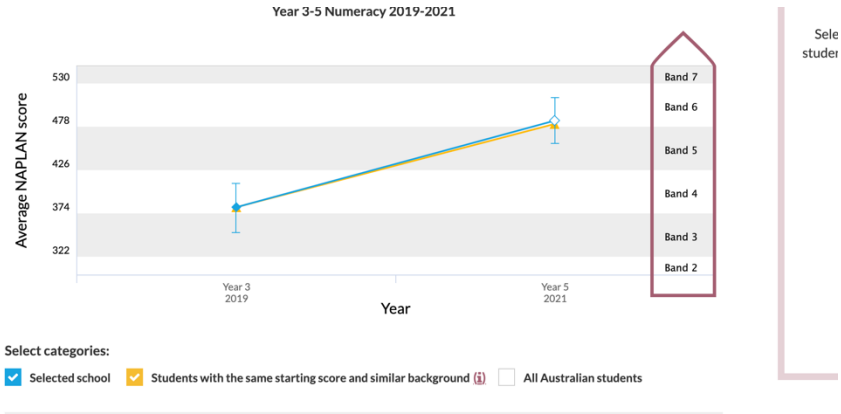
NAPLAN

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.

NAPLAN was undertaken by students in Years 3 and 5 in 2021. Our data suggests that our growth in students from Year 3 to 5 is on par with state average. Trend data also shows growth in both Literacy and Numeracy.

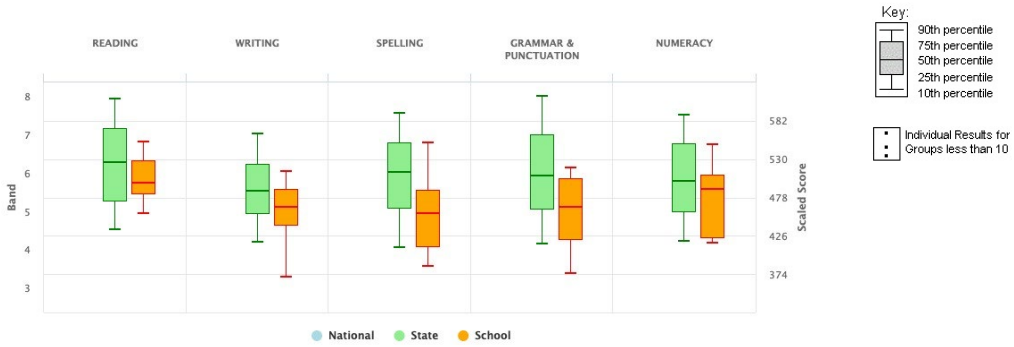




Lisieux Catholic Primary School
National Assessment Program - Literacy and Numeracy Tests 2021

School Summary Report

2021 | Year 5
Gender: All | LBOTE: All | ATSI: All
Date: 24/03/2022 | **Time:** 03:42:48 PM



Outcome	Type	Students	10th	25th	50th	75th	90th	Median	Mean	se(mean)
READING	National	-	-	-	-	-	-	-	-	-
	State	73,889	434	473	526	572	612	526	523	
	School	21	456	483	498	527	553	494	507	9
WRITING	National	-	-	-	-	-	-	-	-	-
	State	73,585	417	456	487	523	564	485	489	
	School	22	370	440	465	489	514	465	457	11
SPELLING	National	-	-	-	-	-	-	-	-	-
	State	73,659	410	463	512	552	592	512	506	
	School	22	384	412	457	487	552	456	457	14
GRAMMAR & PUNCTUATION	National	-	-	-	-	-	-	-	-	-
	State	73,659	415	462	508	563	615	508	513	
	School	22	374	420	466	503	518	462	458	11
NUMERACY	National	-	-	-	-	-	-	-	-	-
	State	73,198	419	459	501	551	590	501	506	
	School	19	416	423	489	508	550	492	480	11

About this report:

- This table displays scaled scores.
- The percentiles displayed in the table are interpolated values.
- This report uses the National Assessment Program scale.
- Additional data will be provided when available.

/naplan/index.aspx

Student Wellbeing

Goal:

To strengthen our commitment to a whole school Positive Education approach.

Intended outcomes:

• That students are supported to grow socially and emotionally.

• That students develop a sense of connection and belonging, have a knowledge of and can apply their character strengths, and engage in respectful relationships.

