



St Clement of Rome School



MELBOURNE
ARCHDIOCESE
CATHOLIC SCHOOLS

St Clement of Rome School Bulleen

2020

Annual Report to the School Community



Registered School Number: 1640

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Contact Details

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E NUMBER	E1238

Minimum Standards Attestation

I, Michael Heenan, attest that St Clement of Rome School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

10/05/2021

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

Our School Vision

Anchored by our Catholic faith, we empower every learner to express their creative courage to redefine our world.

School Overview

St Clement of Rome Catholic Primary School is made up of 415 students and 46 staff. A place where a Catholic ethos is fostered and children are the number one priority, their rights are respected, and they are given the opportunity to develop their full potential within the school's curriculum. All children have access to a wide variety of resources and the opportunity to participate in all activities and learning experiences in settings within and beyond the school. Children are aided to understand and relate to Australia's multicultural nature, as reflected by the composition of our school community. Focus on social skills, discipline, care for the environment, respect for others and tolerance are addressed. Our staff are dedicated, friendly, cooperative and work collaboratively with supportive parents, as primary educators of their children, are acknowledged and valued.

Principal's Report

There has been a significant shift in the education of children in the area of Bulleen and Templestowe over this past year. This year was a year like no other, and I first want to acknowledge our staff, students, and parents who have all had to adapt, change and respond to the COVID 19 landscape - sometimes on a daily basis and this still continues. As the year finished we did have an easing of restrictions allowing the school to get back to a 'COVID normal', but the threat of further lockdowns and upheavals to our school program awaits us in 2021.

2020 was significantly impacted by COVID 19 which necessitated a reworking of our Improvement cycle lens. The agenda in 2020 emphasized a focus on professional learning and collaboration, underpinned by the distinctive learning needs of our students in a remote setting. Staff were at times 'writing the remote teaching manual' as they delivered an online program we developed at school. Our staff and our students thrived in this new 'no parameter' learning cycle.

Developing a strong learning culture is dependent upon a school leadership team committed to the learning community which comprises the students, parents, teachers, and the broader community. Clear expectations in regard to improving the quality of learning and teaching throughout the school and addressing obstacles to school-wide improvement were the guiding principles of school leadership throughout 2020.

The continuation of our leadership capacity here at St Clement's is testimony to the consolidation of the valuable internal and external partnerships that are being embedded into our culture. The St Clement's learning community actively responds to contemporary research and initiatives, evidenced by our commitment to the Grammar in Context Project, and Learning Collaborative Project which provides teachers with research-based resources for providing quality instruction, while also taking into account the needs and abilities of individual students. This initiative has been driven by leadership through strategic employment, continuous development of staff and teams, and our external partnership with Dr Misty Adoniou of the Australian National University Canberra and Dr Lyn Sharratt University of Ontario Canada.

Student Engagement and Wellbeing continue to be a core focus for teachers ensuring students are targeted, engaged, and extended to their point of need within classrooms and across Collaborative Teams, with support and oversight by School Leadership Team and the Child Safe Team. Weekly onsite and online meetings of these teams aim to monitor engagement and wellbeing with input from students, teachers, and parents, with timely interventions, as required. We address student engagement and wellbeing by establishing a stimulating learning environment so that learning is authentic and purposeful

The Social and Emotional Learning (SEL) approach at St Clement's School has embraced our school improvement goals moving forward with determination and a clear sense of purpose, in spite of the disruption presented by the pandemic during 2020. The school's educational philosophy that quality teaching (SEL) should be based on current evidence-based research to provide the best possible educational outcomes for students, has been crucial to changes introduced. A number of assumptions are integral to this philosophy. These include: that knowing

and caring for learners provides the foundation for learning; learning is stronger when learners feel a sense of belonging within a community; discussion and dialogue are important elements of learning; learning in a Catholic school will encompass more than just the formal curriculum.

