

St Catherine's School Lalor West

2020

Annual Report to the School Community



The Lord Is My Light

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Minimum Standards Attestation

I, Tracey Brincat, attest that St Catherine'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.

10/04/2021

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

As part of the St Clare's Parish, with the Lord as our Light, our community is inspired by St Catherine to live out the teachings of Jesus Christ.

We aspire to be confident, active learners who respond positively to challenge and have the courage to be of service to others.

School Overview

St Catherine's is a welcoming Catholic learning community, which builds common values, beliefs and the vision for learning. The school was established in 1983 and is part of the St Clare's Parish, Thomastown West. St Catherine's Catholic Primary School aims to promote lifelong learning and active participation as citizens in Australian society. The school is proud to be closely engaged with its culturally diverse community.

Learning and teaching practice is based on an integrated curriculum and implemented through an inquiry approach.

St Catherine's is a child safe environment that is compliant with all the Child Safe regulations. Together we support students to reach their full potential, being guided and nurtured in faith, and valued and challenged in a secure, inclusive and safe working environment.

Students, parents, caregivers, grandparents, staff and the wider community are provided with learning opportunities. We value all members of our community contributing and taking responsibility for actively learning together and from each other.

Principal's Report

2020 what a year it was! Each year St Catherine's school commences with a school theme. In keeping with its community vision the theme for 2020 was 'Throw open the doors to learning'. In essence, the school was 'Throwing open the doors' to learning more about our God, learning more about each other and learning more about ourselves.

The school aimed to continue to engage students and their families in learning, to be fully involved in the learning and for the community to learn from each other. It was not then anticipated that the theme 'Throw open the doors to learning' would take so many twists and turns as the year progressed!

Along with the school's sister school, St Clare's, and members of the Parish, we welcomed a new Parish Priest Fr John Magri as the school's Spiritual leader and guide. We were fortunate indeed to be so blessed.

The school also welcomed in a new cohort of Prep students and their family. In term one, we were fortunate to begin our relationship building with a Prep and new families BBQ and to welcome in the new school year together with a whole school mass. The school celebrated the students' prior learning through 'Getting To Know You Chats' with parents and students, through extensive staff handover and embedded assessment procedures, and further learning was underway.

In mid-March, the school met the unexpected challenge of the worldwide pandemic of Covid - 19. The community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. Moving to remote learning and teaching presented both challenges and opportunities for all students, staff and families. However, it did without question prove to be a catalyst and 'throw open the doors for new learning'; impacting the whole community. During remote learning, staff sourced, critically evaluated and implemented appropriately a range of online resources for learning, developed new personal technological skills, created opportunities for students, parents and staff to give and provide feedback, to make connections with each other and to stay connected. The call to truly personalise student learning became paramount and the range of academic learning, emotional and spiritual needs were extensive. The staff are to be thanked for their dedicated service and commitment.

The parent and grandparent engagement in student learning became essential elements of daily learning. The community worked in partnership with staff to provide the very best learning possible under difficult circumstances. In the words of our patron saint, St Catherine:

'Nothing great is ever achieved without much enduring'

From the onset of 2020 St Catherine's community took on the challenge of a four yearly "Review" of its practices, procedures and processes in its endeavour to be a Catholic school of excellence. Parents and Friends, and Advisory Board members, along with the dedicated staff, began to gather and analyse feedback from its community. Staff, students and parents were invited to

share their thoughts on current practices on Education in Faith, Learning and Teaching, Leadership and Management, School Community and Student Wellbeing. A process including school data analysis, Catholic Education Melbourne representatives, and the reviewer's observations led to recommendations to drive the school forward for the coming four years.

Throughout the year a challenge for the school, particularly for its administration, was the migration of the schools financial and administrative services to a system run platform ICON. This was time-consuming and labour-intensive and the school congratulates its Bursar, Ms Caroline Cianciosi and the admin team for their dedication to the task, and the parents' patience throughout the transition.

2020 also saw the lead up to a change in governance over Catholic Education. From 2021 all catholic schools will be under the governance of Melbourne Archdiocese Catholic Schools. The school's Parish Priest Fr John Magri continues to be St Catherine's School & St Clare's Spiritual leader and guide.