• That staff implement consistent strategies for positive behaviour and wellbeing.

Achievements

In 2021, 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.

Our staff continued their ongoing professional development in the area of Positive Psychology, and worked towards integrating this into our daily practice. We attended a whole-staff 2 day Wellbeing / Positive Education Conference in Term One, during which both external facilitators and our own staff led sessions relating to psychology practices to help us flourish, improve mental health and work towards peak organisational wellbeing. The conference enabled staff to be exposed to research findings and to discuss effective wellbeing practices. Rather than using structured and established SEL programs, Lisieux has a deep commitment to embedding contextualised positive psychology practices into the fabric of the everyday curriculum and to operating from a relationship-based foundation.

As the challenges of a second year of COVID interruptions continued, our school community worked collaboratively to prioritise wellbeing and adjust our teaching and learning accordingly. Wellbeing was a key component of the daily schedule at every level, and within our staff team. We reviewed our COVID-safe plan in accordance with changing guidelines, and maintained close and regular contact with families, establishing extra support with nightly bedtime stories online, regular articles in the weekly newsletter, phone calls and zoom calls to homes and the delivery of learning packs as required.

As students re-transitioned to onsite learning, additional support was needed at some levels, particularly for the senior students. A focus on re-connection and relationships was prioritised after a prolonged absence apart.

Other achievements included:

• 2-day Student Leadership Conference for Year 5/6 students.

• The continuation of a staff Wellbeing Team which introduced several initiatives including resources for staff wellbeing week, mindfulness, character strengths, circle time, gratitude circles, etc.

• The hours of contact increased for our school psychologist, and a weekly wellbeing team meeting took place with members of the leadership team and the school psychologist to discuss case referrals and management.

• Investment in outdoor learning areas and resources.

• House based activities such as Beach Activities Day.

• Buddy activities to strengthen cross-age connection.

• The introduction of Friday Flow.

• Continued staff professional learning in Child Safety, Reportable Conduct and Mandatory Reporting.

• Internal referral form established for possible NCCD students.
Our School Review highlighted the following strengths in the area of Wellbeing:

• The school's policies, procedures and actions clearly promote positive relationships and behaviours reflecting Catholic beliefs and values inspired by the message of St Therese of Lisieux of *caring for others*. Illustrations of this were observed through learning activities incorporating student self-reflection about wellbeing and behaviour of themselves and their peers. These learning activities are clearly aligned with the school's philosophy and relevant Victorian Curriculum personal and social capabilities. Students, parents and staff endorsed the perception of the school as a safe and positive learning environment, and the school's approach to student learning linked to wellbeing was identified by parents and students as a school strength.

• Opportunities for students to have a voice is evident within the student leadership model. Students could articulate several initiatives they had been part of including assisting with the wellbeing of younger children, a buddy program and several fundraising initiatives.

• Student choice is evident in teaching and learning and wellbeing programs and documented in teacher planning.

• Student voice is reflected in the setting of personal learning goals and use of feedback and reflective strategies, which are routinely part of student learning plans.

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.

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 2021 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 2021 was 94.3%. Annual attendance rates disaggregated by year group are listed below:

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Prep	95.5
Year 1	94.8
Year 2	93.5
Year 3	95.3
Year 4	93.9
Year 5	94
Year 6	87
Overall attendance percentage	94.3

Child Safe Standards

Goals and Intended Outcomes

The VRQA Compliance Self-Assessment and Action Plan was revisited in 2021 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

Goal:

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

Intended outcomes:

• To empower staff to be agents of continuous and transformative growth.

• To create a 'yes' culture, which gives staff permission to try things and fail

Achievements

During a very unpredictable year, involving regular periods of remote learning, strong and supportive leadership was vital. An important responsibility of the Leadership Team throughout the year was to model calm flexibility and resilience and to maintain a clear and steady flow of communication to all stakeholders in relation to decisions or adjustments made as a result of the pandemic. The Leadership Team took this responsibility very seriously and experienced a sense of pride at being able to guide the community through some challenging times.

In 2021, the Leadership Team continued a focus 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 continuation of Areas of Responsibility.