We all deserve to celebrate and be proud of ourselves. Staff, Students, and Parents have responded to new ways of teaching and learning this year. Our school can take pride in that we faced the opportunities and obstacles of a challenging year, safe in the knowledge that we were consistently outstanding and did not stress when it didn't go to plan, because, as we found out, that's OK.

The above reasons are why it is so pleasing to receive such outstanding results in regard to our external school review. Enrolments, academic achievement, and most importantly the school culture at our school is at 'Elite School Level' according Gavin Healy our external school reviewer. It is wonderful to celebrate that 'We are a school that has children who we are so proud of, a school whose children make those who they encounter and meet, better for the experience, and a school that believes and enacts an amazing sense of justice for people and the environment' (Gavin Healy) school reviewer 2020.

I would like to thank all members of our School Education Board and Monsignor Franco. For their creativity, their support, and their unwavering confidence in the management of the school. And finally, I would like to acknowledge the effort and professionalism of our school leadership team. They went above and beyond the call of duty and discipleship.

I would also like to commend each one of our staff who has worked diligently, professionally, and tirelessly in the pursuit of excellence in education. Our staff has gone 'above and beyond' in their actions and educational purpose for those children with whom they interact and nurture on a daily basis.

Our School Leadership are all teachers, it is their principle role. They are willing to roll up their sleeves and demonstrate, lead, support, model, teach, help and guide all our staff. They are not afraid of going into classrooms, they are not here to sit in an office and look at forms and provide countless, mindless surveys, they are in classrooms making teaching and learning better - for the students at St Clement of Rome. For this, I congratulate them. This is one of many reasons why I school in such a healthy position.

As the Principal of the school, I would also like to commend our Parent Community for their ongoing support of their children's learning. It is with great pride that I write how I firmly believe that we as a school, have great confidence from our parents. This confidence stems from effective partnerships and trust. Partnerships such as Parent Board, Parent Representative Committees, Classroom Helpers and have created an outstanding learning environment and culture at our school.

Finally, we acknowledge that we have much work to do, the world is changing, and we need to acknowledge and adjust to this change. It is essential that we are always looking forward, 'anchored by our faith with creative courage' while still 'celebrating the excellence of the past'.

Michael Heenan

School Education Board Report

School Board Report 2020

The St Clement of Rome School Board is pleased to present our end-of-year report covering the activities of the Board across 2020.

Overview

The year 2020 was a challenging time for many schools in Melbourne as a result of the Covid-19 pandemic, the suspension of face-to-face instruction and the implementation of home-based learning throughout this time. Schools were forced to adapt quickly to ensure the continuing educational and spiritual needs of students were met and that families were supported in their role as co-administrators of this process.

The Principal of St Clement of Rome Primary School, Mr Michael Heenan, together with his Leadership Team, provided strong and reliable leadership throughout this time. Mr Heenan regularly met with the St Clement School Board across 2020 in a transparent and collaborative way to achieve the best outcomes for his students and to ensure that the families within the school community were supported and fully informed throughout this time.

Home-Learning

The Melbourne Archdiocese Catholic Schools (MACS) ethos of building a community where *'authentic relationships based on love provide the means and support for all students to flourish'* underpinned the school's professional practice across the year. Lockdown became an opportunity for our school to draw upon and fully utilise learning resources that was already in place prior to home-based learning. For instance, lap-top computers for students that could be taken home and cloud-based learning infrastructure to support workflow and assessment. The Board met regularly throughout this time to provide support, feedback and counsel where required.

Teaching and learning were deliberately synchronous. They were structured in a way that facilitated communication and interaction with students in both the class context and smaller group settings to ensure students remained connected to their teachers and classmates across numerous time-points each day. Synchronous teaching also facilitated a flexible approach that allowed staff to identify and increase support to those students and families where needed. Well-being and spiritual content, as an integral component of teacher practice, was highly visible throughout this time as was the schools' usual strong commitment to literacy, numeracy, and other core competencies. Some specialist and learning support staff were deployed to facilitate small group sessions with students online ($n=5$) to prevent learning loss and to provide individualised intervention where needed.