The end of the year saw the retirement of three staff members from the St Catherine's school community and from Catholic Education after a lifetime of service for over forty years. The school thanks Janette Fennell, Aislinn Horsley and Karen Robertson for their dedication to learning and teaching throughout their careers, and in particular, their dedication to the community of St Catherine's school.

During Karen's reign as principal for 11 years, Karen was able to increase the community population going from one stream to two streams across all year levels. Multiple grants were submitted and approved for two new learning spaces, upgrades to the admin area, refurbishment of the staff lounge, installation of safe pathways, two new playgrounds, sunshade over the senior playground and new Mac Air laptops for all the students. She leaves thankful for all that she has learned from the St Catherine's school community.

In July, a new principal, Tracey Brincat, was appointed to commence in the new school year 2021. Tracey was involved in the 2020 School Review and instrumental in formulating the outcomes to be achieved over the coming four years.

Parish Priest's Report

Dear St Catherine's Primary School's Community,

The year 2020 was truly a challenging year. No surprise!

In 2020, we learnt how important schooling is and how important our teachers, administration staff and all other members of staff are as 2020 took away from us what we took for granted. Having said this, we also learnt how the children of our school felt deprived of friends, freedom to play, relate and grow with others their age, and an education that was different from being at school and learning online — who would have thought!

So we saw the commitment, dedication and skills of teachers, and can we do anything, but thank them greatly for what they did and still do.

At times, and when possible, I caught up with pupils online and administered the Sacraments of Reconciliation, Eucharist and Confirmation. With the support of Mrs Barber, Mrs Robertson, Mrs Ferro and office staff we can say that, as difficult as 2020 was, we learnt not to give up.

And there was happiness and sadness in 2020. We farewelled the principal, Mrs Karen Robertson - we felt the sadness of her leaving our school community. We also saw the arrival of our new principal, Mrs Tracey Brincat, and thank her for another approach to education and her preparedness to give new life in the post-2020 school life.

Finally, I would like to thank the parents, guardians and carers who supported the school and parish during a most difficult year. We may not have come through the pandemic yet, but we are undoubtedly a people of hope! Thank God for that because the school has had a great influence. St Catherine, pray for us.

God bless you all.

Fr John Magri.

Parish Priest

School Education Board Report

The School Advisory Board met three times throughout the year. Due to Covid the board also met on line.

Discussion were

- Financials
- Comparing St Catherine's to where other schools in the area are with Naplan scores
- Compared parent surveys to how the school is traveling and recommendations going forward for the school to increase fundraising and ideas with how to access undercover for drop off
- Discuss Play ground success through fundraising
- Covid - 19 concerns for the community were raised

Education in Faith

Goals & Intended Outcomes

GOAL:

To build a performance and development culture

Outcomes:

To maintain a high performing culture of organised and responsive professional learning underpinned by rigorous and continuous feedback, data and research.

This includes:

- Monitoring
- Evaluating
- Critical
- Reflection
- Feedback
- Appraisal
- Mentoring
- Coaching

Achievements

Achievements

We began the year 2020 year with exciting news of the appointment of a new Parish Priest. Our school community came together for the annual Opening School Mass to welcome Fr John Magri. He is experienced with ministry across two Parish schools and had been in Oakleigh, Victoria. He was welcomed into our community with great hope and joy.

By mid-March in 2020, the school met the unexpected challenge of the worldwide pandemic of Covid 19. There were two lockdowns during the year, but we were able to share our Catholic Identity in many creative ways.

The virus certainly touched every aspect of our lives. Victoria experienced the first lockdown in Week 9 of Term 1. Our school went online to meet the educational needs of the children, which involved new learning and a change of practices for all of us. The REL was forced to work from home due to medical reasons from March until mid-November. RE took place using a variety of communication technologies rather than face to face.

In response to the first lockdown, the RE Leader was able to create an RE Hub on Google Drive which was a library of many resources for teachers. It provided access to Easter and Pentecost resources, helpful websites in Religious Education, simple prayers, simple liturgies, picture books, work sheets, professional reading, and music that teachers could upload to the Seesaw platform that our school used as a learning portal. Teachers accessed the resources to enrich their prayers and lessons for their children and families. These resources will be an ongoing collection into 2021 for staff to access this learning throughout the future.

