



St Bridget's School Greythorn

2020

Annual Report to the School Community

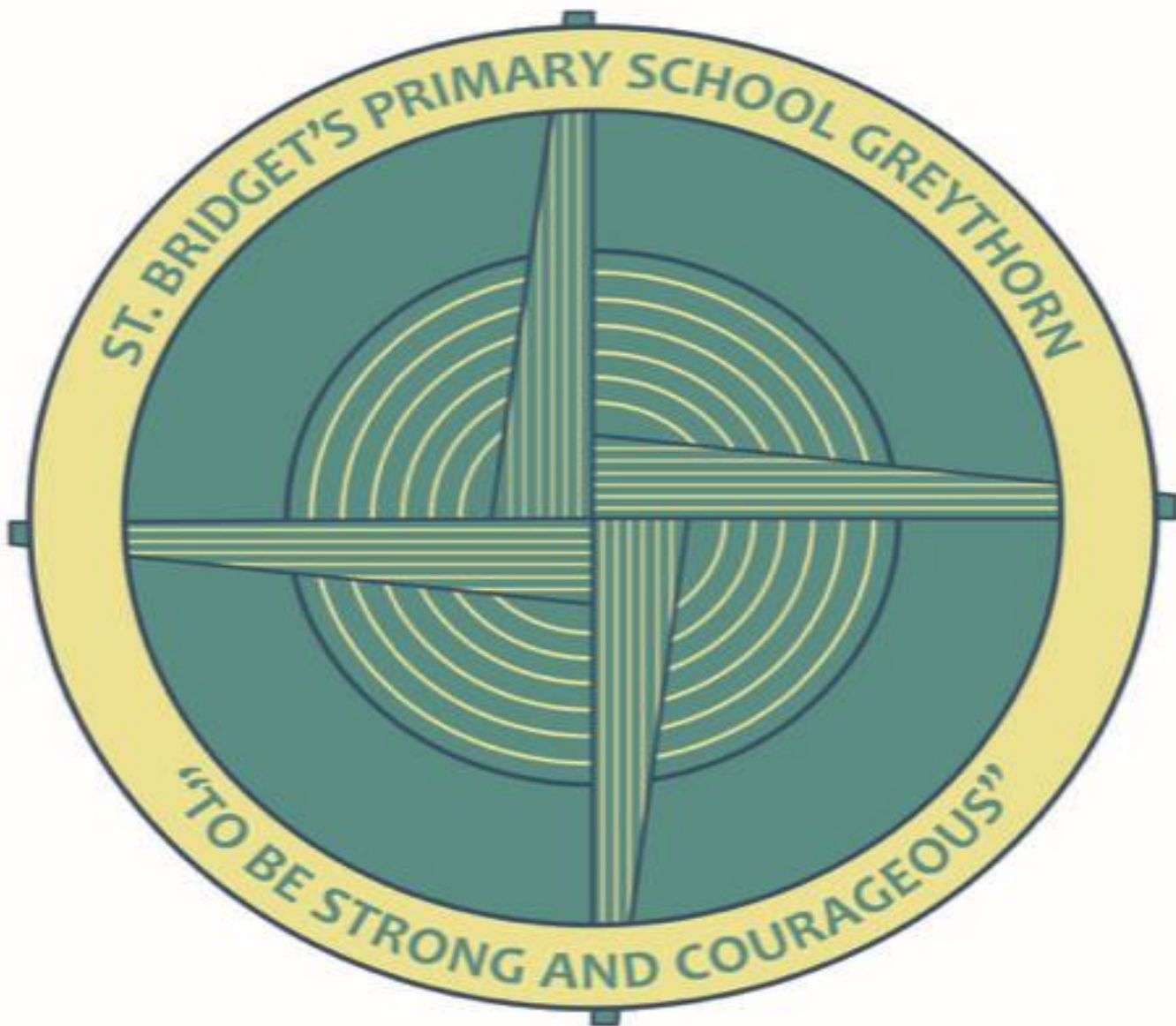


Table of Contents

Contact Details2

Minimum Standards Attestation2

Our School Vision3

School Overview4

Principal’s Report6

School Education Board Report8

Education in Faith9

Learning & Teaching11

Student Wellbeing14

Child Safe Standards18

Leadership & Management19

School Community23

Future Directions25

Contact Details

ADDRESS	36 Sweyn Street Greythorn VIC 3104
PRINCIPAL	Robyn Thomson
PARISH PRIEST	Father John Salvano
SCHOOL BOARD CHAIR	Andrew Mariadason
TELEPHONE	03 9857 6394
EMAIL	principal@sbgreythorn.catholic.edu.au
WEBSITE	www.sbgreythorn.catholic.edu.au
E NUMBER	E1216

Minimum Standards Attestation

I, Robyn Thomson, attest that St Bridget'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.

11/06/2021

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

Our School Vision

At St Bridget's we are strong and courageous. We believe that individuals must stand up for the values expressed in the Gospels (freedom, love, justice, integrity, and forgiveness), in spite of fear, failure, and retribution.

St Bridget's Catholic School is a community in which faith; culture, doctrine, and life are brought into harmony. St Bridget's is a Christian environment of caring concern, where love and a sense of belonging are fostered for every individual. The Parish Priest, staff, parents, and children work cooperatively to create a community in which the Gospel values of freedom, love, justice, integrity, and forgiveness are lived.

We strive to be:

- A community of learners where students, teachers, and parents are all teaching and learning
- A school where students and adults are encouraged to take risks, and safety nets protect those who do so
- A school community that respects differences, what is important about people and schools and what is different, not what is the same
- A school, which encourages everyone to philosophise, and ask 'Why things are the way they are?'
- A school where humour is strongly encouraged
- A community of leaders where everyone has the opportunity to be a leader in some way and at some time

School Overview

