



# St John's School Clifton Hill

## 2020 Annual Report to the School Community



Registered School Number: 0524

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## Contact Details

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## Minimum Standards Attestation

I, Kerrie Campagna, attest that St John'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 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.

10/06/2021

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

## Our School Vision

At St John's ...

We are Preparing the Way;

- as a learning and faith community,
- by celebrating our Catholic identity,
- setting high standards
- honouring the dignity of all and supporting diversity.

We are Preparing the Way so that all can succeed and embrace the fullness of life.

## School Overview

Founded in 1886, St John's Catholic Primary School enjoys a long, proud tradition as a family- and community-centred school in Clifton Hill parish. It is a school valued for its smaller, nurturing environment with a commitment to the learning diversity of all student needs, with an emphasis on student wellbeing and social and emotional learning. St John's is known for its dedicated, caring staff and positive partnerships with parents and the wider community, with a commitment to openness, inclusiveness and communication.

Students at St John's enjoy the benefits of studying in a smaller school, where they are intricately known and tracked on their learning journey. Each child knows, and is known by others across the year levels, developing strong bonds with classmates and a wider circle of peers. St John's teachers engage with, and teaches, the whole child. We are committed to the benefits of a strong student wellbeing curriculum which explicitly teaches and actively models a culture of acceptance, caring and inclusiveness.

St John's also has an exceptional parent community, who add positively to the life of the school and beyond our school boundaries. They are passionate, hardworking, inclusive and generous in their support of our families, and of our staff.

As a Catholic school, we are committed to the role of our faith, and its relevance in our daily life and culture, as we aim to nurture all aspects of students' physical, social, emotional, intellectual and spiritual wellbeing. St John's vision for education is underpinned by our Catholic identity. We strive to live a life modelled on that of Christ.

We are inspired by the words of Mary Aikenhead, founder of the Sisters of Charity that, 'Education inspired by the power of love and compassion, to bring forth just action and hope in our world,' is a constant reminder of our duty to provide robust education to students engaging in a modern world, but to always be considerate of the needs of those around them.

St John's school actively engages with, and celebrates, the diversity of our multicultural community. Mutual and deepening respect and understanding of different cultures and how they enrich our school life supports us in appreciating the sacredness of each person we encounter.

As a parish primary school, we play a vital role within the Parish of Our Lady of the Southern Cross, Collingwood and Clifton Hill. The school looks for opportunities to strengthen this relationship between staff, students and our communities.

Within the classroom, teachers ensure that they are responsive to each child's needs so that all students achieve success in their learning. As a staff we have focused consistently on the individual learning needs of our students, making research-based adjustments to meet their needs and to ensure that we always maintain high expectations of our students as learners.

St. John's School accepts children from Clifton Hill, Fitzroy North, Carlton, Carlton North and parts of Northcote. Our enrolment numbers at the August census were 86 and in 2020 our school was organised into five classes - one Prep/1 class, one Grade 2/3 class, two Year 4/5 classes and one Grade 5/6 class.

## Principal's Report

New to the school in 2020, I continued to implement the recommendations of the 2016 School Review; striving for the best academic and social and emotional outcomes for our students. Review was planned for early Term 2, 2020 however it was pushed back to Term 4 and then postponed until Term 4, 2021. In light of this, it was important that we revisited our SIP/AAP Goals to ensure they were still relevant, challenging and rigorous.

We realigned our specialist learning to incorporate the areas of Science, Digital Technology, Visual Arts, Mandarin, and Physical Education. We provided small group and individual intervention classes in the form of the Fontus and Pinnell Program for Prep to Grade 3 students. We continued to extend and enable children in Literacy and Mathematics to ensure individual needs were met. Our Year 6 students participated in a Leadership Conference providing them with knowledge and opportunities to develop their leadership skills and to prepare them for their transition to high school.

Switching to Remote Learning provided opportunities and challenges for both teachers, students and our community. We connected as a community via our Remote Assemblies on Fridays to celebrate being together and to continue to develop our school leaders in another forum. We also conducted our Parent-Teacher Interviews via phone or ZOOM.