• Formation days were undertaken at the commencement of the school year to ensure alignment of values, language, vision. Various other professional development opportunities were made available, and all staff (teaching and non-teaching) took part in a two day Wellbeing / Positive Psychology Conference. Additionally, the school hosted its own Outdoor Learning Conference, attracting delegates from all across Australia. All staff took part in this and were involved in the planning and running of the event as well.

• 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 2021 and set professional learning directions for 2022.

• 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.

• Teachers regularly shared teaching practices and engaged in self-reflection. Teachers reflected on and modified practices during remote learning periods.

• During remote learning, staff continued to search for and use new ways to facilitate online learning.

• Staff and leaders collaborated to ensure that at risk students attended school and continued with face to face support during lockdowns.

• In Term Four, Annual Review Meetings took place, providing the opportunity for staff to outline career goals, and develop strategies to work towards professional learning goals.

Our School Review highlighted the following strengths in the area of Leadership and Management:

• The Lisieux Catholic Primary School leadership has ensured a strategic focus on enacting the school vision for its students and community. The school vision from the school's inception has had a strong foundation based on the principles of Positive Education and the Reggio Emilia approach where the development of each child is paramount, and the environment plays a key educational role. Complementing this is the key focus on linking academic learning with wellbeing through outdoor learning. This has broadened and enhanced a school wide understanding of the Victorian Curriculum. Within this framework, the school leadership prioritised building teacher understanding of an instructional model translated into what students want and need to know and be able to do (learning intentions and success criteria). The practices established from these actions have placed leadership in a sound position to guide further development and strengthening of the school's operational and pedagogical practices.

• The school provides informal ways for teachers to receive feedback from leaders and peers on classroom practice. Teachers have opportunities to observe teaching practice in other classes on a voluntary basis (particularly in literacy), however, the model for using peer observation to improve practice is in the early stages of implementation and remains an optional source of feedback. The review highlighted the school's intention to move toward a more formalised and structured approach to peer observations.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PROFESSIONAL LEARNING UNDERTAKEN IN 2021

Language PD; Learning Diversity; Religious Education; Dyslexia; Finance; Curriculum planning; NAPLAN training; Respectful Relationships; Partnering to Learn; Positive Psychology; Outdoor Learning. Sponsored study in RE accreditation and Masters programs was also undertaken by four members of staff.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2021: 22

AVERAGE EXPENDITURE PER TEACHER FOR PL: $3061

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 2021 as well the number of years of teaching experience of each staff member.

Teacher qualifications for 2021 are as follows:

Surname	First Name	Position of Responsibility	Years of Experience	Qualifications
Breuer	Jessica	Teacher	2	B.Ed
Curry	Matthew	Teacher	10	B. Physical & Outdoor Ed; Grad. Dip. Psych; Grad. Cert. RE
Dando	Ronald	Teacher / Religious Education Leader	18	MRE, B.Ed
Delaney	Candice	Teacher	10	B.Ed
Douglas	Gerard	Teacher / Learning Diversity & Pedagogy Support Leader	12	B.Ed
Dries	Brienca	Teacher	4	B.Ed
Flint	James	Deputy Principal: Teaching and Learning	16	B.Ed
Finn	Carly	Teacher	1 (graduate)	B.Ed
Gillett	Laura	Teacher	6	B.Ed, Grad. Cert. RE
Hicks	Mikaila	Teacher	2	B.Ed
Mackinnon	Jessie	Teacher	3	B.Ed
Mancini	Adrian	Teacher	11	B.Ed
Martin	Georgia	Teacher	5	B.Ed
McCluskey	Miranda	Teacher	11	B.Arts; Grad.Dip Primary Ed
McGennisken	Brianna	Teacher	3	B.Ed
Moody	Holly	Teacher	14	B.Ed
Righetti	Therese	Teacher	29	Dip Ed; Dip Vis Arts
Roberts	Dean	Teacher	7	B.Sc; Post Grad Dip Ed.
Ryan	Susan	Principal	36	EdD (Education), M. Ed (Research), Post Grad Dip (Student Welfare), B. Ed, Dip Ed.
Salisbury	Kate	Teacher	1 (graduate)	B.Ed
Staunton	Siobhan	Teacher	11	B.Ed
Vagg	Zoe	Teacher	13	B. Ed.

