

St Mary's School Hampton

2020

Annual Report to the School Community



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Minimum Standards Attestation

I, Matthew Sweeney, attest that St Mary'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.

28/04/2021

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

St. Mary's is a safe and inclusive community that fosters strong, positive relationships in an engaging and empowering learning environment. We are committed to lifelong learning and making a difference in our world.

School Overview

St Mary's School is co-educational Catholic primary school, located in the Bayside suburb of Hampton, catering for students from Prep (Foundation Year) to Year Six. The school has a population of just over 300 students. The school was originally established in 1924 under the guidance of the Presentation Sisters, who continued to operate the school until the 1970s.

We provide a safe and collaborative learning environment which supports and promotes the principles of Australian Democracy including a commitment to the elected government, the rule of law, equal rights of all before the law, freedom of religion, freedom of speech and association, and the values of openness and tolerance.

Our school motto 'Friends, Family Community - Together we Grow' sums up the positive community feel that we strive to maintain and that is valued so highly amongst staff, students and parents.

Our "RICH" Values of Respect, Inclusion, Compassion and Honesty are visibly at the centre of daily life at St. Mary's. We strive to live out these values each day in everything we do.

Principal's Report

This Annual Report reflects on the school's achievements not only in terms of the goals and intended outcomes from our four-year school improvement plan but also the achievements in meeting the challenge of remote learning and providing a safe and nurturing learning environment for a return to onsite schooling after a long absence apart.

At the end of 2019, had someone described what 2020 would look like, it would have been difficult to believe. Despite all the challenges presented by remote learning, we have much to be proud of and grateful for. Our community is blessed to have such dedicated, passionate and exceptional staff and families as those here at St. Mary's. Our children are the ultimate benefactors.

Throughout the remote learning experience and the return to school and getting back into routines, the students of St Mary's again reminded us what fine young people they are.

Our 2020 Production of 'Peter Pan Jnr' stands as a testament to everything we achieved as a community. Faced with constant change, staff and students exhibited creativity, teamwork, resilience and grit, rehearsing two full casts online via Zoom then filming a movie instead of a stage show once students returned on site.

The way the children overcome challenges and strove to do their best and grow and succeed during remote learning was spellbinding to watch. The way that they returned to onsite schooling with such positivity, energy and enthusiasm was equally inspiring.

Across the community, parents found the sudden closure of the schools disturbing and were concerned about their children's learning and social and emotional wellbeing. Parents faced the enormous challenge of supporting their children's education and juggling a myriad of other responsibilities, notably paid and unpaid employment. I thank our parent community and commend them for the excellent support they provided their children and our staff.

Few professions had to change and adapt as rapidly and as much as teachers this year. We ought to be extremely proud of the whole profession. The St Mary's staff are a remarkable team of professionals. The staff have gone above and beyond, rising and excelling in the interests of the students.

At the heart of St Mary's approach to remote learning was an openness to adapt and a focus on student wellbeing and targeted teaching according to individual learning needs, with our number one priority that our whole school community remained safe and well.

Education in Faith

Goals & Intended Outcomes

Priority 1 Goal: To maximise teacher impact and learning growth of all students through an evidence-based learning and teaching cycle.

Intended Outcome: That an evidence-informed learning and teaching cycle is utilised to maximise learning growth and progression for all students.

Priority 2 Goal: To embed a performance and development culture that ensures staff know their impact on student growth and progress.

Intended Outcomes:

That powerful teaching and deep learning are central to a rigorous performance and development cycle.

That induction, mentoring, professional learning and feedback processes support and challenge staff at all levels of the school.

Priority 3 Goal: To embed deep learning and student self-efficacy and agency in a culture of growth for all.

Intended Outcomes:

That students are challenged and motivated to take ownership of their learning as self-regulated and self-determined learners.

That parents are engaged and empowered to support student learning.

Achievements

Creating spaces for students to pray, meditate and reflect was especially important during remote learning, helping to set students up for the day and maintain a sense of belonging and community.

Virtual prayer spaces were created each morning as part of online learning routines. These prayer sessions included opportunities for daily prayers and Christian meditation.

