



# St Raphael's School

## Preston West



# Table of Contents

Contact Details	2
Minimum Standards Attestation	2
Governing Authority Report	3
Our School Vision	4
School Overview	6
Principal's Report	7
Parish Priest's Report	8
Education in Faith	9
Learning & Teaching	10
Student Wellbeing	15
Child Safe Standards	18
Leadership & Management	19
School Community	22
Future Directions	24

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## Minimum Standards Attestation

I, Damian Howard, attest that St Raphael's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2021 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 Schools.

06/04/2022

**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](http://www.acnc.gov.au)

## Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Our School Vision

### MISSION

St. Raphael's is a Catholic primary school and an integral part of West Preston Parish.

In partnership with our parents and Church, we promote and live the gospel values and celebrate our Catholic faith and tradition. We educate children to be confident, skilled and positive contributors to our world.

Inspired by the life of Jesus our patron St. Raphael and with our students at the centre of who we are and what we do, we foster positive relationships through

- acceptance
- trust
- hope
- honesty

### VISION

At St. Raphael's the learning and teaching is innovative and dynamic where children learn to be active and independent learners and socially responsible people.

We do this by:

- Creating a culture where leadership is shared
- Incorporating best practices and current education theories
- Introducing change that is relevant, owned and planned
- Fostering relationships with our broader community

We are committed to:

- Proclaiming our Catholic identity using ritual and symbol
- Exploring the gifts of our patron St. Raphael
- Development an awareness and respect of other cultures and beliefs represented in our wider community
- Creating an environment where children feel safe, happy and supported
- Developing children spiritually, socially, physically, emotionally and academically
- Enabling children to grow in confidence and to have a strong sense of self
- Valuing lifelong learning for all members of our community
- Making school and learning fun
- Using technology to enhance the learning process
- Nurturing life giving relationships between students, staff and families
- Respecting and caring for our world and its sustainable future
- Building a culture of leadership that permeates the whole school
- Staff working in a co-operative, supportive and open manner
- Gathering and acknowledging the collective wisdom

## School Overview

St. Raphael's has 12 classes with a combination of two straight Foundation classes and 10 composite classes from years 1 - 6 with a current enrolment of 282 students from Prep to Year 6. We have specialist programs in Physical Education, Science, Visual Arts, Performing Arts and Italian. We offer intervention programs in the areas of Reading Recovery, Literacy and Mathematics as well as a highly-abled student extension program. In addition to the Performing Arts program, we offer parents the option to enrol their child in the Instrumental Music Program at their own expense. The Instrumental Program includes Violin, Piano, Drums, Guitar and Singing.

St. Raphael's has 12 homerooms with a combination of straight and composite classes and a current enrolment of 282 students from Prep to Year 6.

We have specialist programs in Physical Education, Performing Art, Italian, Science and Visual Art, as well as intervention programs in the areas of Reading Recovery and Maths Intervention. School Officers give additional support to a number of special needs students at the school. We also provide programs for highly able and gifted students.

## Principal's Report

We offer a progressive and engaging Catholic education for the children of West Preston as we strive for academic excellence in all areas of the curriculum.

In response to a rapidly changing world, our innovative and contemporary approach to learning and teaching is based on the Victorian Curriculum and our extensive programs offer the children an exciting and personalised approach to learning.

Over the last two years, the school has adapted quickly to remote online learning and was able to offer a comprehensive online curriculum experience for the children. During the periods of lockdown and remote learning, the staff also participated in rigorous online professional learning and best practice was embedded to ensure that the school continued to build the capacity of all staff.

In recent years, the school has undergone a major physical transformation from traditional classrooms into bright, contemporary, stimulating, exciting and safe learning environments that complement the learning and teaching.

At St Raphael's we value authentic student voice to ensure that we are meeting the children's academic, social, emotional and spiritual needs. Our dedicated and professional staff set high expectations for the children and encourage them to be independent, resilient and confident members of today and tomorrows society.

St Raphael's is a vibrant Catholic community where the Gospel values and the key values of our Mission Statement - Honesty, Acceptance, Hope and Trust - underpin everything we do. We have a strong sense of Catholic identity where we value spirituality, building and maintaining community and living out the Gospel values as we aim to provide a nurturing, inclusive and strong sense of pastoral care for all students.