Professional Learning opportunities were limited throughout 2020 due to COVID. Staff engaged in significant online PL opportunities, particularly around the areas of technology and online learning platforms and programs to support all student learning. As a school we introduced Hapara as an online platform that enabled us to keep students safe online, even when learning from home. It has been invaluable and offers many opportunities for further online teaching. We concluded the year as a whole staff Professional Learning in Visual Arts as every classroom teacher was upskilled to be a teacher of The Arts as well.

A range of other programs have continued to be run throughout the school with the aim of ensuring high quality learning and teaching and optimal outcomes, these have included: Jolly Phonics, Smart Spelling, Spelfabet, the Fontus and Pinnell Literacy Intervention Program and speech programs for children with this identified need. The introduction and use of the Essential Assessment package for reading and mathematics has also enabled teachers to better tune their teaching using the pre and post testing functions as well as allowing children to see clearly what they can do presently and what their individual learning goals and priority areas are.

We have continued to explicitly teach Social & Emotional Learning throughout some difficult and trying situations, in support of our student needs. We ensured our vulnerable and disadvantaged students were welcomed and made use of our onsite Remote Classroom during lockdown and surveyed our parents to ensure we were aware of, and meeting, family needs. As a staff we work continuously in our professional learning to create learning environments that allow each of our students to have their SEL and academic needs met, so that they can thrive.

We were extremely lucky that our senior students were able to travel to Canberra at the beginning of the year, between bushfires and lockdowns. This is always an exciting time for the children although one that comes with a good deal of nerves for children and parents alike. The attractions of our Canberra immersion program and the learning that is related to this camp certainly make the event most worthwhile.

Upon returning to school in Term 4, we ensured that our students would engage in a musical/artistic unit of work that allowed them to be social, interactive, expressive and engaged. These skills and dispositions were identified by our staff as key elements in the successful transition of our students back to school. Our learning culminated in the participation in the National Celebration Day 'Count us In' when more than half a million students sang the same song, on the same day, at the same time. The song '[You Won't Bring Us Down](#)' was written by students, for students in light of the events of 2020.

To transition our new Preps into St John's during 2020, we ran Term 3 Online Storytime for 3 weeks, and followed this up with a 4 week Orientation program, onsite during Term 4. By the start of the new year, our Preps were connected and comfortable with their new school and have continued to thrive. Our 2020 Preps all reached CEM Literacy Benchmarks despite lockdown, as a result of the diverse programs delivered to meet student and family needs which is an absolute highlight and feature of our learning community.

Our Sacramental program experienced some hurdles. We are thankful that we were able to celebrate the Sacrament of Confirmation with our leaving Year 6 students at the end of Term 4, to send them on their secondary school journey. We will revisit the Reconciliation and First Communion programs in 2021 and complete our Confirmation of our Year 5 students.

This year we engaged with the G.A.T.E.WAYS organisation to be a host school for programs aimed at Gifted and Talented children. This initiative was designed to ensure that as many of our children as possible could access these programs and with the hope that our school could be promoted to a broader range of people from across our local and wider community.

Marketing our school has continued with new external signage on the corner of Queens Parade & Wellington Street and at the rear of the school. A Term 4 highlight upon returning to school was to all be a part of our new school website, to show how proud we are of St John's. We are delighted with our new website. Our wonderful Parents & Friends committee are working together to brainstorm new ideas for whole school events, when allowed.

## School Education Board Report

My first year at St John's and as a Principal, has been quite a journey. I have been blessed to be a part of the St John's community, but more than that, I was warmly welcomed and supported into the school by the staff, the students, the families and of course, Father Martin.

2020 has allowed me the opportunity to observe St John's. What I have observed is a small school filled with staff who value the work and appreciate the difference that they make in the lives of our students. For this I am truly thankful.

As a principal, I take comfort in knowing that my classroom teachers know their students, how they are travelling, what sets them off, how to manage them, what they need to learn next and are open to the constant rigors and challenges that teaching inevitably brings.

And in 12 months, I have seen how our students have grown - academically, but even more so, emotionally and socially. We have worked to create bonds so that every student knows they are visible, known, cared for at St John's; know that they have someone they can talk to; someone who will ensure they know the boundaries; hold them accountable for their actions and decisions; talk to their parents to always ensure that the circle of communication is open and transparent and so on. We believe that we are a part of something very exciting in education in Clifton Hill.