Virtual liturgies for the whole school and year level communities, often involving Fr Michael, the Parish Administrator, enabled students to gather as a faith community. Project Compassion was an opportunity for the school to continue its focus on developing a prayer culture, even in a remote setting, enabling our Catholic Identity to be visible and present despite not being together as a community.

Fr Michael, being new to the parish during the lockdown, joined class meetings via Zoom to get to know the school community.

In conjunction with the St Mary's Parish, the school continued to run the Sacramental programs, with family preparation sessions taking place via zoom. The Sacrament of Confirmation was made by Year Six students during the school day and live-streamed to parents. The Sacrament of Reconciliation was made by Year 3 students in small groups over the course of the year, in line with Covid restrictions. Students in Year 4 completed their preparation for the Sacrament of Eucharist through zoom family sessions, ready to receive the Sacrament in 2021.

Teacher staff engaged in professional learning with the Religion consultant from the Catholic Education Office. These sessions focused on using provocations in Faith Inquiry units of work to engage students in deep learning. Professional learning also focused on assessing students in Religious Education against achievement standards.

At the end of 2020, St Mary's Parish became part of the Bayside Mission of five parishes. The appointment of two new Parish Priests Fr Dean and Fr David, was the culmination of a year of transition and change for the St Mary's community, after the retirement of Fr Anjou as Parish Priest in January and the temporary appointment of Fr Michael as Parish Administrator.

VALUE ADDED

- Project Compassion as an opportunity for raising prayer culture to promote our Catholic identity
- Easter paraliturgy led by students, filmed as a video in Performing Arts classes
- Beginning Year Mass
Feast of St Mary's virtual liturgy
- Mother's Day and Father's Day reflection videos shared with families to engage with virtually
- Grandparents Day virtual mass
- Remembrance day liturgies led by students and teachers and streamed live to parents
- Sacramental programs - Sacrament of Reconciliation, Eucharist and Confirmation
- Graduation Mass and celebration for Year Six students
- Sacrament of Confirmation for year Six students completed in the classroom, with parents joining virtually
- Sacrament of Eucharist preparation for students and parents via zoom
- Reconciliation parent sessions and sacrament face to face in small groups

Learning & Teaching

Goals & Intended Outcomes

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Achievements

Throughout remote learning, St Mary's strived to provide learning experiences that were relevant, challenging, and engaging. Teachers and curriculum leaders who provided learning experiences to students designed holistic, open-ended and accessible learning to all learners. Teachers balanced on-screen and off-screen tasks to engage learners in experiences connected to previous learning and the current curriculum. They also facilitated learning opportunities that allowed students to connect their learning to the home environment.

Recognising that primary aged children do not learn best from solely being on a screen, engaging in online classes for extended periods, a combination of synchronous approaches (i.e. live meetings with teacher and peers) and asynchronous approaches (i.e. students working independently at different times) were provided.

Synchronous approaches through Zoom video conferencing were an opportunity for students and teachers to connect and for students to express themselves in real time, humanising the learning experience, with students able to see the faces and hear the voices of their teachers and peers. They were also an opportunity for small group targeted teaching to continue in the remote setting, just as they would occur daily in the school classroom. Students continued to be grouped in flexible, focused teaching groups for English and Mathematics, based on students' learning needs,

with groupings based on assessment data. Constructive formative assessment opportunities included:

- Focused teaching group observations
- Online quizzes with automated feedback
- Digital assessment platforms
- Tracking of student progress through uploading learning/work
- Written/recorded explanation/feedback
- Checklists/rubrics

Additional to live zoom sessions for focused teaching groups, teachers and co-teachers recorded instructional teaching videos. Learning Support Officers supported students with additional learning needs, facilitating intervention programs via Zoom. Teachers and Learning Support Officers continued to meet remotely to analyse data, plan for targeted teaching, monitor progress and respond to student learning needs. Students requiring enrichment in Mathematics and Stem continued to participate in Maths Games, Maths Olympiad and STEM groups throughout remote learning.

The Prep-Year Two Professional Learning Team researched several programs that provided explicit and systematic phonemic instruction in phonics, fluency, vocabulary, and comprehension through a structured synthetic phonics approach. As a result of this research, all Prep-year Two teachers completing training in the Little Learners Love Literacy program, implemented in Prep and Year One and for students in Year Two where required.