St. Bridget's is a small Catholic Parish Primary School in Greythorn (Balwyn North) in the eastern suburbs of Melbourne. In 2020, we had 4 classes including one Prep class, one Year 1 class, one Year 2/3 class, one Year 4/5/6 class. All classes experienced specialist lessons including Italian, Music/Performing Arts, Health and Physical Education, and Visual Arts. We offer a number of extracurricular programs and activities including a Gifted Program, private singing lessons, a Chess Club, and Chess Tournaments.

In terms of facilities, we are fortunate to have use of the Parish hall; 2 undercover areas; an Art room; an Italian room; a Music room; a spacious Library; large storage shed, and large grounds including an all-weather synthetic surface that incorporates a baseball diamond, running track and soccer pitch; a large adventure playground; a double sandpit covered by shade sails; a long jump/triple jump sandpit; a Wellbeing/kitchen garden; a large grass area and a basketball/netball court.

A variety of IT devices are used throughout the school to engage students in their learning which includes one-to-one Chromebooks throughout the school as well as interactive TVs in each classroom, and a class set of iPads.

Our annual action plan drives our school improvement strategies in the areas of Education in Faith, Teaching and Learning, Student Wellbeing, Leadership and Management, and School Community.

Education in Faith To enhance the Catholic identity of the school to make Catholicism meaningful and compelling for students in today's world.

- That student engagement in Religious Education will improve

Learning and Teaching

To strengthen a challenging, supportive learning environment focussed on Visible learning, (feedback and student voice) to enable students to achieve or exceed their expected learning growth.

- That student outcomes in literacy and numeracy will improve with all students demonstrating expected rates of learning growth
- That student engagement in learning improves

Wellbeing

To strengthen the spiritual, social and emotional learning of all students to encourage positive relationships.

- That students become more confident and intrinsically motivated learners
- That students' connectedness to their peers will improve

Leadership and Management

To strengthen the professional culture to positively impact student learning.

- That the organisational climate will improve
- That the teaching climate will improve

School Community

To strengthen and sustain partnerships with parents and community to support students' learning and wellbeing.

