



St Anne's School Seaford

2020

Annual Report to the School Community



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Contact Details

ADDRESS	86-94 Austin Road Seaford VIC 3198
PRINCIPAL	Roderick Shaw
PARISH PRIEST	Fr Benneth Osuagwu
SCHOOL BOARD CHAIR	Mrs Kellie Budge
TELEPHONE	03 9786 4736
EMAIL	principal@saseaford.catholic.edu.au
WEBSITE	www.saseaford.catholic.edu.au
E NUMBER	E1264

Minimum Standards Attestation

I, Roderick Shaw, attest that St Anne'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.

18/05/2021

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

Our School Vision

St Anne's Catholic Parish Primary School inspires learning and creativity through purposeful contemporary education. We are a Catholic Faith Community where scripture and prayer guide the development of the whole child. St Anne's provides a safe and inclusive environment so that students will reach their full potential.

With this understanding our mission is to:-

- Be a committed faith community who sustain each other through our dedication to scripture and prayer.
- Provide a purposeful contemporary learning environment that challenges students in an ever changing global world.
- Develop a cohesive learning community to improve student learning outcomes.
- Provide a safe environment that develops the resilience, respect and self-confidence of our students.
- Foster a vibrant and welcoming environment where school/family partnerships enhance student learning.

School Overview

School Overview

St Anne's Catholic Parish Primary School was opened in 1968 in the beachside suburb of Seaford by the Faithful Companions of Jesus. The school, from its very small beginnings, grew to a population of as many as 460 prior to the opening of St Joachim's school in Carrum Downs.

2020 saw a long awaited building refurbishment occur for what had been the junior wing and centre area of the school. This was funded through a \$1 million dollar grant from the State Government, heavily advocated by local member Miss Sonya Kilkenny, and school contributions over the next 15 years totalling half a million dollars. This will assist us to provide the best of contemporary learning practices so that St Anne's is truly a school of high student achievement that exemplifies the best that Catholic Education can offer.

Although this year was like no other with the impact of the worldwide pandemic of COVID 19 we continued to work with a number of outside experts in enhancing Learning and Teaching and Wellbeing during this year. The school's funded enrolment for 2020 was 135 but in 2021 has climbed again to 146 students. We have a very stable school over the past 5 years where enrolment has varied slightly between 134-146 students. Growth is expected over the next 5 years, with two Foundation classes for the first time since 2007 in 2021, with the school estimated to reach 175 students for 2023. Currently the school has a Language Other Than English speaking background of 18%. The school consistently reviews its curriculum programs ensuring that literacy and numeracy are of the highest priority. The school continues seeks to renew and enhance the learning spaces, both inside and outside the traditional classroom.

Principal's Report

Principal's Report

St Anne's is a school where there is an expectation of student learning, with continual development and review of the teaching and learning programs offered, to address specific needs of all students. Community engagement between school and family is strong at St Anne's. This is reflected through regular parental engagement within the classroom and through social activities and events organised by the P&F and school throughout the year. Our school's weekly newsletters provide many examples of this. Learning should always be in partnership between home and school with parents acknowledged as the first educators of their children. Currently a number of technological apps are used to support this partnership including Seesaw and Operoo.

The school continues to develop strong student wellbeing programs to improve connectedness. This has resulted in better learning outcomes and improved student engagement. A variety of cross age activities have also enabled the students and staff to better know each other. St Anne's staff have implemented Prep-6 programs across all areas of the curriculum that cater to the learning needs of each and every child with explicit, point of need teaching. The strategic targeting of learning programs and curriculum that identifies and addresses student needs, we believe, is a factor in the significant growth for the majority of our students displayed through the norm-referenced tests that we use to ensure our students data is relative to other student's data across Australia.

Through developing teacher capacity, and with a stable and enthusiastic teaching staff, the structures and programs that have been put in place in recent years have created a cohesive, connected school where student learning is the priority. Data is collected to inform teacher practice so that we can better target individual need. We have strongly targeted those at risk through focused teaching and we continue to implement further teaching approaches and activities that support those children at the other end of the spectrum with enrichment activities.