During 2020, we continued to work to implement recommendations of the 2016 School Review and to strive for the best outcomes for the children. Of course COVID wasn't on the School Review and the effects of remote learning will be felt well into 2021 and beyond.

Our ESOs have been the backbone of our school this year performing above and beyond in their support of our students during remote learning. They are invaluable. A preservice placement teacher commented that he had never seen a school where the ESOs are so included. And that's because we couldn't do, what we do, without them. That's the beauty of a smaller school - it's all hands on deck.

In 2020, we have continued to embrace and excel in our teaching and learning adjustments for students with different learning needs. Our funding for this has increased in recognition of the amazing work that is done here. Our colourful canvas of individuality is celebrated at St John's and always will be.

A conscious decision to allow Pre-Service teacher opportunities at St John's was strategic. It allowed us to have a greater number of staff on board - we now have 3 teachers on duty across most breaks, rather than 2. Prevention is better than intervention - managing student behaviour included. This decision allowed us to identify pre-service teachers that had the capacity and desire to work in a school with our students whilst they completed their studies. Hence the presence of Ross for Terms 3 & 4 and Ben in the last few weeks and in 2021.

This year we also changed our breaks from 30 and 60 minutes to 40 and 40 minutes. Nothing good ever happens in the afternoon after about 40 minutes. Both of these measures, I believe have reduced the frequency of conflicts and injuries. Less time spent resolving after breaks means more time for student learning.

Our new school website is almost completed in its first draft prior to launching. We aimed for the end of this school year - however content takes a long time to create. The photo gallery received is amazing and it is an exciting time to launch a new site.

Capital works for 2020 have included:

- Concreted the dirt kitchen
- Built a stage
- Updated the cabinetry in junior classes
- Replaced teacher laptops
- purchased a new set of student laptops

Still to come over the break is:

- Moving the side gates to allow for a quiet area
- Recarpeting upstairs to provide an additional small group meeting area which was once the art store room
- Netting along the back of the aths track for safety during soccer games
- Providing a seating area along the side of the basketball court with screens to shade and protect from balls
- Putting seating in cubbyhouses

## Education in Faith

### Goals & Intended Outcomes

#### Goals & Outcomes

To present our Catholic faith in a light that is in context with our students and their needs in the 21st century, so that we can celebrate tradition but develop beliefs & understandings that can be applied to today's world, to bring forth just action and hope in our world.

### Achievements

#### Achievements

At St John's, we continue to benefit from a nurturing and mutually supportive relationship with our Parish Priest, ensuring that both staff and student spirituality and wellbeing are always considered and cared for. This involvement has led to a warm connection between the priest and the students, as well as promoting discussion between our staff.

Whilst 2020 saw a decline in the opportunity to share in whole school and sacramental masses, it was a conscious and clear leadership decision to include more whole school mass celebrations. This included Mass to begin and finish each school term; to celebrate and induct our School Leaders, to celebrate special occasions such as Mothers' Day and Fathers' Day for example. Our aim is to always consider opportunities to enhance our school and community cohesion and spirituality.

We carry out fundraising throughout the year in support of charities, e.g. Caritas and Catholic Mission, in order to highlight the ongoing Mission of the Church, with many students making opportunities to perform charity work during Term 4 when we returned to onsite schooling. Our students returned with a distinct feeling of gratitude and reflection and a desire to consider and support others. There continues to be a strong link between Parish and School in the preparation for the sacraments and the ongoing faith development of the children. We were fortunate to be able to celebrate the Sacrament of Confirmation with our leaving Year 6 students before they left at the end of 2020.

### VALUE ADDED

#### Value Added

##### Unpack Catholic Social Teaching

- Staff continued to develop their understanding of Catholic Social Teachings through reflection and moderation
- Staff used the Caritas website and related units and resources relating to Catholic Social Teachings to enhance the learning of students

#### Increase number of accredited staff

- One staff member completed accreditation studies, opportunities for other staff were advertised promoting studies for accreditation to teach RE and they have been encouraged to apply.

#### RE Pedagogy

- Use of rubrics explored with staff to facilitate meaningful; assessment of learning.