- That Community Engagement improves

Principal's Report

At the beginning of 2020, we had 62 enrolments, we finished the year with 70 students, and we started the new year with 75 students. This is an incredible growth from when I started as Principal, in 2018 with 49 students.

It has been a very disruptive year with COVID-19, stage 4 restrictions, and remote learning for almost two terms. While remote learning was not without its challenges, it has been a great success for our school. Through our delivery of live Zoom lessons each school day, from 9am-3.30 pm including our Specialist programs, Gifted Program, and Early Intervention Program, we were able to ensure our students' learning continued with minimal interruptions.

During this time, it was also important to ensure the well-being of our staff and students. Longer break times were introduced as well as brain breaks between activities and time was allocated each day for students to socially interact with their peers and friends. Continual efforts were made to communicate with families to ensure both parents and students felt supported during this time. As a result of our approach to remote learning, our strategic marketing via Facebook and Instagram, and through word of mouth we increased our enrolments by 9 students during COVID-19.

Prior to remote learning, we managed to host a number of school community events including our welcome picnic and the dinner to welcome our new families. During Term 1, our students had the opportunity to experience a variety of activities including a chess tournament where we placed 2nd out of 9 schools, a soccer clinic as part of the Sporting Schools Grant, our annual Book Fair, our Twilight Sports Carnival, and a visit from the MFB for our Juniors.

Although limited this year, we have still been able to continue to strengthen our links with our Parish through the Baptism of 3 children from one of our families, our monthly Sunday family Masses during Term 1, our Parish volunteers as part of our reading program including the Balwyn North Rotary Club. We also supported the St Bridget's Refugee Action Group through donations of food, toiletries, and household items for a refugee family in need. During the year, we farewelled Father Mark Reynolds as our Parish Priest, and we welcomed Father John Salvano. Many parishes are currently without a priest, so we are very fortunate to have Father John.

As part of our school improvement plan, one of our goals in 2020, was to increase our visibility in the wider community through our partnership with local businesses and organisations. The aim of this strategy is to help increase enrolments through increased visibility. During the year, we connected with Belmore Meats by hosting a BBQ outside their shop, with Koonung Heights Uniting Church as part of their stall and car boot sale as a way to promote our school and our continued partnership with Viva La Fruit as part of their loyalty program.

We are continually developing ways to engage our parent community, on how parents can further support their child's learning at home. As part of the continued development of our school website, a number of instructional videos were created with our staff to help parents in this way. These videos can be found on the 'Upschool' tab of our website.

Also, one of our parents, Talia Loarson initiated the development of a supported playgroup for babies through to preschoolers, to support parents with their child's learning and to help increase future enrolments. This initiative will start again in 2021.

From a staff perspective, we farewelled Angelica Pangratis who went on maternity leave in July, and we welcomed Nicki Durrant as our Prep teacher. It was a difficult time for Nicki to come into a new school with remote learning. However, she transitioned smoothly into our school, and she looks forward to getting to know our parent community better next year.

Towards the end of the year, the staff and I have been working hard to prepare for our school review, which occurs every 4 years. This is a time when an external reviewer conducts an audit of our policies and procedures for registration, compliance, and teaching practice. This also included discussions by the reviewer with staff, students, and parents. The recommendations made by the reviewer will form the goals for our school improvement plan for the next 4 years. This will be shared with the community once developed together with our annual action plan for 2021.

This year, our school has joined a learning collaborative with other Catholic Schools where we have the opportunity to work with Dr Lyn Sharratt. Lyn is a highly accomplished practitioner and researcher. Her work provides us with a framework to ensure we continue to deliver best practices with the aim to improve outcomes for all of our students.

What we have achieved this year has been a result of the hard work, perseverance, and passion by not only myself but my staff and the whole parent community including the School Board and the Parents and Friends Committee. This would not have happened without the support and trust the school community has vested in me as Principal. I thank you for your support and for your loyalty. I look forward to a productive, successful and COVID free 2021.

School Education Board Report

Welcome and introductory comments

Thank you and acknowledgment to Fr John, Robyn Thomson (Principal), all the teaching staff, fellow parent representatives that have been board members this year.