Throughout 2020, all staff participated in professional learning and team dialogue to implement an Intervention Framework, to embed a multi-tiered system of support for all students. The Framework follows a 5 step process: Identification, Targeted Assessment, Data Analysis, Learning & Teaching and Evaluation.

From the completion of the modules, the staff led by the Learning Diversity Team updated the school's Universal Assessment Schedule, which documents each assessment tool used by the school and what it is assessing. School targets and benchmarks were set for NAPLAN and PAT (Progressive Achievement Tests) Reading and Mathematics. A clear internal referral process was established for staff to follow prior to any external referral of students for support or assessment.

STUDENT LEARNING OUTCOMES

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. St Mary's continued to use other measures to track student progress.

English

PAT (Progressive Achievement Tests) Reading

Each student cohort from Year 1-6 exceeded the expected mean score. 40% of students in Year 1-6 were working above the expected level, with 45% at the expected level and 15% below the expected level.

TORCH Reading Comprehension

Torch is a standardised pencil and paper test that measures reading comprehension completed by students in Years 3-6 in June 2020

50% of students were working above (1 year or more years) the expected level, 35% at the expected level and 15% below (1 year or more years) the expected level.

Reading Text Levels

72% of Prep students reached or exceeded the school target of Level 10

6% did not reach the benchmark of Level 5

77% of Year 1 students reached or exceeded school target of Level 20

8% did not reach benchmark of Level 15

86% of Year 2 students reached or exceeded the benchmark of Level 28

PAT (Progressive Achievement Tests) Spelling

46% of Year 3-6 students were working above the expected standard, with 47% working at the expected standard and 7% below the expected standard.

SWST - Single Word Spelling Test

Year 1-Year 5 cohorts each made above expected growth, based on February 2020 - November 2020 Growth Data. Our Year 6 cohort made expected growth.

Mathematics

PAT (Progressive Achievement Tests) Mathematics

40% of Year 1-6 students exceeded the expected mean score. 50% achieved the expected mean score. 10% of Year 1-6 students scored below the expected mean score

Essential Assessment

Essential Assessment online adaptive assessments were completed as pre-and post-test assessments for units of work throughout the year. The following data is based on post-test assessments.

30% of Year 1-6 students achieved above the expected standard in Number and Algebra, with 55% at the expected standard and 13% below the expected standard.

48% of Year 1-6 students achieved above the expected standard in Measurement and Geometry, with 42% at the expected standard and 10% below the expected standard.

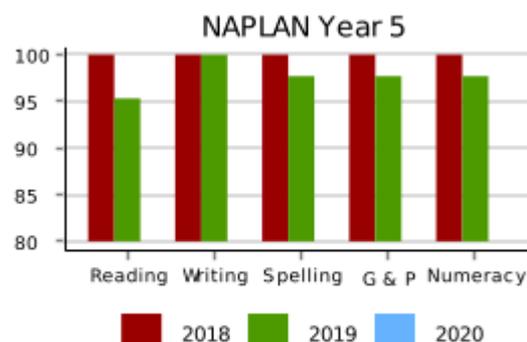
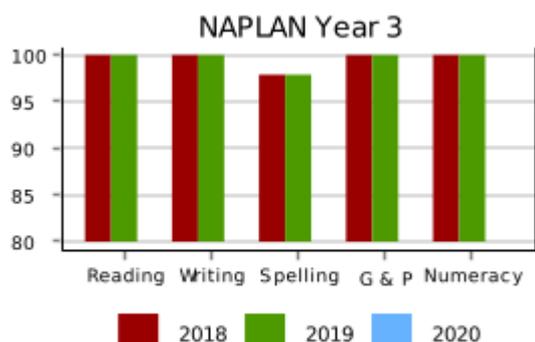
30% of Year 1-6 students achieved above the expected standard in Statistics and Probability, with 54% at the expected standard and 16% below the expected standard.

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	97.9	97.9	0.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	100.0	97.7	-2.3		
YR 05 Numeracy	100.0	97.7	-2.3		
YR 05 Reading	100.0	95.3	-4.7		
YR 05 Spelling	100.0	97.7	-2.3		
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

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Achievements

The challenges faced during lockdown meant that a focus on student wellbeing and social-emotional learning was more important. The school facilitated opportunities for students to share feelings and connect remotely, outside of learning time. Such options included regular mindfulness and wellbeing lessons and through The Arts.