## Parish Priest's Report

The Parish of St Raphael at West Preston and its Parish School has worked through another year of challenges due to the pandemic.

Admirably assisted by Deputy Principal /Religious Education Leader, the Religious Education program and Sacramental preparation of the children of the school continued uninterrupted. Both Parish Priest and School Principal were committed to maintaining as much normality as possible throughout the crisis. The year began with the preparation for the Sacrament of Confirmation. In March 42 young people were confirmed. The Sacrament of First Eucharist preparation took place during Terms Three and Four. Students participated in information sessions while learning online and participated in 'Working Masses' once back on-site. The celebration date was deferred to December 2021 once restrictions eased.

The close working relationship between the Parish Priest, School Principal, Leadership Team and staff within the school ensured an ongoing excellent working relationship between the parish and the school in the years ahead for the good of the children of the parish and for the greater glory of God.

In 2021 the parish continued to live-stream all Masses, weekday and Sunday, School Masses were conducted in small groups/per homeroom whilst adhering to guidelines and covered safe practices.



# Education in Faith

## Goals & Intended Outcomes

To strengthen the Religious Education dimension to reflect a contemporary context, celebrate Catholic traditions, engage in dialogue and live Christian values.

To improve staff and student engagement in the Religious Education program that reflects contemporary approaches to learning and teaching.

## Achievements

Education in Faith is important at St Raphael's because it permeates through all aspects of our school life.

- Our Vision states that we;
- Develop children spiritually
- Proclaim our Catholic identity using ritual and symbol
- Explore the gifts of our patron St Raphael
- Foster relationships with our broader community
- Develop an awareness and respect for other cultures and beliefs represented in our wider community
- Respect and care for our world and its sustainable future

We live and realise this vision through our prayer life, display of religious symbols and that of our patron St Raphael. We acknowledge and respect other cultures and beliefs and take action for social justice. We develop students spiritually through the teaching of Gospel Values, sacramental life and worship.

Throughout the year we were successful in our achievements through the implementation of our Religious Education program throughout the school whilst on-site or online. An Increase in staff knowledge and understanding of Prayer and Scripture was fostered through level planning sessions, Professional Learning meetings and facilitated Action Teams.

### VALUE ADDED

- Whole School Liturgies/Masses (online or live-streamed)
- Sacramental Parent/Child Information Sessions (online)
- Confirmation Retreat Day (Mary MacKillop Heritage Centre & Mary Glowery Museum)
- Biennial Staff Conference (Spirituality & Faith Formation- Queenscliff)

## Learning & Teaching

### Goals & Intended Outcomes

To further develop a stimulating, rigorous and differentiated learning environment in which all students are challenged and supported to become independent, self-motivated learners who achieve continuous improvement and success.

That Reading, Writing, Listening & Speaking outcomes will improve.

That Numeracy outcomes will improve.

### Achievements

At St Raphael's the learning and teaching is innovative and dynamic where children learn to be active and independent learners and socially responsible people.

We incorporate best practices and current education theories.

We educate children to be confident, skilled and positive contributors to our world.

We carefully monitor children's learning progress and are driven by data.

We attend to and discuss any issues in a collaborative manner. Firstly at Leadership Team Meetings and then addressed at a Whole Staff Level.

Timetables and programs are devised whereby specific targets are attended to and addressed eg: Reading Recovery for students at risk in year 1 / Levelled Literacy Intervention across the school F-6, Extension Maths

Learning Education Support Officers (ESO) provide routine support for teachers and students with additional needs

Compete in external programs e.g. Australian Primary School Mathematics Olympiad (APSMO) Tournament of Minds (TOM) and opportunities for students to extend in skill development and learning

Goal setting and feedback - Student to Teacher

Weekly Professional Learning Meetings and Level Planning have provided the teachers with an opportunity to foster a culture of professional inquiry with peer support.

Versatility to remote online learning F-6 via Zoom and using Google Classroom platform.

Clearly set out protocols and procedures for learning and teaching online and when on-site.

The explicit teacher small group/clinic focuses when on-site and during remote learning.