St Anne's has an excellent reputation as a provider of Catholic education in the Seaford area. The school has developed, and continues to enhance, strong parish and community connections evidenced in the participation of our school community in the parish celebration of the Eucharist. There is a growing trend of baptised Catholic children being enrolled into the school with parents of the Parish seeking a Catholic education for their child. Our Religious Education program is an area of strength with a scripture-based approach. Our classes, on a rotational basis, participate in either a Mass or liturgy each week which enhances their understanding of Church traditions.

In all, 2020 has been a very positive, yet challenging due to COVID 19, school year. We have continued to see improvements in teaching and learning which have regularly been commented on by the school community as well as long awaited development of our school environment.

School Education Board Report

School Advisory Board Report 2020

2020 has proved to be a very challenging year for St Anne's Primary School as a consequence of COVID-19. Due to COVID restrictions School Advisory Board members were not able to meet on a regular basis and were updated regularly by Rod Shaw (Principal) about ongoing projects and activities that were able to continue. Despite the challenges of 2020 The School Advisory Board are pleased to report on the activities and achievements for 2020.

The School Advisory Board are very fortunate to have members who are enthusiastic and committed to supporting St Anne's Primary School. As a board we would like to thank outgoing board members Jo Quinn and Matthew Maher for their time and contribution and extend a warm welcome to James Wall. Kellie Budge continued the role as chair.

2020 was an unusual and unprecedented year in terms of our students learning. Remote learning was introduced as part of COVID-19 restrictions and social distancing practices. Seesaw and Google Classroom were platforms used for teaching and class interaction. Remote learning proved to be challenging for our students, families and teachers. However, despite the challenges they were all able to make the most of their remote learning experience. In term 4 face to face learning resumed and this was embraced by the school community with great joy, relief and excitement. The School Advisory Board would like to thank the teachers of St Anne's for providing our students and families with a supportive and safe remote learning environment.

Changes to St Anne's Primary School infrastructure continued throughout 2020. The adventure playground was repainted and an addition to the adventure playground was made as a result of a Commonwealth Grant. Basketball posts have been moved and we also have new basketball nets. New branded padding was put on to all sports posts. The container was installed and fitted out at the rear of the school and the swale created in front of it. The Saint Anne's sign at the front of the school was renovated. Beautification projects that were scheduled to be completed early in 2021 include: Installation of the pavers and opening up the front entrance.

The biggest excitement of 2020 was the completion of Saint Anne's Primary School building project! In 2021 the students of St Anne's will be able to move into and use their new learning spaces. The School Advisory Board and Saint Anne's community will be excited to tour and review the new building in 2021.

The School Advisory Board would like to take the opportunity to thank the St Anne's community for their ongoing contribution and support of our school. We as a Board look forward to supporting and advising the St Anne's community in 2021.

Kellie Budge

(School Advisory Board Chair)

Education in Faith

Goals & Intended Outcomes

The goal for Priority One in 2020 was: to deepen Catholic Identity through a clear and strategic approach

These 5 intended outcomes were developed to achieve the goal.

That the knowledge of staff will be increased in Theology, Faith, Culture. The purpose of this outcome was to identify the learning needs of the staff and work with them to further develop their understanding of Catholic Identity within the school. There will be reference to the Catholic Identity of the school in Policies and procedures and will be discussed at the school staff meetings under the Faith Sphere.

That the pedagogical approach is consistent using the Pedagogy of Encounter. This outcome looked to develop a consistent approach across the school in developing and delivering curriculum in Religious Education.

That Catholic Social Teachings underpin the Inquiry approach through real connections to everyday life. This outcome identified the students' needs to connect with the social teachings of the Catholic Church. It was planned to be used to develop student understandings of social justice and give a vehicle for the school to enact social justice undertakings that the students could identify with.

That there is dialogue with the community to make the school a central pillar of the faith life of the Parish. This outcome identified the need for the school to work with the Parish and wider community to engage parents in conversations and experiences about faith, and the importance of it, in our school and to inform parents of the teaching and learning in RE through experiences in faith such as class mass and using technology such as Seesaw.

That the students are nurtured in their faith to be agents of change who live out the Catholic Social Teachings

Teachers will develop lessons based on scripture and Religious Education curriculum set out by CEM. They will use the Pedagogy of Encounter to structure discussion about faith (HOH) that challenge student knowledge and encourage students to be agents of change. Teachers will make explicit what the Catholic Social Teachings are and give examples of living them and gave students regular opportunities to do this.