Whilst remote learning could not completely replicate face-to-face classroom learning, it did provide a unique opportunity for students to develop independence, expand their agency, and learn to use tools and strategies that they otherwise might not have under normal circumstances.

An important part of the 2020 school year was our school production 'Peter Pan Jnr.' It cannot be underestimated the importance that production rehearsals and filming played during remote learning and upon a return to onsite schooling. Main cast rehearsals continued throughout remote learning, providing students with something special to look forward to and focus on each week. Principal dancers and class cohorts also practiced dances via zoom, providing a sense of connection, wellbeing and fun.

Alongside academic learning, wellbeing was a strong feature of daily remote learning routines and programs. 'Art with Mrs M' provided weekly art lessons via YouTube, focusing on wellbeing and mindfulness. Mrs M also provided weekly flow club zoom sessions for each year level in the Junior School, as a time for students to connect online and to get in the flow with fun mindfulness activities. The school offered Peaceful Kids sessions to students in the senior school experiencing

anxiety during remote learning. Mrs Nichols also facilitated small group check-in sessions for students to talk about their feelings and worries in a safe environment.

As students returned to school, a focus on social-emotional learning (SEL) was critical to re-engaging students, rebuilding relationships and creating a new foundation for academic learning. In these weeks, Circle Time sessions were the forum used by classroom teachers to provide students with the opportunity to discuss feelings, connect with peers and reestablish an emotionally and physically safe, supportive, and engaging learning environment conducive to the development of social-emotional skills. Quickly establishing routines was also an important part of this resetting and restarting process.

VALUE ADDED

- The school provided daily routines for children to develop agency, accountability and independence through developing and keeping to their daily schedule.
- The school recognised that different factors impact the learning environment and encouraged parents to use the suggested schedule to set up a daily schedule that suits the family.
- The school established clear online expectations for students, including expectations for attendance at live lessons and setting up appropriate learning spaces in the home.
- The school established clear protocols for respectful online participation and taught students about staying safe online and what to do if they felt unsafe online.
- Classroom teachers and members of the school leadership team phoned families to check in on their wellbeing.
- Peaceful Kids Program and wellbeing Zoom meets for Middle and Senior School students.
- Weekly Wellbeing Zoom sessions for mindfulness and "flow time" for students in Junior School.
- Weekly mindfulness activities for students as part of remote learning.
- The school prioritised a focus on wellbeing and relationship building when students returned to school following remote learning. For some students, this included meeting with parents to develop support plans. Teachers supported students experiencing anxiety through SEL lessons that focussed on negotiating play, resolving and managing conflict and self-regulation.

STUDENT SATISFACTION

Key themes around what students found worked well for them during remote learning were:

- Connecting with peers and teachers via Zoom
- Having a schedule to follow

- Being able to ask the teacher questions when they needed help
- Hapara and Google classrooms for feedback and finding/ submitting work
- Video instructions
- Not getting distracted by others
- Production rehearsals
- Art and sport activities
- Having set times for brain breaks
- Friday schedule being different to the other days
- Fun Friday zoom mornings

Key themes on what children found challenging during remote learning were:

- Not being able to see friends at school
- Not learning with peers
- Feeling isolated
- Sometimes feeling stuck on what to do

STUDENT ATTENDANCE

St Mary's manages student non-attendance through the electronic student attendance roll. Parents are required to phone or email the school office in the morning to report a child's absence; otherwise, the school phones parents to determine the reason for a student's absence and ensure their wellbeing. Parents or guardians must sign students in or out if children leave early or arrive late. The data is entered into the roll. Students with high levels of unexplained absence are followed up with parents by the Principal/Deputy Principal. The days absent are included in the child's report.