Another resource that was offered to staff was a Sydney based digital RE program called Understanding Faith. This is a contemporary RE resource offering Church teachings, activities, multimedia, worksheets and a variety of subjects from Prep to Year 6 to support online units on the Seesaw platform. Understanding Faith was particularly valuable while teaching the Sacraments in second third and fourth terms.

Celebrating Holy Week online was addressed by sharing Easter Triduum prayers with the community which reflected the RE Leader's experiences in Jerusalem from 2018. Most of the community were self-isolating at home, including the teaching staff. We welcomed the mystery of Easter in our homes, isolated from our Church, our school families celebrating as a community, with only laptops and smartphones to connect us visibly together.

Preparations of the School Four-year Review took place during 2019 and in the early weeks of 2020. Three data sets, the ECSI, The Pedagogical Tool and the Cemsis, were compiled and analysed. Evidence was correlated with the Education in Faith Dimension Rubric by staff during a school closure to record their collective responses. In Week 1 Term 2, the Review took place.

The REL planned with class teachers for an hour each week during this time. This enabled the REL to work with each team, to explain and embed a pedagogy of Encounter together, sharing rich dialogue and explicit guidance.

The Feast of St Catherine was still acknowledged and celebrated as our community on the 29 April. The principal gave a Dojo message to all families and sent home a letter and holy card of St Catherine to each family. She also sent flowers to each staff member at home. The REL rang each staff member to thank them for all their work during this Covid 19 time. An online community liturgy was shared with over 112 children and parents tuned in to pray!

The RE Leader was invited into video chats, to attend prayers online and to be present to teachers and students in their online religious education classes. She was also invited into planning sessions to assist their RE teaching from Prep-Year 6 and to provide constructive and emotional support.

Fellowship Prayer was offered online to the school community to encourage personal and communal engagement within the religious domain. Events such as weekly staff meeting prayers, Anzac Day and leadership prayers were all celebrated albeit in different modalities.

The first Covid lockdown continued until Week 6 of Term 2, lasting a total of seven weeks for Prep-Year 3 students. Most teachers and students were back on site during Week 7 Term 2, with the REL continuing to work from home.

Another lockdown was called on the second week of Term 2 holidays. In Term 3 and the early part of Term 4, the lockdown continued and the RE Leader began presenting online Sacred Play experiences for classes from P-Year 6, sharing a wide variety of religious.

In Term 3 and Term 4, online leadership support was provided by Rosa Wilkinson. She worked closely with leaders to develop their goals and support their skills during Covid. Rosa also worked online with the leadership team to create the School Improvement Plan for the next four years.

The Feast of St Clare and Wellbeing Day were also a highlight celebrating Liturgy online. The Feast of St Clare was especially successful. The RE Leader created six episodes of St Clare's life as Godly Play presentations, so that students could engage in our Patron Saint's story. Teachers believed that this was a rich resource, as the videos provided the different dimensions of knowledge and understanding, reasoning and responding and space for personal and communal engagement in learning Clare's story.

In Term 4, an RE staff meeting was led by Paul Spence to address the staff spirituality. Through Scripture, he was able to have staff share their experiences during the pandemic and come to a sense of acceptance and support within our faith community.

In Week 6 of Term 4 the lockdown ended and all students and staff, including the RE Leader, returned to school.

Sacraments were celebrated in Term 4, with much credit belonging to Fr John for his persistence and support. Fr John participated in online meetings with each Sacramental Year Level and to explore parent formation with the community. This process reached all families in their homes and parents were able to ask questions online to Fr John which was a great opportunity which would not have been possible due to pandemic restrictions.

Parents were given a choice of whether to have their child receive the Sacrament of Penance or Eucharist during the year while following pandemic meeting restriction guidelines or wait until 2021 to celebrate normally as a class group. Even though the Sacraments looked different in the way they were celebrated and shared, the Spirit of Christ brought our faith community together.

Planning meetings with class teachers, Fr John, the principals and the REL took place online. The Sacrament of Penance was celebrated by twelve candidates in Year 3 at St Clare's, together with a comprehensive program crafted by the RE Leader.

For the remainder of the year, the Sacrament of Eucharist was taught by teachers, however only two families celebrated the Sacrament of First Holy Communion in 2020. A very personal

approach was possible, where twenty members of the candidates' families were invited to intimate Masses was undertaken. The remainder of the families will celebrate the sacrament in 2021, in the hope of avoiding the pandemic restrictions.