Highlights

1. A significant increase in new enrolments.
2. Nikki Durrant commenced as the Prep Teacher.
3. Successful sports carnival at the start of the year which was very well attended and showcased the sporting talents of the students. The prep welcome dinner, hosted by Grade 1 parents, was very well attended.
4. The safe and efficient movement of the student population to remote learning at the commencement of government restrictions.
5. An incredible effort by Robyn and the entire staff to establish a remote learning environment for all grades which would be the envy of most primary schools both public and private.
6. The very safe and extremely well-managed transition of the children back to the school learning environment.
7. Remote cross-country; jump-rope for heart; class trivia nights.

School and the community

1. The signs for the future remain positive.
2. Robyn and the staff, in particular Ms. Maher, worked incredibly hard to support the recent school review. We have upgraded a number of our school guidelines and protocols.
3. I wanted to specifically thank Leanne Lewis (and the P&P) for their tireless work in the background which often goes unnoticed.
4. Robyn continues to pursue marketing strategies that we have put in place in the last 2 years (including the website and social media accounts — Twitter, Instagram, Facebook). Word of mouth is proving the most impactful advertising for the school.

People/leadership

1. Again, to Robyn I wanted to extend my heartfelt thanks for her incredible work over the last 12 months. It is relentless and often all-consuming, but she is always positive and fully committed and the school community is galvanised by that.
2. Thanks to her for her passion and enthusiasm and unwavering commitment to the school, its staff, parents, and children.

Thank you

Andrew Mariadason

Chair

Education in Faith

Goals & Intended Outcomes

To enhance the Catholic identity of the school to make Catholicism meaningful and compelling for students in today's world.

- That student engagement in religious education will improve.

Achievements

The school year began with our Beginning of the Year Mass, where the staff and newly elected school leaders committed themselves to the year ahead. Fr Mark blessed the staff and student leaders at the Commissioning Mass and both the staff members and student leaders recited a dedication to upholding the place of God in all that they do in the year ahead. School student leaders were then presented with their badges which were blessed by Fr Mark.

The students continued to attend Mass as a whole school each Wednesday

Our Year 6 School Captains who have the added responsibilities of Social Justice and Liturgy led our St Bridget's Mini Vinnies team and together with our Student Representative Council members were active in planning and undertaking a variety of social justice activities throughout the year. Our Religious Education Leader and Wellbeing Team capably oversaw them.

Also, during 2020 strengthening the links with our Parish was a priority. The school engaged in a number of activities with the Parish in an endeavour to strengthen these links.

VALUE ADDED

- Parish and School were led and supported Father Mark Reynolds and Father John Salvano, Parish Priests & the Principal Robyn Thomson
- Catholic culture and traditions continue to underpin every aspect of St Bridget's School, driven by our Vision Statement
- Gospel values have been promoted throughout all aspects of school life and as an active celebration of our Catholic faith. The Gospel values are the foundation of all Learning & Teaching
- Liaison between School and Parish has continued as a priority
- School and Church celebrations follow the liturgical calendar giving our community regular opportunities for spiritual renewal i.e. Whole School Masses. We also held Prayer Services for special feast days and special events e.g. St Brigid's Feast Day and Remembrance Day
- We continue to explore what it means to have a 'Catholic Identity' and how this impacts school culture and Learning and Teaching practices
- A Commissioning Mass for staff, children, and families including recognition of Year 5/6 leaders at the start of the year and a Thanksgiving and Graduation Mass at the end of the year were celebrated

- Whole School Masses were celebrated each week and whole School Family Masses were celebrated regularly each month. This helps provide staff, children, and families with insights into traditions and culture of the Catholic Church, and for children to be actively involved in Mass & Prayer Services
- The continuation of a Mini Vinnies team involving students from Years 4-6 were involved in many social justice actions including the Winter Appeal, and the Christmas Appeal
- The School community was involved in social justice action projects in conjunction with the parish. Money was raised and goods donated to support a number of projects
- Regular attendance of our Religious Education team at Network meetings
- Staff working and planning closely with the Regional Learning Consultant in Religious Education, Lisa Heffernan

Learning & Teaching

Goals & Intended Outcomes

Learning and Teaching

To strengthen a challenging, supportive learning environment focussed on Visible learning, (feedback and student voice) to enable students to achieve or exceed their expected learning growth.