During Remote learning, attendance was recorded on Nforma, with students marked as Remote Learning. Parents were required to email the class teacher if their child was unable to participate in live lessons or attend to learning tasks and provide a reason. Teachers would monitor attendance through students being required to complete a daily feedback form and monitor attendance at live Zoom sessions and submission of work through learning platforms. The class teacher or a member of leadership addressed non-attendance and lack of submitted work via a phone call.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.8%
Y02	96.5%
Y03	95.6%
Y04	97.5%
Y05	95.5%
Y06	96.4%
Overall average attendance	96.2%

Child Safe Standards

Goals & Intended Outcomes

St. Mary's continues to hold the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the gospel. St. Mary's acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

Throughout 2020, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse.

Achievements

- Child Safety Standards remains a regular agenda item at School Board meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed.
- Staff participate in regular briefings and presentations on the school's Child Safety Strategy, focussing on classroom and student management, duty of care, and reporting requirements.
- Wellbeing zoom sessions for all students provided weekly across year levels providing opportunities for teachers to connect directly with students during remote learning
- All teaching & non-teaching staff members participate in annual Child Safety Standards 'refresher training' or induction and each staff member is required to read and sign the school's Child Safety Code of Conduct annually.
- Volunteers are provided with and are required to read and sign the school's Child Safety Code of Conduct.
- Review and update of Protect policy and protocols.
- Small group wellbeing sessions provided to targeted students across the school.
- Online safety protocols established for teachers, students and parents as part of the school's Remote Learning Policy.
- Class teachers and the Student Wellbeing Leader conducted regular wellbeing Zoom or phone check-ins with students and families.
- Review and re-implementation of any Wellbeing or Safety Plans upon return to onsite schooling.
- The school's Child Safety Action Plan focused primarily on the promotion and participation of student empowerment. Providing students with a voice is critical in ensuring their well-being and safety. Education about healthy and respectful relationships and the development of resilience through participation in the Respectful Relationships curriculum played a fundamental role in achieving this outcome.
- A 'Child Friendly Code of Conduct' developed and reviewed by the Student Representative Council (SRC) was communicated to students via relevant learning opportunities and made available to the broader school community via the school website.'

- Help-seeking Behaviours' unit of the Resilience, Rights and Respectful Relationships curriculum covered in Social Emotional Learning sessions across P-6.
- CCTV cameras installed around playground areas and main thoroughfares
- The Wellbeing leader facilitated a staff meeting focussed on Child Safety, including the PROTECT protocol and policy. Staff members have completed the Victorian Department of Education and Training's online Mandatory Reporting module.
- The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via parent information nights, the school newsletter and website. Parent volunteer information night including training on Child Safety and code of conduct
- St. Mary's continues to implement robust Human Resource practices, ensuring the suitability of any staff member or volunteer permitted to participate in 'Child Connected Works'. To achieve this, the school implements rigorous screening processes which have a child safety focus.

Leadership & Management

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Achievements

Upon the commencement of remote learning, St Mary's developed processes and protocols, outlined in the Remote Learning Policy, to provide clarity for staff, students and parents. School leaders revised the policy based on stakeholders' feedback to best meet the needs of students in our community.

Processes and protocols were set up around:

- The school's learning and teaching philosophy concerning remote learning
- Expectations for staff, students and parents
- The Remote Learning Plan deployment phases
- Communication between staff, students and parents
- Wellbeing and technical support for students and parents
- A suggested daily schedule for Remote Learning
- Online expectations for students, staff and parents

Remote learning was deployed over several phases. The focus for remote learning in the initial stage was on setting up learning platforms, developing routines and staff and students becoming familiar with these. In such a rapid transformation, the school recognised the need to accept trial and error. Remote learning evolved on a weekly basis as we responded and adapted. Regular and clear communication with parents was key in order to work with families closely and support them.

The school implemented remote learning over four phases. The first three were over the first four weeks of the initial remote learning period in the first semester, and the fourth being upon a return to remote learning through the second semester.