When working remotely, it provided the flexibility to personalise professional learning for teacher goal setting and feedback

Staff agreed to practice with consistent work programs, and structures during on-site and remote online learning.

## STUDENT LEARNING OUTCOMES

Each year, students in Years 3 and 5 complete the National Assessment Program of Literacy and Numeracy (NAPLAN).

NAPLAN is the only National Assessment that all Australian children undertake and monitors student's ongoing literacy and numeracy progress. The results provide parents and schools with an understanding of how individual students performed during the test.

NAPLAN is only one form of assessment, and the results should be considered with our school-based assessments and reports.

The NAPLAN tables below indicate the following results:

- Students in Year 3 are above the State and National benchmarks across all assessment areas; Reading, Writing, Grammar and Punctuation, Spelling, and Numeracy.
- Students in Year 5 were at para with the state mean across the board and at times slightly above.

As a school, we celebrate students' achievements in NAPLAN and stress the importance of using these results in collaboration with our ongoing school-based assessments and reporting.

School Summary Report

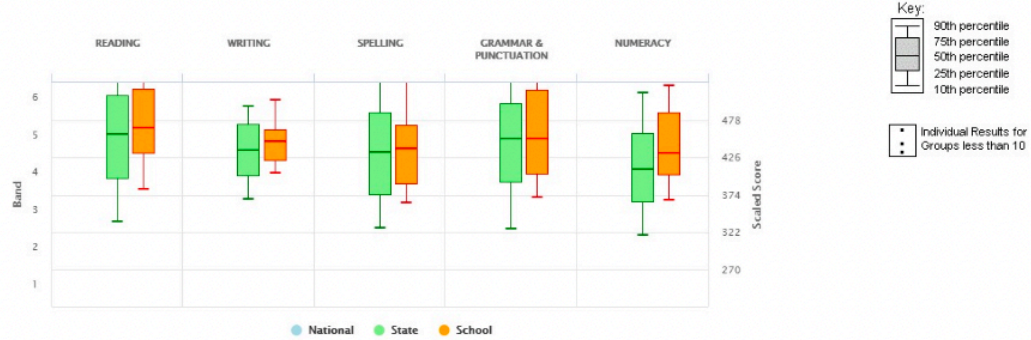
St Raphael's School  
National Assessment Program - Literacy and Numeracy Tests 2021

## School Summary Report

2021 | Year 3

Gender: All | LBOTE: All | ATSI: All

Date: 31/08/2021 | Time: 01:02:11 PM



Outcome	Type	Students	10th	25th	50th	75th	90th	Median	Mean	se(mean)
READING	National	-	-	-	-	-	-	-	-	-
	State	76,276	336	397	458	512	559	458	452	
	School	38	381	432	468	521	563	471	469	12
WRITING	National	-	-	-	-	-	-	-	-	-
	State	75,768	368	401	436	472	497	431	433	
	School	38	404	422	449	464	506	445	450	6
SPELLING	National	-	-	-	-	-	-	-	-	-
	State	76,070	328	374	434	488	537	434	431	
	School	38	362	389	438	471	569	438	445	11
GRAMMAR & PUNCTUATION	National	-	-	-	-	-	-	-	-	-
	State	76,070	327	391	452	500	563	452	446	
	School	38	371	403	452	519	567	452	464	14
NUMERACY	National	-	-	-	-	-	-	-	-	-
	State	75,641	318	364	410	459	516	410	414	
	School	37	366	402	432	488	525	437	437	10

**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.

Online tutorial assistance for reports can be accessed at <http://usingassessmentdata.vcaa.vic.edu.au/naplan/index.aspx>

School Summary Report

St Raphael's School  
National Assessment Program - Literacy and Numeracy Tests 2021

School Summary Report

2021 | Year 5  
Gender: All | LBOTE: All | ATSI: All  
Date: 31/08/2021 | Time: 01:02:53 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	37	464	485	529	563	582	526	523	7
WRITING	National	-	-	-	-	-	-	-	-	-
	State	73,585	417	456	487	523	564	485	489	
	School	37	436	462	486	512	527	485	486	6
SPELLING	National	-	-	-	-	-	-	-	-	-
	State	73,659	410	463	512	552	592	512	506	
	School	37	440	468	515	554	589	512	513	9
GRAMMAR & PUNCTUATION	National	-	-	-	-	-	-	-	-	-
	State	73,659	415	462	508	563	615	508	513	
	School	37	452	463	504	536	591	508	508	9
NUMERACY	National	-	-	-	-	-	-	-	-	-
	State	73,198	419	459	501	551	590	501	506	
	School	37	437	467	509	533	549	509	500	7

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.