Years of Experience	Number of Teachers
<1 year	2
2 – 5 years	6
6 – 10 years	4
11 – 20 years	8
>21 years	2

The staff composition at Lisieux in 2021 was as follows:

STAFF COMPOSITION	
Principal Class (Head count)	1
Teaching Staff (Headcount)	21
Teaching Staff (FTE)	19.57
Non-Teaching Staff (Headcount)	12
Non-Teaching Staff (FTE)	5.57
Indigenous Teaching Staff (Headcount)	0

Teacher qualifications for 2020 are as follows:

TEACHER QUALIFICATIONS	
Doctorate	5%
Masters	9%
Graduate	9%
Graduate Certificate	9%
Bachelor Degree	95%
Advanced Diploma	9%
No Qualifications Listed	0%

TEACHER SATISFACTION

Lisieux staff completed the ORIMA Research survey (MACSIS) and the data was as follows:

• The overall school positive endorsement was 84%. The following summary provides more detail:

E1400 Lisieux Catholic Primary School

Overall and Domain Level Snapshot - Staff

1st Level Comparison

DOMAIN	DOMAIN DEFINITION	MACS average	2019	2021	Male	Female	Teaching	NonTeaching
	Base (n=)	*13 354*	*14*	*5*	*1*	*3*	*4*	*1*
OVERALL	Overall school positive endorsement %	67%	79%	84%	-	-	-	-
1. Student safety	Perceptions of student physical and psychological safety while at school.	72%	69%	70%	- **	- **	- **	- **
2. School climate	Perceptions of the overall social and learning climate of the school.	80%	86%	91%	- **	- **	- **	- **
3. Staff-leadership relationships	Perceptions of the quality of relationships between staff and members of the leadership team.	81%	93%	98%	- **	- **	- **	- **
4. Instructional leadership	The extent to which the school leaders set the conditions for improving teaching and learning at the school.	57%	74%	-	- **	- **	- **	- **
5. Feedback	Perceptions of the amount and quality of feedback staff receive.	41%	43%	52%	- **	- **	- **	- **
6. School leadership	Perceptions of the school leadership's effectiveness.	60%	86%	-	- **	- **	- **	- **
7. Staff safety	Perceptions of staff safety in the school.	67%	79%	100%	- **	- **	- **	- **
8. Psychological safety	How safe it feels to take risks and make mistakes in this school.	65%	77%	-	- **	- **	- **	- **
9. Professional learning	Perceptions of the quality and coherence of professional learning opportunities.	55%	78%	-	- **	- **	- **	- **
10. Collaboration around an improvement strategy	Perceptions of the coherence of the school's improvement strategy.	65%	76%	-	- **	- **	- **	- **
11. Collaboration in teams	How well teachers work together in teams to improve teaching and learning.	70%	90%	-	- **	- **	- **	- **
12. Support for teams	Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively.	68%	84%	-	- **	- **	- **	- **
13. Collective efficacy	Teachers' perceptions that staff at the school have what it takes to improve instruction.	80%	83%	-	- **	- **	- **	- **
14. Catholic identity	Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life.	75%	75%	-	- **	- **	- **	- **

The staff retention rate was 87.5%.

School Community

Goal:

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

Intended outcomes:

To 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 7 members of staff, as well as many new 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; Wine Drive; Routley's Pie 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 2021. Additionally, during remote learning, staff organised Wellbeing Week for all students and nightly story time via zoom was conducted to foster connection between home and school. Staff facilitated the sharing of home-based learning challenges to maintain connection between home and school.

Strengths identified by the School Review:

• Parents highly valued the community feel, sense of connectedness, welcoming nature, and the inclusivity of the school. They recognised that the Catholic identity of the school is manifested through masses, regular prayer, sacramental programs, and student participation in social justice initiatives.

• A clear and universally agreed strength identified during the review was the individual approach to supporting and nurturing all students. These supports were implemented in consultation and partnership with parents and other relevant members of the school community. They were characterised by effective ongoing two-way communication between families and the school, particularly emphasised during COVID lockdowns.

PARENT SATISFACTION

A number of means of gaining feedback from parents was sought throughout the school year. This included wellbeing conversations, learning conferences, Parents and Friends Committee, School Advisory Council and both informal and formal meetings. The school review process involved gathering feedback from a sample representation of parents. There was inadequate CEMSSIS data provided from parent surveys to provide any clear outcomes, with only 22 responses made. This is likely to be due to the timing of the survey during COVID and other challenges experienced at the time.