- That student outcomes in literacy and numeracy will improve with all students demonstrating expected rates of learning growth
- That student engagement in learning improves

Achievements

One of our school's strengths is providing students with a curriculum that is personalised and meets the individual needs of students. We value student engagement and participation in all aspects of the curriculum. Students are supported to perceive themselves as active learners that seek knowledge and skills and explore ideas as part of their ongoing development.

In the area of Literacy, the staff continued to focus on adopting a whole school approach to Spelling and Writing. In Spelling, the staff pre and post-tested the students with the aim of personalising their spelling words. Also, the staff continued with a common program across the school to teach and develop the students' spelling skills such as the online program of Literacy Planet. In Writing, the program of Seven Steps to Writing Success was continued and staff members completed the professional learning.

Also, a number of online assessments including (Progressive Achievement Tests (PAT) were consistently used across the school for Mathematics, Reading Comprehension, and Essential Assessment for Mathematics and Reading Comprehension in order to streamline processes and to assist teachers with monitoring student progress, and to inform their teaching. The format of our student reports continues to be updated to be more personalised to individual students providing more valuable information to parents about their child's performance.

In an endeavour to improve teacher practice, monitor, and improve student outcomes the school was invited to join a Learning Collaborative with other Catholic schools. The work by Dr. Lyn Sharratt is at the heart of this Learning Collaborative providing a clear framework for improving teacher capacity and student outcomes. As a result of the professional development opportunities offered through this collaborative the school began work in developing Learning Intentions and Success Criteria, co-creating a data wall of student results, conducted Case Management Meetings for students identified as needing extra support, and Learning Walks led by the Leadership Team.

Our school is fortunate that all students have access to a Chromebook so during Remote Learning in Terms 2 and 3, our school provided continuous learning via live Zoom lessons from 9am-3.30pm each school day which included Literacy, Numeracy, Inquiry, and Religious Education as well as all Specialist Classes such as Italian, Visual Arts, Performing Arts, Physical Education and our Early Intervention Program. In addition to this, some of our extracurricular activities were also provided including private singing lessons and our Gifted Program.

STUDENT LEARNING OUTCOMES

In the absence of NAPLAN results in 2020, the school used a number of measures to track student progress including PM Benchmark Literacy Assessment for students in Prep and AlphaAssess for students in Years 1-2 and the ACER Progressive Achievement Test for Reading for students in Year 3-6 and the ACER Progressive Achievement Test for Mathematics for students in Years 1-6. A summary of the results as at November 2020 are as follows:

Prep

89% of students were above the expected level in Reading.

Year 1

92% of students were above the expected level in Reading and 93% of students were above the expected mean in Mathematics.

Year 2

92% of students were above the expected level in Reading and 85% of students were above the expected mean in Mathematics.

Year 3

80% of students were above the expected mean in Reading and 100% of students were above the expected mean in Mathematics.

Year 4

100% of students were above the expected mean in Reading and 1 student was below the expected mean in Mathematics.

Year 5

89% of students were above the expected mean in Reading and 67% of students were above the expected mean in Mathematics.