#### Faith Life Connections

- We have continued to encourage active participation in a life of faith by holding regular School Masses and Liturgies, including inviting families to specifically assigned Sunday Masses.
- There are regular displays in classrooms and public spaces to emphasise the celebration of sacraments or the relevant season of the Church's year. There is a daily focus on prayer with prayer used to begin our weekly assemblies and all meetings.
- Members of the school community remain involved in the Parish Council with the aim to strengthen the link between school and parish.
- Parent information meetings held during the preparation for sacraments explained the sacrament in ways that apply to family life and that prompt discussion and engagement between the children and their parents.
- Units of work in RE intentionally linked to Inquiry units in others areas so that children could begin to see explicit links between the faith teaching and their ordinary lives.

#### Sacraments

In 2020 we celebrated the Sacrament of Reconciliation with our Yr 3/4 students.

## Learning & Teaching

### Goals & Intended Outcomes

#### Goals & Intended Outcomes

To develop & embed consistent, research based teaching and learning practices from Prep-Year 6 for best possible student outcomes.

For all staff to engage in professional, collaborative, collegial T&L practices for best possible student outcomes.

### Achievements

#### Achievements

The school retained a focus on developing Professional Learning Team practices enhancing moderation practices. In 2020, during Remote and flexible learning, students utilised online platforms for content delivery and to respond to learning tasks. This allowed PLTs to continue to meet regularly to moderate student learning through formative and summative assessments. Differentiation was prioritised upon returning to school with the support of Learning Specialists to ensure the needs of all students were being met, including those who required catchup, and those who required extension.

- Continued using the THraSS (Teaching Handwriting, Reading and Spelling Skills) Training for all teaching staff and introduction into classroom programs.
- Jolly Phonics, Smart Spelling, and Spelfabet are incorporated into Literacy programs under the THRaSS umbrella to ensure rigorous teaching in this area.
- The Essential Assessment program introduced across the school, used for pre- and post-testing as well as some learning activities to bridge gaps in knowledge; the resulting "I can" statements were used in goals setting discussions with children.
- PAT-R and PAT-Maths used as summative assessments to track growth over time.
- The Fontus and Pinnell Literacy Intervention Program employed in the junior school to assist students with gaps in reading to bridge these and experience success.
- Reciprocal Reading continued as a strategy in small groups to assist in the breaking open of stories and written information.
- Oral Language with EAL students facilitated through classroom practice and volunteer lead programs.
- Speech Programs in association with CEM staff and external providers used to assist children with specific needs in this area.
- ABLES Program used to assist with learning and assessment where required.
- Release days each term enabled teaching teams to plan collaboratively.

- Yearly curriculum mapping used to monitor coverage across the school and several staff meetings on designing assessment rubrics ran with staff now familiar with how to develop these and implement them into classroom practice.
- All staff used the Victorian Curriculum to plan and implement classroom and individual programs.
- Differentiated learning occurred through grouping and the planning of enabling and extending prompts particularly in Literacy and Numeracy.
- Goal setting and learning progressions differentiated all students' individual needs.
- Staff PLT meetings continued to focus on embedding visible learning strategies with an emphasis on transferring Literacy and Numeracy strategies into multiple contexts.
- Consistent use of learning intentions and success criteria for all areas of learning.
- Data analysis and a range of learning strategies such as EAL strategies drove planning for student learning.
- Staff recorded adjustments made to standard programming as per expectations under the NCCD; staff were also in-serviced in the new model and requirements to meet funding criteria.
- Staff PLT meetings referenced the AITSL standards.
- G.A.T.E.WAYS Program used for children benefiting from extension activities and further challenge in a range of learning areas across the school.

#### STUDENT LEARNING OUTCOMES

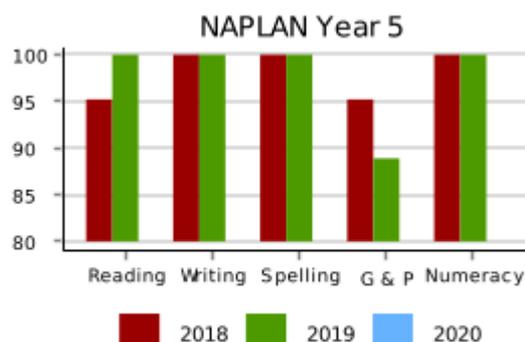
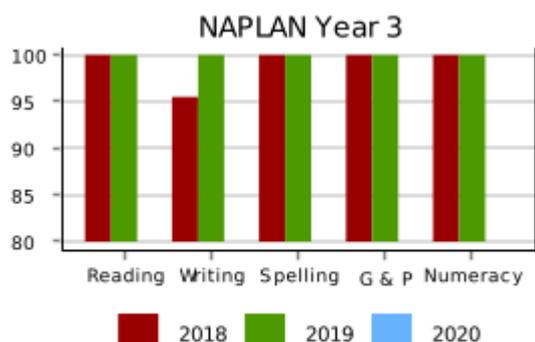
Teacher based assessments, the gathering of anecdotal evidence and the use of summative and formative assessment programs enabled the teachers to continuously assess and teach their students at their point of need.