School Policy Review

2020 also began with a policy review cycle for our school that was completed online throughout the Covid-19 lock down. The school and the Board commenced preparation for the policy review at the beginning of the year and continued this process remotely, until its conclusion in October. A range of operational policies underwent school and Board review and ratification.

Thank you

The Board would like to thank Mr. Michael Heenan for his considerable leadership shown throughout this difficult time and in the successful transition back to school-based instruction. It was a challenging and de-stabilising period for many families in our community who relied on guidance and support from our Principal and staff in unprecedented ways. We extend our appreciation to the dedicated Leadership Team and teaching staff who were committed to ensuring every child in our school was able to learn and importantly, continue to belong, at St Clement of Rome throughout 2020.

Chair

Elizabeth Hutton

Education in Faith

Goals & Intended Outcomes

Grounded in the teachings of Jesus, develop a welcoming Catholic community which accepts individual and seeks to develop the whole person in connecting our faith and life.

Achievements

[EFAchievements]

VALUE ADDED

- Held regular meetings with school staff and Parish Priest and Religious Education Leader prior to class masses.
- Each class celebrates a Class Mass per term with the Parish Community
- Whole school Masses to begin and end the school year.
- Whole school Masses organised to celebrate feast days.
- Celebrated the Liturgical year with the Parish
- Participated in Social Justice Initiatives e.g. Project Compassion, Christmas Shoebox, Hosted faith nights for community.

Learning & Teaching

Goals & Intended Outcomes

To provide a learning environment that engages and equips all students to access and value learning in their world, irrespective of their starting point.

Achievements

The school enhances the development of the students by providing a myriad of learning experiences and opportunities. These include the structured and guided programs that build the self-esteem and engagement of the students. Students have access to guest speakers within the community to support learning. Implementation of the differentiation processes to engage, support and extend student learning.

In addition, the school monitors the performance of students from Prep to Year 6 with ongoing assessment and analysis of data, which drives the implementation of personalised teaching approaches.

Planning and implementation is centred on individual needs and interests of the students to ensure relevant, rich and rigorous experiences are provided for each child. Our diverse curriculum with numerous extra-curricular opportunities provides students with the opportunity to be engaged in the educative process here at St Clement of Rome.

- We are now in successful partnerships with The University of Melbourne (Reading Writing), Monash University (Design Thinking), Australian National University (Maths) and The Australian Catholic University (Theology).
- Evidence based teaching is embedded in all our teaching practices, which inform our teaching.
- We continuously individually track all our student progress and use team teaching across the levels.
- We encouraged staff to use learning journals and e-portfolios with students. Students are using these journals for self-reflection and sharing their learning with peers, teachers, and parents.
- We supported students reporting to their Parents at Goal Setting Interviews and Goal Progress interviews.
- Teachers use student voice and in collaboration with student feedback and self-assessment data plan learning experiences
- Continue to monitor the updates to the Victorian Curriculum, implement and monitor what is happening with the Victorian Curriculum
- Continue to implement strategies to promote effective differentiated curriculum through utilising learning intentions as a way of personalising learning, extending the use of learning intentions, continuing to monitor and use the Intervention Program in reading

- Formalise the use of standardised testing in Maths and English On Demand, PAT Maths and PAT R from Year 1 to 6

STUDENT LEARNING OUTCOMES

2019 NAPLAN Tableau Data shows that the school is a high performing school across all assessed areas for Year 5 to Year 7 students, showing above average growth and above average performance