Unfortunately due to COVID lock-down and restriction sacraments, except for a very paired back Confirmation, were not celebrated in 2020.

Achievements

In the turmoil that was the year of 2020 the Staff and students at St. Anne's had many achievements in the sphere of Education in Faith.

- Leadership worked hard to provide opportunities for staff to further develop understandings of Catholic Identity in a mostly online format. The Faith sphere was discussed weekly in Zoom meetings and covered how to develop curriculum and deliver lessons in an online learning environment. Online events were organised.
- Staff continued to develop their understanding of using the Pedagogy of Encounter to plan curriculum that was engaging and helped the students to recontextualize their faith. Staff

regularly discussed the Catholic Social Teachings outline by CARITAS and used these to plan their Inquiry units.

- Prayer was an important part of preparing the lock-down lessons and the school continued to embed the Prayer scope and sequence throughout the year. Important Liturgies were also celebrated as a community using online resources such as Zoom and Seesaw.
- The school continued to engage the community in Religious Education through the use of the school newsletter and seesaw with an average of 165 reading the newsletter each week.
- Each week during the lock-down and subsequent restrictions the gospel was read and appropriate school work was sent home via Seesaw to enable the community to engage in their faith. Links to the CAM website were also advertised so that families could attend mass online.
- The students were encouraged to participate in the community activities such as NAIDOC week. The whole school made an Aboriginal flag to put out on their fence for others to see. The community was encouraged to walk around to see the flags and celebrate the culture.
- We have continued to embed a house structure that celebrates our faith and brings the community together through demonstrating the charism of the saints the houses were named after.
- Social Justice leaders have had the opportunity to promote initiatives within the school through the 'Our House Spirit'.
- The Religious Education Curriculum with an over-arching charter, 'Horizons of Hope' as prescribed by CEM, has continued to be embedded in the school with teaching staff developing their understandings through team planning so that lessons are delivered effectively and purposefully with scripture as the basis for the learning.
- Through Religious Education classes students have developed skills and knowledge that strengthen their faith and enable them to make just decisions about their lives. These can then be applied in their interactions with others in the school and the wider community.

VALUE ADDED

- Development of the 'Our House Spirit' leadership group to offer leadership throughout the school, and online particularly in the area of social justice
- The link between how we behave in a socially just way in context with our own lives is made explicit through Inquiry lessons.
- On a rotation basis classes had Mass/Liturgy. Planning for Class Masses and liturgies to identify the themes in the readings and make the Mass relevant to the children in their lives.
- The use of online learning spaces to connect with Liturgy and prayer.
- Development of liturgical prayer in an online world for secular days/celebrations such as Anzac Day/ Mother's Day etc

- High standard of the use of technology to create interesting lessons using Art to highlight the Religious Education program and Liturgical season.
- Strong focus on prayer in school assembly
- End of year Christmas Mass and concert/play
- Development of safe COVID practices for community based events such as Mass.

Learning & Teaching

Goals & Intended Outcomes

To create a learning community characterised by a shared vision and a strong sense of teamwork focused on improving student learning outcomes.

- It is intended that all students are engaged in their learning, develop confidence, experience success and become independent learners.
- It is intended that student learning outcomes in Literacy and Numeracy improve.

Achievements

In 2020, Annual Action Plans in the areas of Learning and Teaching, Mathematics and Literacy were designed to achieve goals set in the School Improvement Plan in response to our School Improvement Plan 2019 - 2023.

Due to Covid, the way in which teaching took place was reimagined in order to facilitate Remote Learning. Staff planned and assessed explicit tasks that developed students' content knowledge and created opportunities for independent work and self-managed learning. Despite the changes to our mode of delivery, teachers continued to follow our established Scope and Sequence documentation in English, Mathematics, Inquiry and Religious Education. In this way, teachers maintained our P - 6 focus to differentiate to best target students' learning needs and engaged in collegial practices including peer coaching, team planning and development of exemplars to use as worked examples for students. Students benefited from established platforms including Seesaw and Google Classroom, with teachers successfully using these modes of delivery to assess student learning effectively and responsively. Likewise, LSOs led online reading groups to target students at point of need under the supervision of the Literacy leader. Our agile response to such a rapidly changing situation is one that reflects our strong teamwork as a staff and the positive Family School Partnership we have worked hard to build.