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	100.0	100.0	0.0		
YR 03 Spelling	100.0	100.0	0.0		
YR 03 Writing	95.5	100.0	4.5		
YR 05 Grammar & Punctuation	95.2	88.9	-6.3		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	95.2	100.0	4.8		
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 continue to embed consistent behaviour management practices; to positively and constructively engage with parents.

To constantly re-evaluate our learning adjustments so that all students achieve best possible outcomes; academically, physically & socially & emotionally.

### Achievements

#### Achievements

With new leadership in 2020 and fresh eyes to evaluate the SWB at the school, a strong focus was made to be consistent, tireless and unwavering in our collective use of our School Wide Positive Behaviour Support and how it worked.

In addition to this, improving our communication with families around student wellbeing, behaviour management and clearly articulating expectations and consequences has allowed the school in the space of a year to get on top of behavioural issues and to refocus on student learning and engagement.

Throughout everything that is done, the wellbeing of all of our students is paramount. How we teach, talk about, adjust, communicate and report on our students with additional needs are part of the 360 degree approach required to be truly inclusive.

The explicit teaching of our SEL (Social & Emotional Learning) curriculum is an unapologetic expectation of our staff, as the research clearly demonstrates the importance of this approach.

#### School Wide Positive Behaviour Support

- Clear and explicit teaching of expectations, including how they look, sound and feel.
- clear and consistent consequences
- misbehaviour is a learning opportunity through the time and discussion given to have restorative discussions; where behavioural expectations are clearly identified and students are given an opportunity to demonstrate their new learning.

#### Support Staff and Volunteers

We have continued to welcome a wide range retired professional volunteers assisting us from Mercy Connect in the areas of Literacy and Mathematics, as well as continued support from our former staff member, Lorenza Nolan, who voluntarily ran an oral language program for EAL students. A number of parents and grandparents have also assisted in the junior classrooms with reading and small group work.

#### "Gotcha" Awards

Each week we recognise students at our weekly Assembly "caught" enacting our school values and demonstrating adherence to school expectations through the awarding of tokens that can later be exchanged for rewards. The intent of this system is to reinforce the notion of positive contribution for the students and to remind staff of the importance of positive recognition.

### Resilience, Rights and Respectful Relationships

Staff implemented elements of the State Government program Resilience, Rights and Respectful Relationships. This program responds to the Parliamentary Inquiry into Domestic Violence; it complements the work we are already undertaking in developing positive relationships in line with our School Vision.

## VALUE ADDED

### Value Added

- Modelling to staff how restorative conversations are held with students and clearly identified expectations.
- Modelling and then affirming staff in having open dialogue with parents when behavioural issues arise and how we will work together to make changes
- Keeping positive open lines of communication with all of our parents to support us in having the difficult conversations when required
- Ensuring that every family in our community know that leadership, particularly the Principal, are always accessible and available and aware of what is happening in the school at all times.
- change to Term 4 unit of inquiry to incorporate a music unit of work that would be engaging, creative and fun for all students returning from remote learning.
- creation and use of Discovery Room (play based activities) for all students having difficulty with self regulation returning to work
- Several staff meetings to unpack the SWPBS and ensure consistency.
- Activities organised by the Wellbeing Leader in cooperation with the SRC President and members of the SRC.
- Zones of Regulation again used in all classes. The Zones enable the children to identify how they are feeling, to name this, and suggests strategies that enable the children to move from a heightened state back to a state where learning and relating to others positively is again possible.
- Christian Meditation is taking place in all classes in addition to mindfulness activities as settling activities/transition activities after each major break

## STUDENT SATISFACTION

Several strategies were implemented to gain deeper information of student and parent wellbeing through 2020. This included:

- \* google surveys from teachers to classes during remote learning
- \* close attention to body language of students during remote meetings and following up with emails and phone calls
- \* principal surveying parents at intervals during remote learning to ensure that they were satisfied with the level, quantity of work, instruction, support being provided to students.