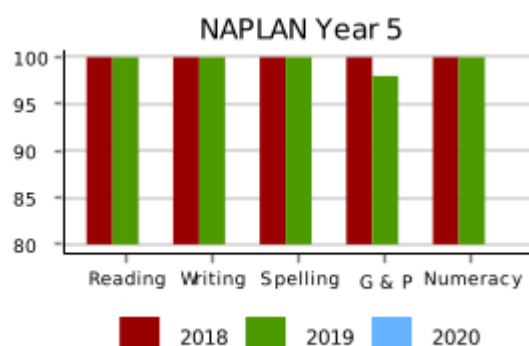
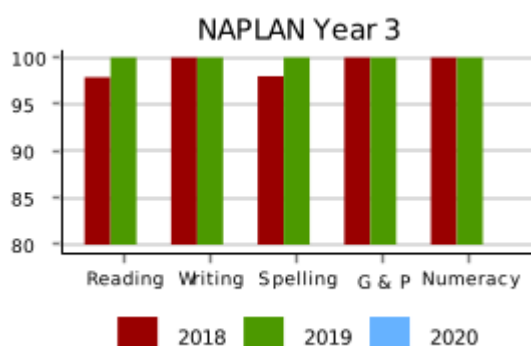
- Return to school data at the end of the extended Learning from Home Period showed that students on average had progressed by greater the number of weeks they were in lockdown.
- PAT-R & PAT-M has shown continued improvement across all levels with cohort levels on average performing above benchmarks
- Prep end of year testing results showed that the cohort was the third highest performing cohort for end of year testing since the collection of data commenced in 2005.
- 20% of our Year 6 2020 exiting students have been taken into accelerated programs at Catholic Secondary Schools.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	100.0	0.0		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	97.9	100.0	2.1		
YR 03 Spelling	98.0	100.0	2.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	100.0	98.0	-2.0		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	100.0	100.0	0.0		
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

To provide an inclusive, collaborative, supportive and safe learning community in which social competencies, resilience and respectful/positive relationships are developed.

Achievements

Social and Emotional Learning is an integral component of our vision and practice as educators in a Catholic primary school. Through our commitment to SEL we have endeavored to support the development of each child, fostering resilience and connectedness to school their peers, teachers and community. During 2018, in response to the wellbeing needs of our community, we maintained the services of a School Psychologist, providing guidance and support to students and families.

The school has continued to see a steady increase in the number of requests for support from members of our community. In light of the changing needs of our community, our Student Wellbeing Leaders has increased their FTE to provide additional support to students, families and staff. The Student Wellbeing Core Team has continued to work with and alongside staff to monitor and effectively cater for the social, emotional, academic and physical needs of our students.

Restorative Practices has continued to be an integral part of our approach in supporting students to build and restore relationships with others. The Student Wellbeing Core team looks forward to working with our staff and families to strengthen and foster student wellbeing in our school community. We consider ourselves an active participant in the outward facing schools project.

All staff was given additional training in using the Adlerian approach to student wellbeing.

We streamlined the documenting of playground incidents by creating a data bank accessible by all staff. This has allowed us as a school to effectively track and monitor children, especially those ones 'at risk'. We believe that as a community it was essential to link families and 'experts'; and as such, provided a parent/student seminars on Raising children for all families

VALUE ADDED

- Planned and Facilitated explicit SEL program
- Maths Club
- Science Club
- Chess Club
- Calisthenics
- Calligraphy
- Book Club
- Student Leadership Team
- Perceptual Motor skills Program (PMP) for Preps.
- School Choir - Junior and Senior.
- School buddy system throughout the school.
- Instrumental music program (Violin, guitar, drums, voice, keyboard).
- School band - Junior/Middle/Senior.
- Passion Projects - Kitchen Garden, Design, Performing Arts, Robotics, Visual Arts, Science, or Health & Fitness.
- Extra Curriculum Specialist classes- Italian/Japanese 5-6, Physical Education, Library, Art, Digital Learning and Science.
- Sporting Events for students such as Basketball Tournaments, Regional Swimming, Hoop Time and Cross Country.
- Athletics Carnival hosted off campus