In 2020 the 'Horizons of Hope' (HOH) framework from MACS continued to be a focus, guiding staff in the planning and implementation of programs that reflect the Catholic ethos. The learning schema within this framework incorporates three critical aspects of teaching: animating learners, enabling deep learning and engaging in powerful teaching. The HOH scaffolds our approach to Learning and Teaching at St Anne's and reflects contemporary practices in education. Religious Education underpinned all curriculum areas and clear connections were made in all planning documentation.

Teachers engaged in reflective practices using a range of AITSL tools in order to set relevant, targeted goals. Due to Covid our coaching project was not realised but will continue in 2021. St Anne's is part of the School Wide Improvement Forum and our Leadership team joins 250 other Southern Region leaders to undertake professional learning that targets aspects of need using evidence from a range of sources including PAT, Fountas and Pinnell reading, etc. The area of Writing was ascertained as our major focus for 2021, which centres on the 'Powerful Teaching'

strand of the Learning and Teaching rubric from MACS: 2.4 - Teachers plan targeted learning experiences.

St Anne's was also successful in its application to form a Collective with Sacred Heart Oakleigh in order to engage in a shared project to improve an aspect of our Learning and Teaching in 2021. We identified potential to continue our work building a coaching and peer mentoring program at St Anne's with a special focus on developing a culture of feedback. This will integrate very well with our focus on Writing in SWIF. Our key priority is to improve teachers' data literacy throughout the school through the lens of writing. The intended outcome is: *'That a culture of trusting, open and challenging feedback is built as stipulated in the shared focus and intended outcomes.'*

St Anne's continues to use Nforma to generate reports twice yearly for parents/carers. In response to contemporary practices and also Covid, we developed indicators across core subjects and specialisms. This was well-received by the community and will continue in 2021.

STUDENT LEARNING OUTCOMES

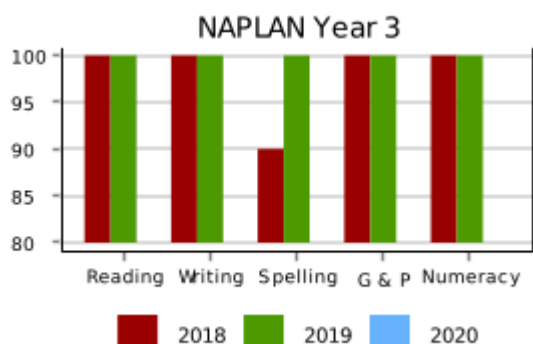
A link to our PAT results 2020 can be found [here](#).

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	90.0	100.0	10.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	87.0	100.0	13.0		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	91.3	100.0	8.7		
YR 05 Spelling	95.7	100.0	4.3		
YR 05 Writing	87.0	100.0	13.0		

* 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 have clear and consistent student management across the whole community

- Cater to the individual needs of each student through our organisational and structural processes
- Engage in consistent practices that teach social norms in a dignified manner
- Consider the socio-emotional needs of each student in order to create a safe environment for all

Develop a systematic process for reflection and assessment of wellbeing strategies used within the school

Achievements

Due to COVID 2020 our community's Wellbeing was of paramount importance and new and different ways needed to ensure that everyone's Wellbeing was considered and cared for.

Despite the restrictions in 2020 another 4 staff underwent the Berry Street Education Model training. This means that the majority of teaching staff have now completed the training. Having high numbers trained in the Berry Street Model ensures that there is a consistent understanding of the model across all levels of the school.

Our Berry Street training has allowed a shared understanding of children's readiness to learn. The 5 domains of Berry Street: Body, Relationship, Character, Engagement and Stamina mean that staff have consistent strategies to engage all students, build relationships, and promote an environment that supports students to be present, centred and grounded. During 2020 when on site each class began the day with circle time. This allowed children an opportunity to share news, begin the school day on a positive note and ensure that they were ready to learn by being calm and focused. Strategies such as brain breaks and mindfulness were used throughout the day to assist with children being present, centred and grounded. These strategies were still promoted and prioritised during remote learning. Staff used many strategies to assist students to regulate their emotions when on site such as breaks from class, fidget toys, sensory aids, weighted toys and wobbly chairs just to name a few.