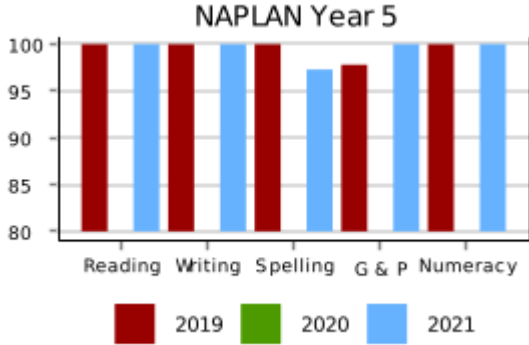
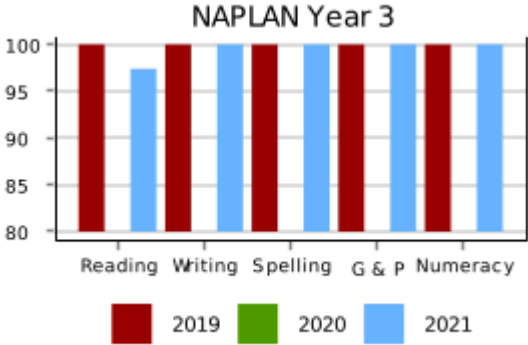
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PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	100.0	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	100.0	-	-	97.4	-
YR 03 Spelling	100.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	97.8	-	-	100.0	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	100.0	-	-	97.3	-
YR 05 Writing	100.0	-	-	100.0	-

\* 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 further develop an environment that empowers students to be independent, self-motivated, successful and resilient learners and leaders.

- That students will demonstrate increased resilience in their learning and relationships with others.

### Achievements

Through the 2019-2021 School Improvement Plan, we developed and initiated several procedures and programs that have been successful. These have included the Behaviour Management Policy and Behaviour Rubric and the development of the Leadership Program in Years 5 and 6. As a school, we will continue to develop the wellbeing of our students through staff action teams, professional development and student-led initiatives.

#### VALUE ADDED

St Raphael's provides a range of curricular and extra-curricular activities for students from Foundation to Year 6. The opportunities in 2021, were mixed due to the multiple lockdown periods during the year.

Students in Year 6 can apply for a leadership role (School Captain, House Captain)

Student Representative Council (SRC) representation in Year Foundation to Year 6.

Lunchtime clubs such as drawing, library and garden clubs were available at times during the year.

School Camps - Year 3/4 camp to Camp Wyuna in Queenscliff occurred in Term 3 but the 5/6 Camp to Kyneton was cancelled due to the lockdown.

Some Inter-school competitions took place - cross-country, swimming, football, soccer, netball.

The Student Wellbeing and Learning Diversity Leader worked closely with the homeroom teachers.

Additional support by School Leaders (Deputy Principals and Wellbeing Leader) in classrooms by working with the students in intervention and extension (literacy and numeracy).