Year 6

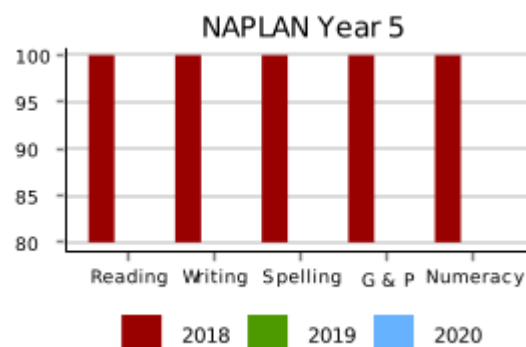
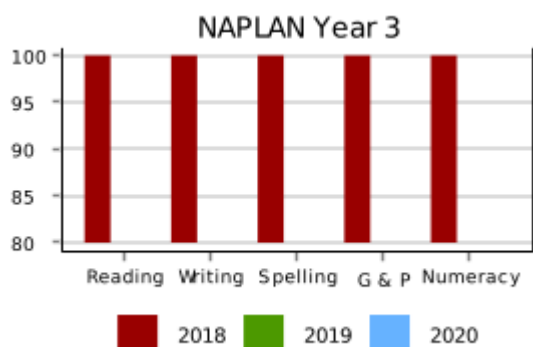
100% of students were above the expected mean in Reading and 100% of students were above the expected mean in Mathematics.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	***	***		
YR 03 Numeracy	100.0	***	***		
YR 03 Reading	100.0	***	***		
YR 03 Spelling	100.0	***	***		
YR 03 Writing	100.0	***	***		
YR 05 Grammar & Punctuation	100.0	**	**		
YR 05 Numeracy	100.0	**	**		
YR 05 Reading	100.0	**	**		
YR 05 Spelling	100.0	**	**		
YR 05 Writing	100.0	**	**		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

To strengthen the spiritual, social and emotional learning of all students to encourage positive relationships.

- That students become more confident and intrinsically motivated learners.
- That students' connectedness to their peers will improve.

Achievements

One of our strengths at St Bridget's is our positive student attitude to school. Parents, students and staff all agree that St Bridget's is a safe environment to learn. We recognise positive behaviours through weekly Achievement Awards, Buddy Program, Newsletter articles and Assemblies.

Our Wellbeing team attended Network meetings, provided Professional Learning at staff meetings, and organised visits to St Catherine's a local Nursing Home.

All Year 6 students have a Leadership role, leading weekly Assemblies, frequently assisting with serving at our school Tuck Inn.

All of our students have the opportunity to become a member of the Student Representative Council (SRC) for their level each Semester. They attend fortnightly meetings and conduct class meetings and share actions with the whole school.

Wellbeing Groups of multi-age students have continued with a number of activities being organised regularly. One afternoon each week teachers run various activities for these Wellbeing Groups including utilising our Wellbeing Garden as a kitchen garden. This space allows for teachers to realise that learning doesn't always need to happen within four walls of a single classroom. The students are able to learn about what is growing in the garden as well as harvesting, preparing, and cooking with the produce grown. Other activities organised for these Wellbeing Groups include Italian Day. These Wellbeing Groups of multi-age students allow them to foster new working relationships and new friendships.

During Remote Learning in Terms 2 and 3 Student Wellbeing was a priority for the school. The school provided continuous learning via live Zoom lessons from 9am-3.30pm each school day. Also, the school kept in regular contact with the parent community to monitor the wellbeing of students and families. Data gathered from student surveys indicated that students above all were missing social interaction with their peers and friends. Therefore, changes were made to our Remote Learning Program by allocating time each day from 3pm-3.30pm to socially interact. Students in groups were placed in Breakout Rooms on Zoom to facilitate this with the Classroom Teacher roaming from room to room, to monitor the conversations.

VALUE ADDED

- Relevant information about children with specific medical and/or learning needs was made available for classroom teachers, specialists, casual relief teachers, and student and support staff via classroom and first aid room