The Bounce Back program continued to be an integral part of our Wellbeing teaching and focus in 2020. Teachers planned lessons according to the scope and sequence and ensured that the strategies taught during these sessions were called upon during the children's day to day experiences and interactions with one another. During remote learning the reflections and strategies that were explored were done in such a way that encouraged families to explore their wellbeing together. Topics such as 'Look on the Bright Side' and gratitude were included. Video clips from GEM TV were shared to help families focus on what we could be grateful for, despite the COVID situation in the world.

Our knowledge and understanding of the Respectful Relationships Program grew in 2020 with 2 staff members attending training on how to integrate this program into our Social and Emotional teaching. These staff members also benefited from attending specific training on teaching topic 7 & 8 of this program. This training has put us into a position where we will be able to incorporate both our Bounce Back program and Respectful Relationships in 2021.

During remote learning many check ins were held and time was given to the Wellbeing of all of our community. It was vitally important for us to remain connected and in tune with the wellbeing of our students. We held Google meets that were specifically focused on Wellbeing. During these meets games were played, children were given opportunities to share what they had been doing and hear from other students strategies that their families were putting in place to help brighten up their days. Families were regularly listened to and many adaptations were made during remote learning to ensure that the Wellbeing of families was considered, cared for and taken into consideration.

On the return to school we had a strong focus on the children's Wellbeing. There was much explicit teaching done about how we were all feeling, what we had experienced, how we felt and how we were to move forward from the long amount of lockdown. Children who had particular trouble reentering school had adjustments made for them such as more breaks, modified work or time in quiet spaces during break time. We remained in close contact with families to ensure we were aware of what was happening in their households and how the children were feeling in the week reentering school through phone calls home and messages via SeeSaw.

In 2020 we began digitally recording student's behaviour and incidents on the yard. The data informed staff of particular students often being involved in issues, what conflict was happening and if there were any particular areas of the yard that a lot of conflict occurred in. This efficient recording of data allowed staff to the act and assist these students in the best way possible to ensure that they were supported with their needs. Students were supported to have more successful break times by having the opportunity to play lego inside, do colouring outside, be assisted in finding friends to play with or keeping the yard duty teacher company. This led us to explore the idea of introducing a Wellbeing Hub in 2021. This will give the Wellbeing leader and support staff a specific space to help these children feel safe and develop skills they need to participate in time outside.

VALUE ADDED

- St Anne's continued to implement a number of school activities and programs that enhance the sphere of Wellbeing.

During 2020, the school:

- Trained a further group of staff in the Berry Street model to implement wellbeing strategies consistently throughout the school
- Selected staff have taken part in the Respectful Relationships program and begun to incorporate the program's values and beliefs
- Showed consistency with positive behaviour management procedures
- Focused on having a shared understanding of best teaching practice. This was demonstrated through a planned and regular meeting schedule where experts were often involved to support our staff learning together.
- Ensured Emotional Learning as a focus (SEL), including a dedicated Closure day on this, and 1 hour a week is assigned to explicit teach Social and Emotional skills
- Made Wellbeing information available for parents through a variety of means including handouts, newsletter items and parent meetings
- Established and then held regular meetings for leaders and activities for students
- Implemented point of need wellbeing programs for our community
- Continuation of 'Pop Up Play' and opened up the Garden on a regular basis
- Trained our Grade 5 students in the PLAY program ready to implement this in 2021
- Continued monitoring of Playground behaviour in Playground Tracking Folders and began this process digitally
- Accommodations made for children who needed quiet time during playtimes through providing a space to play lego
- Regular phone calls were held with families during remote learning to accommodate family wellbeing
- Google meets were held regularly with children to check in on how they were feeling during remote learning
- Mindfulness was practiced on a daily basis
- Sensory aids, mindfulness and calming places within the school were all used to assist children with regulating themselves when it was needed
- Exploration of a wellbeing space being opened in 2021 began

STUDENT SATISFACTION

The data sources that we usually rely on for completing this section, such as CEM SIS, are unavailable to us due to the COVID situation in 2020.

As such here are some comments provided by our students on their remote learning experience that dominated their year in 2020.