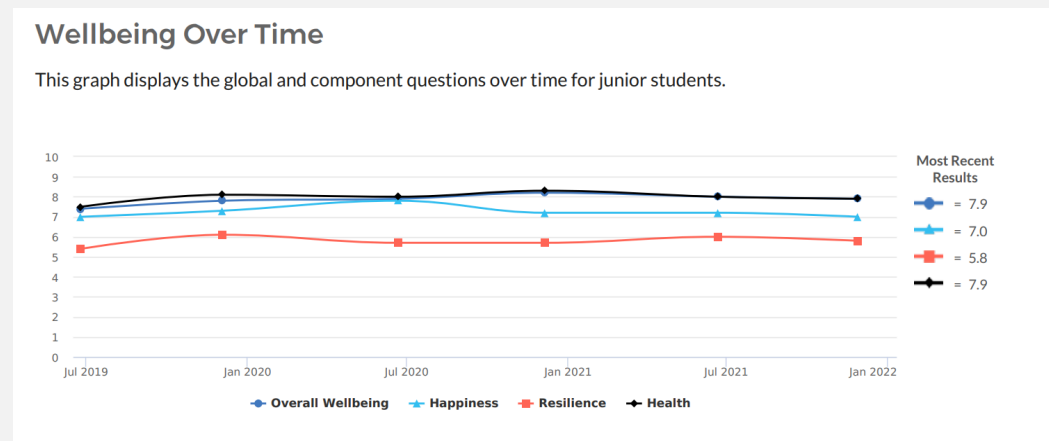
Continued implementation of the Behaviour Management Rubric to ensure consistent behaviour expectations in the classrooms and in the school yard.

#### STUDENT SATISFACTION

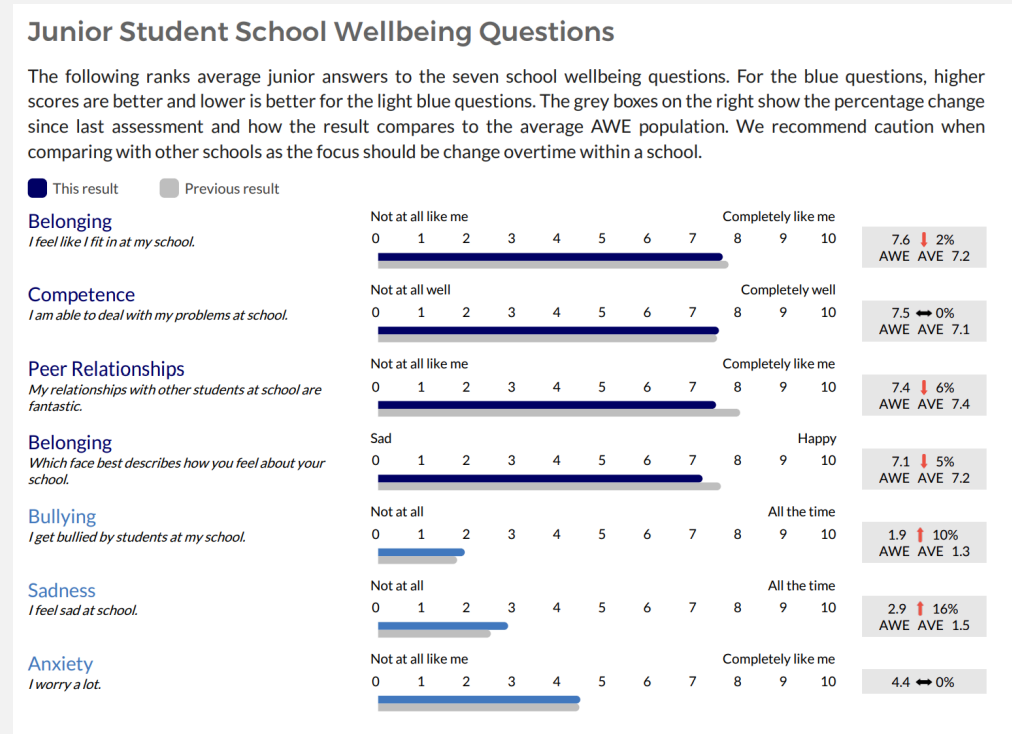
Over the course of the last two years, Student Wellbeing has been elevated at school and government levels and has had a high profile in the media. St Raphael's has always put student wellbeing in the forefront of what we do so the processes and programs that we have in place have been an effective platform to provide the support needed for our students.

Since 2019, students in years 3 to 6 have participated in a biannual survey conducted through Assessing Wellbeing in Education. The trends have been communicated and discussed as a staff after each survey period.

The following graph shows the students' wellbeing over time since June 2019.



The graph above shows moderate increases and decreases in the areas of happiness, resilience and health before and after lockdowns.





Breaking down the categories of questions shows that there has been a decrease in students' perception of school belonging and relationships and an increase in sadness and bullying.