Confirmation was celebrated by Fr John who was given permission to administer the Sacrament of Confirmation. Confirmations were held, combining with children from our parish sister school, St Catherine's. To keep the numbers in the Church in line with government restrictions, three Confirmation Masses were celebrated.

As part of the Confirmation program, award-winning author Clancy Tucker visited the Year 6 classes talking about his experience of meeting Saint Mother Teresa of Calcutta. It was a great opportunity for staff and students to meet such an engaging speaker online.

Graduation was also celebrated in a rich and beautiful way, albeit, with limited numbers of attendees in the Church. The theme was, Acknowledging the God moments in our time at St Catherine's.

In 2020, three staff members retired from the St Catherine's school. Janette Fennell, Aislinn Horsley, and principal Karen Robertson. Each received a personalized and beautiful themed farewell prayer. Janette's liturgy was planned around her love for a cup of tea and God's patience to wait for us to share our friendship with Him. Aislinn's prayer was about the colour green as her cultural story is of being Irish. Both received a beautiful afternoon tea after the prayers with the staff.

The Thanksgiving Mass was celebrated with Fr John and Karen's family and Daniel Barr, principal of our sister school. Karen's farewell took place after Mass, planned around the theme of the sea. Karen was given an anchor which was blessed from Fr John, by her leadership team with a quote from St Catherine: Through the imagery of the sea, Catherine of Siena said... 'By the same token someone so immersed in the sea which is God, comes to see God in everything, and everything in God.' Many families attended the liturgy which took the form of an afternoon prayer involving students at school in their classrooms and parents at home.

2020 will always be remembered as a very different kind of year. It brought out the best in the staff and school leaders as we worked to support our students and families. Circumstance and creativity resulted in us experiencing faith education in quite different, but effective, ways.

Although over one hundred years of collective experience would leave St Catherine's school in 2020, a new start and a new beginning with the new principal, Tracey Brincat is a new adventure waiting to unfold with much anticipation and joy to our school community.

VALUE ADDED

The RE Leader enrolled at Melbourne's Catholic Theological College School and attended a six-week, online program on the Christian Faith and World Religions. The course helped to build the capacity and knowledge of the REL to further support interfaith dialogue in our school community.

Another positive aspect of the year saw the RE Leader attend many online professional development days. These experiences were originated in Jerusalem and Melbourne, which would not have been available if not for the Covid pandemic.

During the 112 days of lock-down, the REL developed thirty modules of work to professionally develop classroom teachers' teaching capacity and knowledge of the Catholic Faith. These modules were edited fortnightly by the Northern RE Consultant, Matthew Navaretti who was a valuable and supportive voice throughout the project. The modules were approved by MACS to support the Religious Education, A Pedagogy of Encounter for teacher RE accreditation.

Learning & Teaching

Goals & Intended Outcomes

Overarching Goals:

1. To continue to develop all members of staff within a professional learning culture.
2. That all members of staff are engaged in a professional learning culture that is focused on maximising student outcomes through collaborative and consistent practices.

Achievements

The learning community of St. Catherine's faced numerous challenges throughout the 2020 school year. A key challenge was to maintain effective learning and teaching practices as staff and students transitioned to offsite and remote learning. The learning and teaching leadership team responded to this unique challenge in numerous ways.

Learning and Teaching Leaders (Literacy, Numeracy, Inquiry) supported staff during online facilitated planning on a weekly basis and conducted small group/individual focussed groups. This was authentic engagement with students and ensured the fundamental practices of sharing learning conversations were upheld. Classroom teachers, students and families utilised various platforms including ClassDojo and Google Classrooms to submit work and engage in dialogue about student learning.

To continue to build on the Performance and Development Cycle, learning and teaching leaders regularly attended online lessons and provided timely feedback to both staff and students to assist in the ongoing development of online classroom practice. This included feedback to teachers about lesson delivery, alignment of lessons to key outcomes and the use of technology to engage and communicate with students. Feedback was also provided to students in how to make effective use of online platforms including features of specific programs that facilitated community interaction.

The response by St. Catherine's staff to continue teaching and learning during the Covid-19 lock down was implemented very swiftly and efficiently. It is to be acknowledged that the staff embraced and adjusted to the new and unexpected method of teaching online very effectively. An immediate plan of action to use, ClassDojo, Google Classroom and Google Meets was adopted and followed by just in time training for the staff. Staff used the online communication platform; ClassDojo as the medium to inform students and families of real time teaching sessions, work and general information.