- Regular Program Support Group meetings were conducted to provide feedback to parents regarding the progress of their child, to set new goals, review/submit applications for funding as required
- Classroom Teachers to provide Personalised Learning Plans (PLPs) for specific children in their class
- Ongoing staff meetings in Wellbeing addressed concerns and provided a forum to discuss strategies to support and manage challenging behaviour and social-emotional issues
- Through classroom programs, teachers supported children to deal with conflict - assisting them to problem-solve, and resolve conflicts, encouraging students to find solutions, and provide strategies/ideas of what they could say and do to make sure children are heard and feel they have a voice
- Student support staff helped to monitor and assist children with individual needs
- An early Prep transition program and later orientation mornings for kinder students were conducted
- Transition meetings between the Prep teacher and kindergarten staff
- Transition for Year 6 students with their Secondary School was conducted
- Transition Program Support Meetings for funded children and secondary schools were conducted to ensure a smooth transition and relevant information shared
- Varied opportunities for students in Year 6 to hold Leadership Roles
- In 2020, the school continued its partnership with the company onPsych. This is a company that specialises in counseling for children with qualified psychologists. Through this partnership, the school is now able to support children and families through a discreet, convenient, and time-efficient service. As the psychologist visits the school it has proved very advantageous for parents. The fact that this is funded through the health system also makes the program cost-effective for the parents with visits free when in conjunction with a mental health plan. The program continues to be very favourably received by those that have taken advantage of it.
- Whole-school approaches which focused on student wellbeing were implemented in each of the classrooms such as Bounceback, Circle Time, and the Alert Program for the Juniors.

STUDENT SATISFACTION

Data gathered from student surveys in September 2020 regarding Remote Learning, indicated overall positive feedback from students despite the difficulties involved in learning remotely. Sample questions and answers from those surveys are as follows:

What did you most enjoy about remote learning?

- Being able to socialise with my friends for 20 minutes
- Doing breakout rooms with my buddy and friends
- Getting to talk to other people

- Getting to try something new
- I enjoyed everything in class
- Spending time with family
- That even though we don't get to see our friends in person we get to do breakout rooms every day
- That we get to have 2 hours of play together instead of an hour and a half
- Trying a new thing on our laptops

What did you find most difficult about remote learning?

- Not being able to be there in the classroom to do the work.
- I found that when the internet was cutting out it was a little hard to learn.
- I find it difficult when we are doing group projects and when they don't understand what you are saying it is very hard to elaborate
- Not being able to see friends

What was the best thing your teacher(s) did to help you with remote learning?

- Sharing his screen
- Giving us 2 one-hour breaks
- Helping me think about the positive side
- He gave examples on the screen
- The best thing that my teacher did to help us was making a timetable so that if we were kicked off zoom or anything we could just refer to the timetable to see what we were doing
- The best thing my teacher did was giving us brain breaks after Maths
- Being very persistent
- They took me into breakout rooms to do a one and one when I didn't get something
- Giving positive feedback

STUDENT ATTENDANCE

The attendance roll is taken twice a day (am and pm). Parents are expected to notify the school of any absences due to sickness/appointments or holidays via written or verbal methods. If no notification has been received, the Principal makes contact with the parent to ascertain the reason for the absence.

An iPad (VPass) visitor management system has been implemented for parents to sign in late students. Teachers take note of all late arrivals via an electronic roll.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	97.7%
Y02	94.5%
Y03	97.6%
Y04	99.6%
Y05	97.7%
Y06	97.8%
Overall average attendance	97.5%

Child Safe Standards

Goals & Intended Outcomes

St Bridget's is committed to child protection strategies and procedures to ensure the care, safety and protection of all children in our school.

To develop policies and procedures to maximise the safety and protection of students in St Bridget's school.

To ensure procedures and policies are followed to ensure that prompt, professional, sensitive and our school community takes appropriate action.

Achievements

The school achieved the ongoing implementation and review of our child safe strategies and steps to bring about cultural change in the school community. These included the following:

- The embedding of policies and commitments into everyday practice
- Professional learning of teachers, non-teaching staff, and volunteers
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'
- Student participation and empowerment strategies
- Strategies addressing the principle of inclusion
- Child Safety Team/Committee structures
- Engagement of Families and communities in promoting child safety
- Human Resources practices (recruitment, supervision, performance review)
- Child Safety - Risk Management practices

Leadership & Management

Goals & Intended Outcomes

To strengthen the professional culture to positively impact student learning.