Phase 1: Setting up the conditions for remote learning

- Develop routines and expectations
- Establish Home Learning workbooks and packs
- Deployment of digital devices to families
- Staff and students becoming familiar with some of the tools that will be essential for remote learning
- A learning matrix uploaded onto Class Dojo at 8:45 am on the first day of the school week.
- Pre-recorded messages on Class Dojo
- P-2 Students encouraged to share their work through posting on their individual Dojo page
- 3-6 students are expected to submit work through Hapara platform

Phase 2: Trialling of new remote learning platforms

- Trial video conferencing sessions for each class through Google Hangouts/Meet for class check-ins
- Daily Google Form for students to complete for attendance, sharing of feelings and asking questions
- Daily pre-recorded teacher message
- Introduction of instructional videos
- Initiating and trialling the use of Google Classroom platform
- Introduction of literacy and maths focused teaching groups and individual student learning support via Google Meet

Phase 3: Wider implementation of remote learning

- Daily class Google Hangouts/Meet sessions to check in with teacher for class prayer, circle time and launching into learning
- Instructional videos for Literacy and Mathematics and Specialists

- Daily Google Form for students to complete for attendance, sharing of feelings and asking questions
- Google Classroom utilised in Prep-Year 2
- Google Classroom used in conjunction with Hapara in Years 3-6
- Opportunities for small focus group Google Meet sessions and instructional videos
- Wider use and increase of literacy and maths focused teaching groups and individual student learning support via Google Meet

Phase 4: Consolidation and uplevelling

- Implementing Zoom platform to replace Google Meet for live class meets
- Weekly Learning Matrix for each year level will be made available for students/parents to view on Friday by 5pm
- Daily Attendance Google Form for students to complete for attendance, asking the teacher questions and for sharing their feelings
- Daily class Zoom Meet to start each day so that the teachers and students can check in with each other, do their class prayer, circle time and go through the routines and learning for the day. For Prep students, there was a mix of Morning class meets and video messages.
- Small group Zoom sessions for Literacy and Mathematics, for targeted teaching based on individual students' learning needs. These groups and their focus was based on assessment data evidence. Each teacher ran two literacy and two Mathematics small group sessions per day, with co-teachers, members of the leadership team and learning support officers running additional groups to maximise opportunities for students.
- Instructional videos for direct teaching instruction of concepts and strategies, across various learning areas and specialist classes
- Class Dojo learning platform and learning packs utilised in Prep-Year 2. Students can post their work on their individual page.
- Class Dojo and Hapara learning platforms utilised in Years 3-4
- Class Dojo, Hapara and Google Classroom learning platforms utilised in Years 5-6

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Staff continued to meet remotely via Google Meets and Zoom throughout remote learning to plan in Professional Learning Teams and for team planning. Staff professional learning focused on using digital learning platforms and engaging students in a remote context.

Professional Learning for staff in 2020 included:

- LFIN (Learning Framework in Number)

- Faith Inquiry Learning Design
- PAT Assessment Data Analysis
- Essential Assessment Data Analysis
- Little Learners Love Literacy
- Zoom
- Google Classrooms
- Clickview
- Learning Adjustments for NCCD
- Emergency Management Plan
- Child Safety and PROTECT Protocol
- Principal Network
- Deputy Principal Network
- Student Wellbeing Network
- Mathematics Leaders Cluster
- Literacy Leaders Cluster
- Digital Learning Network
- Learning Diversity Network
- School Wide Improvement Forum
- ICON (Integrated Catholic Online Network)
- Finance Cluster
- Respectful Relationships and Resilience
- Teaching and Learning Leaders Cluster

Number of teachers who participated in PL in 2020	32
Average expenditure per teacher for PL	\$5037

TEACHER SATISFACTION

Feedback from Professional Learning Teams, compiled by the Leadership Team coming out of Remote learning:

What Have We Learned?

What are you most proud of?

- Our ability to adapt quickly to change

- The acquisition of new skills
- Our attitude to 'have a go' at trialling new ways of teaching using varied learning platforms and teaching tools
- We started live meetings from the word go. We were able to mobilise quickly
- People were out of their comfort zones but kept coming back to what was most important (the needs of our students)
- Teamwork was very high; staff were communicating and talking to each other frequently. There were high levels of sharing, collaborating and learning from each other.

What were the key factors that contributed to our success?

- The staff were open-minded to trying new things
- Clear and frequent communication
- Perseverance of staff
- A staged approach to implementing remote learning enabled all stakeholders to adapt
- Acceptance of trial and error
- Letting the parents know what is happening and the following stages

What have you come to more deeply understand about effective teaching?