STUDENT SATISFACTION

Our students have indicated to us that they are happy and feel safer at school. They also indicate that they have much more room improvement. The School Improvement Surveys student data indicates that Learning Confidence and Student Safety continues to be a relative strength, ranking St Clements in the top 50% when compared to other Victorian schools. Other data indicates that Teacher Empathy remained consistent. The data indicates that students have positive emotions at school, the students feel understood by their teachers. The students at SCOR have a high degree of confidence that the classrooms are a safe and happy place to learn, this is evident in the increased perception of classroom behavior.

STUDENT ATTENDANCE

Monitoring of school attendance enables identification of students at risk, as does the early implementation of intervention strategies. All school staff and parents/carers have a responsibility for the detection and assessment of the causes of school non-attendance. All members of the school community are expected to meet the requirements of attendance and work to the best of their ability to keep attendance for all students as close as possible to 100% attendance. As a school we have a legal responsibility to record and monitor attendance and take appropriate actions to rectify problems of non-attendance. These actions are aligned with the School's Attendance Policy.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	92.0%
Y02	93.5%
Y03	92.0%
Y04	91.6%
Y05	93.2%
Y06	93.5%
Overall average attendance	92.6%

Child Safe Standards

Goals & Intended Outcomes

To integrate the child safety focus into our school's vision and broader goals for the care and wellbeing of our students

Achievements

- The school has embedded policies and is committed into every day practice
- We have consistently reviewed and trained our teachers and non-teaching staff and volunteers
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'
- We have worked with student in the area of participation and empowerment strategies
- Developed a Child safety Team structure
- Engagement of Families and communities in promoting child safety School Leadership in consultation with Staff and School Board reviewed and modified all policies related to Child Safety such as Student Wellbeing Policy, eLearning Policy, Volunteers Policy, Working with Children Check Policy, Police Record Checks Policy, Child Safety and Reporting Obligations Policy.
- Formulation of Child Safety Policy.
- Revised and modified the school's Educational Philosophy to include our commitment to Child Safe Practices.
- Principal and Parish Priest completed a declaration of compliance towards Child Safe Standards.
- Principal and Parish Priest completed the Compliance Self Assessment Tool and an Action Plan to address future needs in order to protect the safety and welfare of all children in our school.
- Key Leaders - Principal, Deputy Principals and Student Wellbeing Leader became familiar with Ministerial Order Number 870. Key Leadership completed the Child Safety Risk Register Assessment. The School developed an Action Plan around additional controls to be implemented and allocated key positions of responsibility.
- Audit, review and modify administrative role descriptions to include maintenance of Working with Children's Check Register, Police Check Register and Volunteer Register.
- Student Wellbeing Leader to maintain records of Staff Professional Development in the area of Mandatory Reporting Processes.
- Develop and display a flowchart highlighting the process to Child Safety and Reporting obligations. Leadership Team to facilitate staff meeting/s to reinforce the school's approach and commitment to Child Safety.
- Principal to facilitate board meeting/s to reinforce the school's approach and commitment to Child Safety.

- Staff to sign 'Staff Code of Conduct'.
- Audit, review and modify 'Parent Code of Conduct'.

Leadership & Management

Goals & Intended Outcomes

To grow a dynamic and accountable professional learning community, guided by a shared vision, informed by best practice and committed to continuous improvement and innovation.