Due to this, the school placed an important emphasis on wellbeing during the lockdowns and reconnecting the students with their peers and their teachers at school once we returned to school in Term 4, 2021.

Teachers have used this data to develop programs using resources such as Bounce Back and Rights, Resilience and Respectful Relationships to establish effective explicit lessons and activities for the students of all levels. The school has also started implementing the Berry Street Education Model which was introduced in 2021.

**STUDENT ATTENDANCE**

All school attendance is recorded using the online platform, nForma. The Victorian Government initiative, "Every Day Counts" is used to educate parents and students about the importance of school attendance.

Families are required to notify the school of all absences on the day. The homeroom teacher will follow up if this does not happen.

During Home Online Learning, students were present online for a 9 am Zoom meeting each morning; to outline the day's tasks and record homeroom student attendance for the day.

<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	
Y01	96.6%
Y02	95.5%
Y03	95.2%
Y04	95.4%
Y05	95.0%
Y06	95.0%
<b>Overall average attendance</b>	<b>95.5%</b>

## Child Safe Standards

### Goals & Intended Outcomes

At St Raphael's we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel and its values.

These commitments of the school for the safety of all students include:

We commit to providing children and young people with positive and nurturing experiences.

We commit to listening to children and young people and empowering them by taking their views seriously and addressing any concerns that they raise with us.

We commit to taking action to ensure that children and young people are protected from abuse or harm.

We commit to teaching children and young people the necessary skills and knowledge to understand and maintain their personal safety and wellbeing.

We commit to seeking input and feedback from students regarding the creation of a safe school environment.

### Achievements

A review of the St Raphael's Child Safe Policy and all policies with attributes to student, staff and community wellbeing. These policies were enacted on the school website for the community.

The Child Safe policies and all procedures that come under the Child Safe umbrella comply with requirements for responding to and reporting suspected child abuse.

Volunteers and contractors know the appropriate course of action when an incident/allegation occurs including compliance with all legal requirements.

Parent Induction sessions were conducted for any parent who wishes to work as a parent helper and/or parent participant on incursions/excursions/camps in association with St. Raphael's. A 'Terms of Agreement' was signed and a certificate of completion was given.

Effective procedures for recording and securely storing records/notes are in place - e.g Personalised Learning Plans (PLPs) are stored in a secure lockable cabinet and the school is in the process of transferring information to ICON - a secure digital platform designed by MACS.

Continually adapting and working towards processes and guidelines that are child-friendly & age-appropriate to ensure children know who to talk to if they feel unsafe or have a concern.

Working on developing processes for ongoing training, regular review & continuous improvement of procedures.

# Leadership & Management

## Goals & Intended Outcomes

To embed a dynamic and high performing school culture characterised by a shared vision, active staff engagement and a focus on learning growth and improved student outcomes.

For staff to continue to feel empowered, and their voices heard through the collaborative decision-making processes of the school.

The staff has regular opportunities to give and receive effective and relevant feedback on teaching and leadership practices.

## Achievements

Leadership and management are required for the effective running of a school. It provides structure and a common process for decision-making and direction to meet goals and vision. We feel we have an environment where students and staff feel safe, happy and supported.

As stated in our Mission and Vision, all Staff at St. Raphael's pride themselves on developing a culture where leadership is shared. Using a distributed framework for making decisions, all leaders, including staff, feel empowered to:

- 1) Incorporate best practices,
- 2) Build a culture of leadership that permeates the whole school,
- 3) Work in a cooperative, supportive and open manner.

We at st Raphael's have developed structures for 'meetings' to ensure that all staff (including leaders) have regular opportunities to meet with one another. The intention of every meeting is to clearly state an agenda, purpose and intent of the meeting prior to the meeting day. We continue to work towards improving our use of reading and analysing data and planning accordingly.