- "My teachers were there ready to answer my questions even though we did remote learning."
- "I liked google classroom because I could see what my friends were doing"

One of our parents prepared a video for the staff after Remote Learning concluded. Here are some quotes:-

- "Our teachers put in hard work each day and supported us all"
- "My teachers helped me with remote learning"
- "Thank you teachers for helping me remote learning, my favourite was mathletics and all the set tasks for me"
- "Thank you for teaching me sport and getting me up and moving"
- "We loved seeing our teacher's cat in the video and the teacher's little girl in the videos during remote learning"
- "Thank you for your work, I know it was tough during lockdown but we made it work and just so you know I'm really happy to be back at school"
- "Thank you teachers for all the compliments and looking at my work and I am happy that we came back to school, you are the best"
- "Thank you teaching me so I can have a smart brain I appreciate it"
- "I am lucky to have a wonderful teacher"
- "I love all the teachers who helped me during remote learning, I owe them a big thankyou!"

And a quote from one of the mums:-

"The teachers did so well and we all represented our community really well with all the kids and the way we all handled it, Super stars at St Anne's"

STUDENT ATTENDANCE

Our normal process is:-

- All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent.
- Parents have a responsibility to ensure that their children attend school regularly and are only absent if ill or if absolutely necessary.
- Parents have a further responsibility to communicate with the school explaining why an absence has occurred.
- The Principal has a responsibility to ensure that attendance records are maintained and monitored at school.
- All student absences are recorded on the electronic attendance roll and the Administrative staff enter it onto SAS2000 roll daily.
- If students are absent without notification the school seeks to contact families and/or emergency contacts to clarify this
- Staff are asked to inform the Principal if a student is away for more than 2 days if reasonable reason not notified.
- The Class Teacher and Principal have a further responsibility to ensure that unexplained absences are investigated and that high levels of absenteeism are adequately explained.
- The Principal, or representative, will contact parents of students with high levels of unexplained absences, with a view to developing a plan to return to school and implementing strategies to minimize absences.
- Ongoing unexplained absences or lack of cooperation regarding student attendance may result in a formal conference being organized. Unresolved attendance issues may be referred to D.H.S.
- "ITS NOT OK TO BE AWAY" will be promoted on a regular basis
- Student absences will be noted on the formal school report - Semester 1&2.

During COVID remote learning our students logged on to the remote learning and this was updated to our digital system. Any child attending on-site had their details logged on as being on-site.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	93.8%
Y02	91.7%
Y03	94.8%
Y04	91.1%
Y05	93.0%
Y06	94.3%
Overall average attendance	93.1%

Child Safe Standards

Goals & Intended Outcomes

During 2018 Child Safety documentation and processes were revised to ensure the school meets Ministerial requirements. In 2020 current processes were reflected upon and continued.

- The intended outcome is that through these policies and practices we will provide a safer learning environment for all of our students.

Achievements

1. The embedding of current policies and commitments into every day practice
2. Continued Training of teachers, non-teaching staff and volunteers
3. Consultation with the community through the School Advisory Board and through the school newsletter and website
4. Improvement in our Human Resources practices inclusive of having a digital sign in system for visitors
5. Student participation and empowerment strategies through class discussions
6. Child safety - exploration of appropriate Risk Management approaches.
7. Training in Reportable Conduct for staff
8. Revision of Mandatory Reporting for all staff

Leadership & Management

Goals & Intended Outcomes

To create a cohesive learning community characterised by a shared vision and a strong sense of teamwork focused on improved student learning outcomes.

- It is intended that all members of the school community know, understand and are committed to enacting the school vision.
- It is intended that all decisions and practices have a positive impact on student learning outcomes

Achievements

- Continually adjusted our curriculum delivery throughout the year showing great flexibility due to the COVID pandemic
- Begun a major refurbishment of the school in 2020
- School Advisory Board that contributed to the improvement of our school; particularly the school environment and communication.
- Leadership Team, which has expanded, who have strengthened their capacity and whom work effectively together.
- Embedding of meeting protocols for all meetings within the school.
- Review of all staff role descriptions.
- Meeting schedule that focuses on the achievement goals established for the 2020 Annual Action Plan.
- Team approach for staff leading curriculum areas.
- Commencing the implementation of a structured Performance and Development Culture within the school.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

- Goal setting and follow up meetings
- JPC Principals' cluster meetings
- 'Family School Partnerships' clusters
- 'RE Leaders' Clusters
- Catholics and the Eucharist Inservice
- Reading Recovery network meetings