**STUDENT ATTENDANCE**

The Principal liaised closely with a few families for whom onsite and remote learning attendance was poor. This involved phone calls, emails, home visits, pickups and drop offs during remote learning.

During onsite learning our school practice is to contact families with unexplained absences shortly after 9.30am when the first roll is taken.

Communication remains our greatest resource in managing non-attendance, closely followed by support around issues that contribute to this.

**AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL**

Y01	90.0%
Y02	93.7%
Y03	88.3%
Y04	96.7%
Y05	92.5%
Y06	90.6%
Overall average attendance	92.0%

## Child Safe Standards

### Goals & Intended Outcomes

- To develop awareness of student safety in all stakeholders in our community - children, parents, visitors and staff members
- All members of the school community are aware of and adhere to child safety policies and procedures to ensure the care, safety and wellbeing of all of our children.

### Achievements

#### Achievements

- All staff, whether Mandatory Reporters or otherwise, have completed an online module detailing what needs to be reported under this legislation, the duty to act, and the procedures for doing so.
- Adopted, published and advertised the Commitment to Child Safety formulated by the Catholic Education Commission of Victoria (CECV) as our own commitment.
- Consulted our parent community about policies and other associated documents and sought their feedback.
- Published the relevant documents on our school website with a short explanation accompanying each.
- Discussed the policies and procedures with all staff and have had all staff sign the Code of Conduct
- All staff have completed the online training modules around Mandatory Reporting and Discrimination

When recruiting and selecting employees, contractors and volunteers involved in child-connected work, we have made all reasonable efforts to:

- Confirm the applicant's Working with Children Check and National Police Check status and/or professional registration (as relevant).
- Obtain proof of personal identity and any professional or other qualifications.
- Verify the applicant's history of work involving children.
- Obtain references that address the applicant's suitability for the job and working with children

We have processes for monitoring and assessing the continuing suitability of school staff to work with children, including regular reviews of the status of Working with Children Checks and staff professional registration requirements such as Victorian Institute of Teaching (VIT) registration.

We have begun to implement the Rights, Resilience and Respectful Relationships program to develop children's awareness of issues relating to child safety and to equip them with the knowledge, skills and ability to name problems and seek help if required.

## Leadership & Management

### Goals & Intended Outcomes

To provide staff with quality PL opportunities in line with our shared 2021 Goals for student outcomes.

To develop leadership opportunities for staff.

For all staff to be visionaries.

### Achievements

#### Achievements

2020 provided new opportunities with the arrival of a new principal. The established leadership team was well able to maintain the continuity of culture and sense of community through this transition.

COVID, together with a new principal, probably both contributed to a reduction in offsite face-to-face professional learning and challenged us to reconsider the way in which we could continue to be professional learners. Technology became a key area of learning for staff as we pivoted to online learning platforms and negotiated how to best upskill our staff and students and how to find the balance between online and hard copy learning resources.

Our ICT Leader led us capably through this new phase. As a school we were not as well supported by our current IT provider so this was a key area that required evaluation in 2020. It also necessitated a review of our level of devices for students so that they could be adequately supported at home. This has resulted in the purchase of a set of 12 new laptops to 'top up' existing devices and the replacement of teacher laptops to cope with the demands of online learning.

In August we transitioned to ICON and this was not without its challenges. We ceased using our current platform for attendance and reporting as it was not compatible with ICON. Office staff have dedicated significant time to learning this new platform for the financial running of the school and continues to be a work in progress. This change resulted in the departure of the school's long time accountant at the end of the year. However the school was extremely carefully in its money management throughout 2020 and this has provided the school with ongoing financial security at this completion of the year. Additionally, the library platform was also replaced as the current system in use was deemed too costly and unnecessary for the school's needs.

For the benefit of our students, 2 additional specialist classes were added in 2020. Digital Technology replaced Performing Arts for the immediate future and Science was added to the timetable. Science was taught by the principal and deputy principal so that all staff and students were aware that everyone is a teacher and a learner.