Achievements

- Supported staff in Post Graduate Education (Master Degree)
- Implementation of Prep - 6 Science, Digital Technology, Visual Arts, Physical Education and Italian specialist program.
- Completion major building works and re-development of St Clement of Rome Matthew Wilkins Centre. This centre will house, Digital Technologies, Science, Visual Arts and Italian.
- Collected data and completed an extensive analysis, prepared a document that complies with both CEO and VRQA standards, participated in the review process with an independent Reviewer and set directions for the future through a new School Improvement Plan
- Continued to implement processes and practices that provide staff with opportunities to make contributions to areas that are relevant to their role
- Continued Level and PLT

meetings to ensure effective communication, collegiate planning and team work

Continued to seek feedback from all stakeholders regarding the School Based Project

- Developed and implemented processes and practices that encouraged feedback from multiple sources
- Continued to provide opportunities for relevant professional development for staff
- Developed a plan which focused staff on key school priorities to ensure that professional learning is translated into improved sustainable classroom practice
- Continued to reflect on 'Review Process' collecting and analysing data, documenting patterns, measuring performance against goals and targets and setting future directions. This reflection allows the school to celebrate successes and to determine direction. The school has a great culture and it is obvious, through reflecting on the Review Process, teachers are continually trying to improve their practices so that they can better provide for each child's needs. The Review report indicated that the strengths of the Leadership and Management of the school lie in the development of stimulating and secure learning environments, Professional Leadership and the involvement of parents.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Language in Context - Dr. Misty Adiniou

First Aid

Maths Through Master Classes (ACU)
 Grammar in Context - Dr. Misty Adiniou
 Disabilities Standards
 Mandatory Reporting
 Essential Assessment - Maths Literacy
 Phonics On Context (David Hornsby)
 Literacy Intervention (John Munro)

Number of teachers who participated in PL in 2020	36
Average expenditure per teacher for PL	\$633

TEACHER SATISFACTION

A quote from our Learning & Teaching Leader 'Our school community of learners recognised the difference in which we presented education. We were extremely proud of the learning culture we provided and participated in. We grew and developed our own understanding of being, flexible, agile, and purposeful for our learning and the learning of others'

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	93.0%
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ALL STAFF RETENTION RATE

Staff Retention Rate	77.1%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	31.6%
Graduate	5.3%
Graduate Certificate	10.5%
Bachelor Degree	63.2%
Advanced Diploma	31.6%
No Qualifications Listed	5.3%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	33.0
Teaching Staff (FTE)	27.0
Non-Teaching Staff (Headcount)	13.0
Non-Teaching Staff (FTE)	5.8
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

To strengthen partnerships both in and beyond the St Clement of Rome community

Achievements

- Whole school gathering for social functions
- Walk to school initiative
- Parent Representatives who assist with classroom events
- Planning and implementation of school fete
- Participation in ANZAC ceremony
- Parent Helpers assist in all junior classrooms
- Over 300 parents or significant others and children attended the Mother's Day and Father's Day events
- All parents of children completing their sacraments attended information nights.
- Sacramental information nights continue to be well supported, with parents providing positive feedback about the faith formation session
- Enrolments have increased. The 2018 school year commenced with enrolments being in the order of 380.
- Children with special needs are catered for in the classroom with assistance provided by Learning Support Officers
- School home page lists policies along with information about the school, including newsletters.
- School takes part in community projects and initiatives - e.g. Walking School Bus, Walk to School Day, Ride to School Day, etc.
- High attendance at Open Day
- Staff and student representative attends Manningham Council Sustainability Education meetings and Year 5 students accessed resources from the Council for their environmental unit
- Opportunity provided for feedback via the School Board and Parent Rep meeting
- Celebrations of Learning continue, with every level showcasing their learning for their parents/families

PARENT SATISFACTION

There has been an ever-increasing positivity in and around the school and the wider school community. It has been indicated (anecdotally) by the community that the school is seen a

positive place for interaction. The school actively encourages and solicits community input and expressions of satisfaction and/or concern. School Improvement Surveys are used as a tool to gauge parent opinion in the areas of Community Engagement, Learning Opportunity, Staff Engagement, Student Engagement, Peer Relations and Student Behaviour. The analysis of this data is reflected through the development of our Annual Action Plan.

Future Directions

Onwards and upwards. There are no ceilings in this Covid world we live in.