- Learning Diversity Leader network meetings
- Respectful Relationships' cluster meetings
- 'SWIF' meetings
- 'Berry Street model of Education' in-services
- Principals Network meetings
- Review of Safe schools and Reportable Conduct documentation
- Mandatory Reporting Training and completion of DSE modules
- Parish Priest and Principal Briefing
- Governance Meetings
- Child Information Sharing Scheme
- First Aid Refresher Training
- NCCD meetings with consultant
- NCCD moderation
- Frankston TEN meeting
- Deputy Principals cluster meetings
- CEM Admin Officers' meetings
- 'Our House Spirit' meetings
- Dynamiq Warden training for Emergency Management
- Ceres Resource Smart In-service
- Respectful Relationships PD
- Administration Network Meeting

Number of teachers who participated in PL in 2020	23
Average expenditure per teacher for PL	\$80

TEACHER SATISFACTION

2020 FEEDBACK

Areas of challenge included; engaging students and families that felt disconnected, the workload in planning, pre-filming, morning greetings, google meets and student assessment, balancing home life and school load (trying to supervise their own children and toddlers during remote learning at home). student reporting mid-year and at the end of the year

Staff feedback highlighted the areas they felt were successful both during and post lockdown:

- The speed and quality that saw the transition to Remote Learning through forward planning of technology (Seesaw, Google Suite)
- Delivery of a responsive approach to act on feedback from parents and use this feedback to improve, eg: supplying more hands-on 'slow' tasks in the second period of Remote Learning (handwriting, written tasks, practical maths problems, etc)
- The connectedness that was maintained with colleagues through 'Google meets'
- The successful implementation of structures to enable students and their families to stay connected to their teachers and peers
- Students were able to access learning plans via their Google drives and emails in all learning areas
- Every child was issued with a device and set- up for home Remote Learning
- The use of 'Google Meets, slides and docs, 'Screen Castify', emails and other IT Platforms
- Teachers morning greetings and overview of the day for learning
- Google meets in small groups for teaching clinics
- Students using a range of online resources to increase engagement
- Additional literacy support for at risk students through Guided Reading, Fountas and Pinnell, Essential Mathematics, iMovies
- Strategic use of Learning Support Staff to maintain engagement during Remote Learning, including running small group tasks under the direction of curriculum leaders
- Online planning meetings, PLTs and parent / student / teacher conferences
- Use of Screencastify (Google extension) to record lessons for students to access during Remote Learning for on site and off site students
- Opportunities to distribute leadership, eg: teachers leading professional learning in aspects of planning, technology, sharing successes, etc.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	97.9%
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ALL STAFF RETENTION RATE

Staff Retention Rate	95.7%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	7.7%
Graduate	23.1%
Graduate Certificate	15.4%
Bachelor Degree	69.2%
Advanced Diploma	23.1%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	15.0
Teaching Staff (FTE)	10.8
Non-Teaching Staff (Headcount)	7.0
Non-Teaching Staff (FTE)	4.8
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

That families will feel that St Anne's is a great place to learn for their children.

CEMSIS Families Target for School Fit will grow from 76% in 2019 to 78% in 2020 (to 84% by 2023)

Achievements

Across our school there has always been a strong belief that parents are active partners in their child's learning. A high priority has always been placed on regular communication with parents, engaging them with their child's learning and building relationships with families. In 2020 the expanded use of Seesaw allowed all of these priorities to be done more efficiently and effectively, particularly during COVID lockdown.

During lockdown Seesaw was a proficient way for communication between families and staff to occur as well as student's learning to be set and monitored. It allowed for relationships and connections to be maintained during lockdown because multiple staff could look and comment on children's work, messages could be sent quickly and children could see each other's work maintaining connections with peers. During 2020 there was an expectation that staff use SeeSaw to engage parents with their children's learning even after lockdown was lifted. Families were sent photos of what their child was doing at school and could also feedback the teacher had given. This led to more awareness of what the learning intentions of lessons were and how their child was fairing with their learning tasks.

In another strategy to engage parents is now and carers was our fortnightly Learning Links letter which was written by each unit and sent out via Seesaw. The goal of this letter was not only to inform the families of what the children are learning but to give prompts about how they can continue and support the learning of the child at home. It is hoped that the knowledge of what is happening in the classroom will assist parents to be able to ask specific questions about the child's learning that week eg: 'Did you do any work with shapes today?' rather than 'What did you do today?'