Staff meet in their designated 'Action Teams' to attend to the School Improvement Framework (SIF) and the Annual Action Plan (AAP). At this time the Intended Outcomes and Key Improvement Strategies for the priority are visible for all staff to work towards actioning and achieving. Leaders and Staff work through the Agile Leadership Learning Spirits Pathways and follow the '*Prepare, Sprint and Review*' process with each action.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
Description of Professional Learning undertaken in 2021
Master of Catholic Educational Leadership - ACU
Master of Mathematical Leadership - Monash University

- Leading Spirituality
- Theology for -Leadership in Church's Mission
- Catholic Social Teaching & Contemporary Leadership
- Foundations of Educational Leadership
- Maths - iCount
- MAV Big Ideas in Maths
- Early Number & Algebra Program -ENA
- Maths Online Interview
- Deb Sukarna Writing Model
- English Online Interview
- Literacy Leaders and EAL Northern Briefings
- VCAA NAPLAN Administration
- Online training
- NAPLAN Reporting and Analysis
- VCAA NAPLAN Data Service & SSSR reports
- Mental Health and the Return to School

Number of teachers who participated in PL in 2021	0
Average expenditure per teacher for PL	\$0

**TEACHER SATISFACTION**

In 2021, we aimed to ensure that all stakeholders had a connection to both the school and the parish and that we would continue to foster dynamic community partnerships in support of student development and wellbeing.

Unfortunately due to covid restrictions and a number of lockdown measures put in place, engaging parents in their child's learning varied from previous years. All communication was maintained, via fortnightly newsletters with learning intentions, classroom timetables and celebrations of learning across all levels and across the school. Fortnightly assemblies continued to occur via zoom and parents were invited to participate. More important upcoming events and notices were posted through the school's skoolbag alert as deemed necessary.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	92.8%
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<b>ALL STAFF RETENTION RATE</b>	
Staff Retention Rate	81.3%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	28.6%
Graduate	35.7%
Graduate Certificate	7.1%
Bachelor Degree	71.4%
Advanced Diploma	14.3%
No Qualifications Listed	0.0%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	27.0
Teaching Staff (FTE)	22.7
Non-Teaching Staff (Headcount)	12.0
Non-Teaching Staff (FTE)	10.7
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

At St. Raphael's in 2021 maintaining contention between all stakeholders was important.

These goals aimed to;

Continue to develop dynamic community partnerships in support of student development and wellbeing.

Regardless of whether students were on-site or online, the school aimed to actively engage parents in their child's learning through clear communication protocols and structures, and a clear vision for the delivery of learning & teaching. (timetables, Google-classroom, teacher online feedback)

With these approaches to teaching and learning embedded and with parent support, particularly during remote learning, we aimed to improve student outcomes.

### Achievements

Several achievements that were highlighted throughout 2021, included:

Parents Helpers; assisting in learning spaces. For example during reading, writing, and mathematics sessions, supporting home online learning by assisting their child with tasks/online attendance,

Engagement of parents in their children's learning through the use of Google Classroom.

Google Classroom was a pivotal tool to connect the learning at school to the learning at home.

Google Classroom is still utilised by the teachers to set and deliver tasks for students while on-site and parents are able to access the drive via their child's iPad.

Improvements to the School Newsletter to make the content more purposeful for the community (Principal Report, subject areas with tasks to do at home, photos, sports reports, etc).

Improving the use of Skoolbag to ensure that messages were clear and at the point of need.

Children were also involved in local and wider community initiatives e.g. Project Compassion etc.

### PARENT SATISFACTION

St. Raphael's recognises that 2021 was another challenging year for all. We ensured teachers and students felt supported as a school, though we were mindful of our parent community.

To do this, we achieved the following:

Ensuring all communication was sent to community members in advance and with enough notice (given the changing climate we were living in).

Reporting to parents at least four times throughout the year was maintained (Parent-teacher 'chats' / interviews were conducted online as both 'check-ins' and for reporting)

Parent Support Groups (PSG's) were online via Zoom. (4 times per year)

Regular communication was sent through Google Classroom and Skoolbag.

During the year and particularly during lockdown periods, parent surveys were conducted as a means of feedback for improving practices.

## Future Directions

Below are some future directions we will aim towards in 2021/22:

Clearer and improved communication guidelines for staff/parents,

Capital works throughout the school to continue to improve the teaching environment,

Welcoming Parent Helpers

Upgrading of technology (iPads and Chromebooks) throughout the school for student use

Regular and ongoing professional development for staff to improve teacher practise.