The school community acquired ICT skills during Remote Learning. This unforeseeable period allowed for new skills to be learnt, further developed and implemented. The school provided

families with approximately 60 MacBooks for students to utilise as a learning tool to connect with their teachers and Learning Support Officers during home learning.

In February, St Catherine's subscribed to MDM (Mobile Device Management) software, Jamf Pro. All Apple devices were enrolled into Jamf Pro which enabled remote administration of the devices. The ICT Leader/Year 2 classroom teacher provided continuous remote IT support for students and families regardless if a school or a personal device was used by the student. The IT support was predominately before and after teaching hours and in between Google Meets. A formidable task that required quick thinking and a new skillset.

St. Catherine's has procedures to identify students with additional needs at the earliest possible point, through thorough school assessment and monitoring of multiple data sources. If necessary suitable programs, adjustments, support and strategies can be implemented through a Personalised Learning Plan (PLP). These plans are shared with families, all staff and are discussed at regular Program Support Group (PSG) Meetings.

In 2020, 43 students were funded through the National Consistent Collection of Data (NCCD) framework, supported by the school leadership team, Learning Diversity Leaders, Classroom Teachers, Learning Support Officers (LSO) and families.

Due to COVID, St. Catherine's had vulnerable students attend onsite learning to assist them in engaging with their learning, supported by a teacher and an LSO onsite. Students with additional needs who completed online learning were engaged in one-on-one sessions with teachers and further supported by an LSO. Hard copies of learning materials were made available for students with additional needs as an adjustment to access learning during remote learning. The school continued to conduct Parent Support Group meetings for students on Personalised Learning Programs through online meetings and phone conversations experiencing great success in making use of technologies such as Zoom and Google Meet. These learnings from 2020 have been carried forward and now form part of the service we offer when meeting with families.

STUDENT LEARNING OUTCOMES

St. Catherine's makes use of a variety of assessment tasks including the PAT suite of assessment tools, Essential Assessments, Fountas and Pinnell Benchmark Assessment System, elements of the Marie Clay Observation Survey (Letter Identification and Record of Oral Language) and the School Entry Alphabetic And Phonological Awareness Readiness Test (SEAPART).

At the conclusion of the 2020 school year students completed over 400 PAT-Maths and PAT-Reading tests across Years 1-6. In Reading 68% of students from Years 3-6 performed at or above their expected Year Level when PAT-Reading testing data was inputted into the Student Performance Analyser (SPA). In Mathematics 66% of students from Years 1-6 performed at or above their expected Year Level when PAT-Maths testing data was inputted into SPA. It is

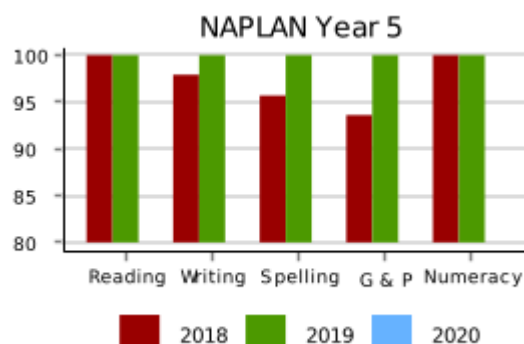
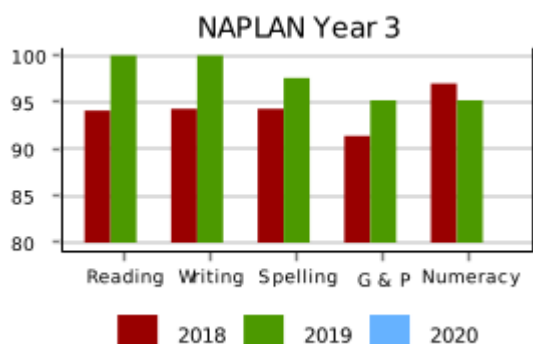
important to note these levels refer to students meeting standards for their current level of schooling and sit above NAPLAN National Minimums where traditionally over 99% of students from St Catherine's reach this standard.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	91.4	95.2	3.8		
YR 03 Numeracy	97.0	95.2	-1.8		
YR 03 Reading	94.1	100.0	5.9		
YR 03 Spelling	94.3	97.6	3.3		
YR 03 Writing	94.3	100.0	5.7		
YR 05 Grammar & Punctuation	93.6	100.0	6.4		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	95.7	100.0	4.3		
YR 05 Writing	97.9	100.0	2.1		

* 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

Goal: To develop a community of student learners who thrive in a safe, connected learning environment.