Phone calls were an important part of 2020 as it was a year like no other. All families received 2 phone calls from their child's class teacher to strengthen and maintain partnerships during remote learning and then again when children returned to school to ensure that communication was regular while supporting children back into onsite learning. Staff listened to the challenges that families were having and were able to adapt work or assist with difficulties strengthening working partnerships during lockdown and ensure that everyone's Wellbeing was looked after.

Maintaining relationships and connection within our community was very important to us during lockdown. We regularly held Google meets with classes to assist with maintaining connections. We held a multiage google meet as well to give students from across levels an opportunity to

interact with each other during lockdown. A zoom meeting was offered for parents as well to give them the opportunity to share their experiences and challenges during lockdown so that connections within our families could be maintained or built at that time. Community activities were held to promote connection within our community. Some examples of these were photos sent in by families wearing different colours to create a mosaic artwork or aboriginal artwork photos sent in by the children to make a slide show. A powerpoint show casing lots of the work completed by children was constructed and sent out each Friday. This was a lovely way for families to stay connected, see what each other had produced during the week and for children to feel pride in seeing themselves in the powerpoint. Staff did a couple of fun videos of dances and inspiration to give everyone a laugh and to make sure the children were still seeing our faces.

Finding ways to engage fathers and male carers was discussed in 2020. Interactions with Rodney Eade from the Fathering Project began and it is hoped that in 2021 we can work with this organisation to begin our own group run by fathers or male carers.

Feedback from parents was particularly important this year given the time that was spent conducting remote learning. Families were constantly given opportunities to share their feedback with school. It was mentioned regularly in the Principal's address in the newsletter and teachers sent out communication regularly via Seesaw encouraging parents to give feedback about the remote learning experience. Phone calls were held, invitations to zoom meetings for both children and parents and a survey was sent via Survey Monkey all with the specific purpose of collecting feedback from families. As this feedback was gathered over the course of the year staff reflected and acted upon this keeping community connections strong, giving everyone a voice and ensuring that partnerships remained strong.

Student voice and feedback were regularly sought in relation to many matters in school operations. Children were given opportunities to share their thoughts and opinions in situations, helping them feel that they are valued and able to be part of solutions to concerns they may have.

Our House Spirit program allowed our grade 6 student leaders to give feedback and action their ideas and thoughts through things such as Flow time activities, Dress to Impress day and Celebration day. Our school values building positive relationships and awareness of being present, centred and grounded. The idea of 'Flow time' can be understood through knowing what activities you participate in which seem to just flow while you do them. Our students identified these and incorporated them into the activities they set.

Many ways and platforms were used during 2020 to maintain community connections, build relationships and engage families in their child's learning.

See attached a video that features some St Anne's students and their responses that they gave us during a zoom meeting during lockdown about their experiences of Remote Learning.

<https://www.macs.vic.edu.au/News-Events/2020/November/Lessons-from-remote-learning.aspx>

PARENT SATISFACTION

2020 was dominated by extended periods of Remote Learning. As such, many of the data sources that we use in completing this section were not available to us. Our Wellbeing leader held a parent forum in late 2020 to review with some of our parents their experience of Remote Learning: what worked well and didn't, and what they appreciated.

Here are some of their comments:-

- "Loved using Google Meets and appreciated the format and effort put in by staff."
- "Children enjoyed completing tasks and to be able to take their time which allowed them the satisfaction of regularly completing tasks."
- "My child learnt that he could work hard when he was not distracted."
- "As a parent I valued the opportunity to talk with teacher regularly."
- "I appreciated projects that required resources found in the home and that got siblings involved. I could see them problem-solving together."
- "As a parent I loved seeing the principal's comments which gave my child confidence."
- "I appreciated knowing what child was learning and this helped with conversations in the home. I could relate back to what child was learning, particularly in areas that were a struggle."
- "I appreciated knowing how to talk about what child was learning (ie how do you talk to a child about area). The Seesaw instructions gave an idea of how parent could talk with child to support learning."
- "I appreciated the learning links provided by the school each fortnight explaining what child is doing and how parent can support at home."

Click [here](#) to access Seesaw data showing parent engagement in 2020.