- The importance of providing timely and specific feedback to students
- The importance of clear instructions; being explicit with tasks
- Using multiple forms of communicating - Audio/Visual/Kinaesthetic
- Small groups were great - they enable us to explicitly teach students at their point of need and are time efficient. Students can focus and maximise their learning
- Students need to be constantly regrouped according to their learning need

What did you learn about collaboration and teamwork?

- Coming together online and giving each other feedback were critical to constant improvement. The collaboration allowed staff to draw upon each other's strengths to help the team.
- Staff must be present at planning sessions; staff noted increased focus levels during remote learning meetings.
- It is better to focus on one thing at a time during planning sessions.
- Curriculum leaders or other staff facilitating meetings must be explicit about learning intentions and expectations.

Thinking Forward

What have we gained that we can take forward?

- The Seesaw platform is an opportunity for more timely reporting
- IT skills for staff - uplevelling and learning from each other
- Video record/ screencast teacher instructions so that students can revisit at their own pace.
- Use videos for peer modelling, peer teaching and observation
- Zoom as an option for parent meetings

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	97.3%
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ALL STAFF RETENTION RATE

Staff Retention Rate	97.1%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	16.0%
Graduate	4.0%
Graduate Certificate	4.0%
Bachelor Degree	72.0%
Advanced Diploma	20.0%
No Qualifications Listed	4.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	27.0
Teaching Staff (FTE)	19.8
Non-Teaching Staff (Headcount)	6.0
Non-Teaching Staff (FTE)	7.0
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Priority 1 Goal: To maximise teacher impact and learning growth of all students through an evidence-based learning and teaching cycle.

Intended Outcome: That an evidence-informed learning and teaching cycle is utilised to maximise learning growth and progression for all students.

Priority 2 Goal: To embed a performance and development culture that ensures staff know their impact on student growth and progress.

Intended Outcomes:

That powerful teaching and deep learning are central to a rigorous performance and development cycle.

That induction, mentoring, professional learning and feedback processes support and challenge staff at all levels of the school.

Priority 3 Goal: To embed deep learning and student self-efficacy and agency in a culture of growth for all.

Intended Outcomes:

That students are challenged and motivated to take ownership of their learning as self-regulated and self-determined learners.

That parents are engaged and empowered to support student learning.

Achievements

As a way of marking 2020 as a school community, each student in the school contributed a story to a whole school writing project 'The Year the World Caught a Cold'. The stories were published as a book that were sent home to each family.

Along with the published book, each family also received digitally our 2020 school production of Peter Pan Jnr. Every second year, the school production is a focus in Performing Arts, with every child performing. Students in years 5 and 6 are able to audition for main cast roles. In 2020, auditions took place in Term One prior to lock down. Rather than lose the opportunity to put on a production,

As with many aspects of school life St Mary's staff were able to think outside the box. Rehearsals with the main cast and principal dancers continued throughout remote learning, as did practices with each class for their songs. Rehearsals over zoom were sometimes challenging, but importantly, it provided something special for the students to look forward to and to focus on and was a valuable way for students to connect with each other. Throughout remote learning, staff and a number of committed parent volunteers worked tirelessly on props, sets and costumes. Upon a return to school in Term Four, final rehearsals took place before filming began, scene by scene, to put the production together. The final result was a production of high quality that was screened to students in a special screening at school in Term Four before being shared with families.

The school community was able to continue gathering despite ongoing restrictions, with virtual assemblies, liturgies and Sacraments taking place. Although we were unable to have parents onsite, they were still able to be part of these community gatherings. This meant that family members from interstate and overseas were also able to join in with Sacramental celebrations for the first time.

PARENT SATISFACTION

Parents were surveyed either through year level surveys, an online survey or through phone calls from school leadership and the Education Advisory Board. In terms of what worked well during remote learning, the following key themes emerged from the feedback:

- The school continuously improved and adapted the remote learning program based on student and parent needs.
- The remote learning facilitated by the school involved a gradual increase in online provision (Zoom meetings).
- Zoom meetings were an excellent opportunity for students to connect with peers and their classroom teacher.
- Teachers shared the weekly learning matrix with students and parents before the weekend, enabling parents to familiarise themselves with the scheduled learning to more effectively support their children the following week.
- Teachers prepared engaging learning experiences that catered for the various student learning capabilities.
- Teachers organised the learning matrixes clearly, so they were easy to follow.
- The morning zoom sessions focussed on wellbeing and building connection with their classmates.
- Focussed Zoom sessions involving a small number of students were beneficial for the children enabling them to learn at their point of need.
- Teachers revised groups weekly to ensure students were in the correct group and targeting their learning goals.
- Additional staff, for instance, Learning Support Officers and Co-Teachers, were used effectively to run extra group sessions each day.
- The learning matrix offered a straightforward routine and structure for each day, with brain breaks included to help students refocus.
- Additional support for student with disabilities and additional learning needs, such as extra Zoom sessions with teachers or learning support officers, was appreciated.
- Parents valued school advice to create a positive learning environment.
- The teachers were accessible and provided check-ins when students needed support, for instance, via zoom, email or phone.

- The teachers adapted learning for different students based on circumstances. Teachers modified matrixes with specific adjustments for individual children enabling all students to access learning. Opportunities to "Go Further" were carefully planned to extend students who wanted or needed an extra challenge.
- School leadership centralised communication based on parent feedback, making it easier for parents to receive messages.
- The learning program on Monday through Thursday focussed on core learning areas, for example, literacy and mathematics, acknowledging that children and families were tired by Friday and needed something less rigorous.
- The school provided opportunities such as virtual family sessions for the First Eucharist and the Sacrament of Confirmation. When students continued onsite, parents could still engage in other community events that the school streamed live.
- The school offered virtual parent-teacher interviews; parents could express any concerns about their children's learning and discuss opportunities for future learning.
- Teachers followed up on unfinished or unsubmitted work and offered timely feedback to students. Parents noted that Google Classrooms, in particular, was a handy learning platform.
- Teachers recorded videos with instructions for tasks and videos for teaching skills that children could watch at their own pace.

Key themes from feedback on what could be improved were:

- More opportunities for children to connect socially
- Virtual assemblies
- More targeted groups
- Remote learning was particularly challenging for Prep-year Two parents due to children needing more support
- Feedback to parents on learning progress and how parents can help
- Support in keeping children on track and accountable
- Tasks explained clearly

Members of the Education Advisory Board New surveyed all new families. When asked how they found out about St Mary's, most parents indicated it was through word of mouth: knowing friends or neighbours and local kindergarten contacts. The school website was also a primary source of information.

When asked why they chose St Mary's, many parents indicated the small size of St Mary's, comparative to neighbouring schools, and the smaller class sizes offered, as important factors. The school's RICH values and inclusive ethos, the strong sense of community, and the approachable and down to earth staff were also significant factors. Other parents valued the schools' strong emphasis on student wellbeing.

When asked what they found most valuable about the enrolment and orientation process, key themes were the personalised and prompt way families were supported in transitioning. Other

parents cited the vibrant energy which permeated the school. Parents valued the chance to hear from Year Six students about their experiences at the school. New parents commended the school for clear communication; teachers and the administration staff offered regular and clear communication. Surveyed parents appreciated that multiple opportunities for the children to visit the school and meet other students and teachers, albeit virtually due to lockdown, was valuable. Parents found the online platforms very useful for communication.

A significant challenge for new families in 2020 was establishing meaningful relationships with other families. The government imposed restrictions designed to reduce Covid 19 transmission made it difficult for families to connect and get to know each other. The school and Parents and Friends association were unable to facilitate social gatherings. Parents were unable to participate as volunteers in the classroom, and restrictions also limited interaction between parents at drop off and pick up times. This last point, usually such a crucial aspect of our school community, was sadly missed.

Future Directions

Develop a shared vision of St Mary's Catholic identity through faith formation in the Sacraments, prayer and sacred space

Develop student agency in critically reflecting on learning through learning intentions, success criteria and feedback

Establish ongoing teaching and learning cycles in Faith Inquiry, Writing Cycle and Numeracy Problem-Solving

Implement agreed actions for Intervention Framework modules

Utilise seesaw digital portfolios as a vehicle for critical reflection on learning and parent engagement in learning.

Staff engage in critical reflection of practice through peer observation and feedback

Leadership formation in Performance and Development cycle elements and leading critical reflection on practice

P-6 engagement in sustainability Waste module & STEM learning through Inquiry