Intended Outcomes:

That students continue to be empowered and challenged to engage as learners and responsible members of the community.

That student social-emotional wellbeing will improve.

That School Wide Positive Behaviour Support culture be embedded in the school's practice

To continue to comply with Child Safe Standards and empower students in this area

Achievements

The PBL (Positive Behaviour for Learning) program is embedded into the culture of St Catherine's and is consistently adopted across the school. Our students feel safe and connected to the school and their behaviour is acknowledged and well-supported. Through PBL, clear and consistent guidelines and actions are in place to manage behaviours that are not meeting the school expectations and students are explicitly taught how to Show Respect, Take Responsibility and Act Safely in different areas of the school.

Our school community was informed of what expectation was the focus for that week through our newsletter and Classdojo.

Each Monday morning during our Assembly, students were informed of the PBL focus for the week.

The Wellbeing of our students is further supported through our teaching of Social and Emotional Wellbeing, Wellbeing Days, School Chaplain.

During school lockdown our school continued to focus on Positive Behaviours through an adjusted matrix adapted to home learning.

VALUE ADDED

Our school provided explicit programs to enhance student wellbeing and to meet the individual needs of all students including:

- school wide positive behaviour strategy (PBL - Positive Behaviour for Learning) lessons that explicitly address our school expectations of Being Respectful, Taking Responsibility and Acting Safely
- Staff members completed the Mandatory Reporting eLearning module
- The newsletter included weekly PBL focus (even when students were working from home during lockdown)
- The weekly PBL focus was also posted on Classdojo
- There was a parent representative on the PBL Team who was invited to some meeting
- Grade 6 students had the opportunity to participate in student committees and have some input in making decisions regarding events through their leadership roles
- Dispositions were taught through DIY and Discovery which are student led programs
- Lunchtime art club
- Social and emotional learning through the Resilience, Rights and Respectful Relationships
- Links between RE and SEL were made
- Participation in RUOK? And other wellbeing days (Anti-Bully days)
- Behaviour referral forms completed to gather data
- Personal Learning Plans with behavioural goals were data driven.
- Our school has employed Adriana (Speech Pathologist)
- Tracy Bentin (school counsellor)
- Parent Support Group (PSG) meetings continued to be conducted for students experiencing difficulties in social, emotional, academic or physical areas incorporating where necessary the support of our Psychologist, Speech Pathologist and Learning Consultants.
- During lockdown teachers were asked to check in with students who weren't participating regularly in online learning.

STUDENT SATISFACTION

The Parent Representative of PBL team met with team and gave feedback on PBL during school lockdown and when onsite at school. The PBL took on board suggestions.

Positive feedback was given from parents on the PBL foci that had been adapted for home during online learning through comments on Clasdojo and during online meetings.

STUDENT ATTENDANCE

Student attendance was closely monitored. Any unexplained absences were identified and families were contacted immediately.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	92.4%
Y02	94.6%
Y03	96.4%
Y04	89.8%
Y05	93.8%
Y06	97.0%
Overall average attendance	94.0%

Child Safe Standards

Goals & Intended Outcomes

To continue to comply with Child Safe Standards and empower students by co-constructing a version of the Child Safe Policy using 'student friendly language'.

Achievements

Year 6 student leadership groups worked with students from Prep to Year 5 to develop a 'student version' of the Child Safety Policy. It consisted of 10 slides making use of student art work and was displayed prominently in all areas of the school. Through workshops students were provided with and encouraged to use the language of child safety and the PROTECT resources with 'speak up', 'tell a staff member', 'tell a parent', 'tell a friend' or call kids helpline.

As part of the ongoing registration requirements for the School Review a complete audit of Child Safe Practices and Policies was completed using the compliance assessment tool.

Leadership & Management

Goals & Intended Outcomes

Goal: Continue to build a performance and development culture.