The provision of release time for staff with Positions of Leadership was unbalanced and would require attention going forward. The Staff Handbook, Role Descriptions and in general communication provided clarity in relation to staff roles and expectations.

The Leadership Team worked to know each other and to clarify shared visions and goals. With an ever growing emphasis on the teaching and learning of our students, work programs and planners were evaluated to monitor how teachers were planning for and using Learning Intentions and Success Criteria with all of their students, differentiating their teaching to allow for differing entry points, skills and abilities, and that data drove future learning for all students.

A new school website to engage with our community planned for over the summer and we were blessed with the short term employment of preservice teachers as Educational Support staff in the school for the second half of the school year.

<b>EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING</b>	
Description of Professional Learning undertaken in 2020	
New <ul style="list-style-type: none"> <li>• ICON platform learning for maintaining student records and reporting</li> <li>• Google Suite</li> <li>• Hapara</li> </ul> Ongoing <ul style="list-style-type: none"> <li>• SWPBS foci</li> <li>• THRass</li> <li>• Spelling programs</li> </ul>	
Number of teachers who participated in PL in 2020	10
Average expenditure per teacher for PL	\$150

<b>TEACHER SATISFACTION</b>
<p>Through the ARM process, the ongoing monitoring of student and parent feedback, teachers were highly positive of their teaching experiences in 2020.</p> <p>Given the unknown nature of the year, significant thinking and planning was made to seek out the satisfaction of staff under hardship.</p> <p>Staff who left (voluntarily or otherwise) were thanked by the school community at the end of the year via a whole school mass and morning tea, for their contributions to the school over time.</p>

<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	82.2%

### ALL STAFF RETENTION RATE

Staff Retention Rate	94.7%
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### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	37.5%
Graduate	37.5%
Graduate Certificate	0.0%
Bachelor Degree	100.0%
Advanced Diploma	12.5%
No Qualifications Listed	0.0%

### STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	12.0
Teaching Staff (FTE)	8.2
Non-Teaching Staff (Headcount)	6.0
Non-Teaching Staff (FTE)	4.7
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

- To strengthen partnerships with the Parish, families and the wider community to foster lifelong student learning and the skills and qualities to contribute in a local and global context.
- All members of our community are engaged in fostering a respectful, welcoming and inclusive Catholic learning community.
- Partnerships strengthened between home, school and the broader community in order to benefit student learning, wellbeing and faith development.

### Achievements

Parents were involved in a wide range of activities throughout the school. Literacy and Numeracy Program helpers, appropriately trained at the beginning of the year, were involved in the classrooms during the two-hour Literacy block. Parents also participated as excursion partners, were enthusiastic viewers of and participants in the Art Exhibition (curated by a team of senior students under the guidance of the Visual Arts Teacher), and were an invaluable assistance with our Annual House Sports. Parents also demonstrated support through their attendance at assemblies, liturgical celebrations and special celebration days.

Parents attended information sharing sessions at the beginning of the year during which there was discussion of curriculum for the year, timetables presented and issues of concern to parents raised and addressed. Following these meetings at the end of Term 2 were formal Parent/Teacher meetings to discuss children's progress and learning goals. Teachers and the Principal were available to meet with parents on request and remained open to parental concerns.

The Parents and Friends held a variety of activities to raise money towards the refurbishment of the school playground including submitting a successful application for funding from the Bendigo Bank. As a result, we replaced the senior playground equipment as well as the junior equipment, along with associated landscaping and plating to soften the areas.

We again held a variety of community celebrations such as Mothers' Day and Fathers' Day Breakfasts, Grandparents and Special Persons Day, Interschool and House Sports - all of which parents attended to support their children and the school generally. We again invited families to participate in a successful multicultural night. Families brought a dish from their own culture to share with others in the community and a range of activities gave our children an insight into cultures other than their own.

The Parents and Friends also organised several social activities that enabled families from across our diverse community to attend, enjoy the activity, and socialise with newly made friends.

### PARENT SATISFACTION

Personal feedback from our community was highly supportive of the school throughout 2020. Prior to COVID, they were positive and accepting of the small changes that were being made and excited with new opportunities.

Our parent community is the life blood of our school and the work that they do via Parents & Friends Committee makes our school a better place.