Intended Outcomes: Maintain a high performing culture of organised and responsive professional learning underpinned by rigorous and continued feedback, data and research.

This includes:

- monitoring
- evaluating
- reflection
- feedback
- appraisal
- mentoring
- coaching

Achievements

The school review was completed under COVID conditions which extended the period of time usually taken for this process. While the review was occurring the school had some interim foci that ensured continued focus on staff development that maximised student outcomes through collaborative and consistent practice.

All members of the extended school leadership team including Principal, Deputy Principal, Curriculum Leaders and other positions of leadership engaged in multiple sessions to collaborate on the completion of review documents, the review of documents and the setting of goals moving forward.

Whilst COVID restrictions presented both the reviewers and school staff with some difficulties it was generally agreed that an accurate portrait of the school was established.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Professional Learning continued to occur throughout 2020 within school facilitated professional learning and external facilitators transitioning to online delivery methods. Professional learning that staff attended in 2020 included but was not limited to:

- EAL F-10 Curriculum Update

- Reading Recovery OPL
- Northern Region Mathematics Leaders Network
- Deputy Principal Network
- Principal Network
- Highly Accomplished Lead Teacher Assessor Program
- Abilities Based Learning and Education support (ABLES)
- Religious Education Network
- Learning Diversity Network
- NCCD Consult
- OH&S Safesmart
- Engaging with the learning progression in RE
- VIC Narrative Assessment and Intervention
- ICON Professional Development
- Review
- Wellbeing Network
- Transition to Prep Program
- Discovery and DIY PD with Deb Vietri
- EAL - A Dynamic Assessment Process (DAP)

Number of teachers who participated in PL in 2020	26
Average expenditure per teacher for PL	\$320

TEACHER SATISFACTION

All staff members completed Annual Review Meetings and were provided with and received feedback. Teachers expressed a high level of gratitude to school leadership for the support provided during what many considered a challenging year professionally in regard to learning and teaching and personally for some due to issues associated with repeated COVID-19 lockdowns.

Informal feedback from community stakeholders suggested that overall satisfaction levels were high across all areas of school operations.

Teacher satisfaction can be anecdotally observed through no staff members seeking employment elsewhere for 2021.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	87.8%

ALL STAFF RETENTION RATE	
Staff Retention Rate	94.6%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	14.3%
Graduate	33.3%
Graduate Certificate	4.8%
Bachelor Degree	66.7%
Advanced Diploma	23.8%
No Qualifications Listed	4.8%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	28.0
Teaching Staff (FTE)	22.9
Non-Teaching Staff (Headcount)	13.0
Non-Teaching Staff (FTE)	15.6
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

The identified goal of our School Improvement Annual Action Plan for School Community was:

- Opening a wider communication method using technology to build parent capacity to participate in student learning
- To build an inclusive supportive and engaged community.

The intended outcomes to meet this goal were:

- To build community (staff, students, parents) capacity to use technology to engage in authentic partnerships in learning
- That student learning is supported by strong partnerships with parents and the wider community.
- To strengthen parent and community links in support of authentic student learning.

Achievements

[SCAchievements]

PARENT SATISFACTION

- In Year 2 the teachers held an online forum to ask parents for their recommendations for Lock down 2 in terms of frequency and times for online learning.

PARENT SATISFACTION

From our 2020 Parent Feedback (survey through Google Form)

- Felt they were able to be involved in their child's education and that the staff were all very approachable.
- Were very satisfied with the school's reporting structures and the communication with the school.
- Considered that the learning opportunities offered at St. Catherine's were of a high standard and are very valued within the parent community.
- Believe that there is a strong focus on learning and every child is given the best opportunity to learn.
- Valued the high expectations of all students.
- Believed that staff had a high level of passion for teaching and the behaviour management strategies and procedures that are in place are effective.

- Believe that there were strong peer relationships and our students were positive about coming to school and the learning they receive.
- Valued that their child had a safe and secure environment in which to learn.

Future Directions

Recommendations from the School Review led to the following goals being developed and to be implemented over the next 4 years:

Goal 1:

To develop a rigorous and contemporary culture of learning, focused on enhanced learning outcomes and agency for all

Goal 2:

To enhance a rigorous cycle of inquiry and action informed by data and focused on high expectations for all learners

Goal 3:

To formalise a performance and development culture underpinned by reflection and collaboration