- That the Organisational Climate will improve
- That the Teaching Climate will improve

Achievements

During the year, the staff was provided with a number of professional learning opportunities thereby increasing teacher capacity to positively impact student learning. These learning opportunities improved teacher confidence and in practice and quality teaching. The professional learning opportunities undertaken during 2020 included the following activities:

- Language Assistant
- Support Playgroup (SPICE)
- Gifted Action Research
- Learning Diversity Network for new Diversity Leaders
- Learning Collaborative with Dr. Lyn Sharratt - Understanding the Big Picture and Leading the Work
- Seven Steps to Successful Writing
- Sound Waves
- Religious Education Networks

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

The range of Professional Learning activities that the staff undertook in 2020 was as follows:

- Language Assistant
- Support Playgroup (SPICE)
- Gifted Action Research
- Learning Diversity Network for new Diversity Leaders
- Learning Collaborative with Dr. Lyn Sharratt - Understanding the Big Picture and Leading the Work
- Seven Steps to Successful Writing
- Sound Waves
- Religious Education Networks

Number of teachers who participated in PL in 2020	13
Average expenditure per teacher for PL	\$786

TEACHER SATISFACTION

Data gathered from a Staff survey in September 2020 regarding their experience of remote learning indicated positive responses despite the difficulties of delivering programs remotely. A sample of questions asked and answers given are as follows:

How confident are you now to teach through a remote delivery format?

Out of the scores of 7, 8, and 10, 60% of teachers scored 10 and 20% scored 8 and another 20% scored 7.

Going forward, how prepared is your school now for switching to remote learning delivery if required?

Out of the scores of 4 and 5, 80% of staff scored 5 and 20% scored 4.

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

- Effective teaching requires varied teaching practices and variety to keep children interested
- It is more about being in the present moment, giving instant feedback, and making the students enjoy the situation
- Keep children engaged
- Teaching is a lot more effective when it is face to face. Children are more engaged
- The benefits of face to face teaching

What have you got better at? In what ways have you grown and developed as an educator?

- My computer skills have improved, I now know all about Zoom and break-out rooms, and I am more aware of all the resources available for online teaching
- Patience, flexibility, looking outside the square, thinking about different ways I can teach the same thing
- To be super organised
- I have become more patient
- Simplifying the instructions to make them clearer

What surprised you about your students since the remote learning journey began?

- I was surprised just how resilient children are and how they can adapt to new ways of learning
- How engaged they can be and resilient
- How much they miss coming to school and seeing the teachers and friends
- Their adaptability

As staff members, what emerging practices occurred in collaboration and teamwork that you would like to sustain?

- We worked together to ensure that we offered the best online learning experience possible. We supported each other constantly!
- We can work collaboratively at home
- We have always worked together as staff being from a small school. This only strengthened our bond
- To always ask for help when needed because they may be struggling too.

What positive emerging practices occurred in team unit/curriculum/lesson planning that you would like to sustain?

- Collaboration and teamwork
- Sharing ideas and resources with colleagues
- Talking together

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	89.3%

ALL STAFF RETENTION RATE	
Staff Retention Rate	75.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	20.0%
Graduate	0.0%
Graduate Certificate	40.0%
Bachelor Degree	80.0%
Advanced Diploma	60.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	8.0
Teaching Staff (FTE)	5.8
Non-Teaching Staff (Headcount)	2.0
Non-Teaching Staff (FTE)	1.7
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

To strengthen and sustain partnerships with parents and the community to support students' learning and wellbeing.

- That Community Engagement improves

Achievements

At St. Bridget's we continue to recognise our parents as partners in the important work of improving student learning and student wellbeing. Our vibrant and supportive parent community is strongly encouraged and always welcome in the school, and can be seen on a daily basis contributing in a variety of ways to school life. This includes the many social and fundraising events organised by our active and supportive P and F (Parents and Friends), as well as parents who have been active in working bees, gardens, and grounds, and who have served as Tuck Inn volunteers, classroom helpers, or as members on the Parish School Board and Parish Pastoral Council.

I sincerely wish to thank our Parents and Friends who have continued to be a driving force behind building school/community partnerships once again through their vision, planning and organisation of a number of major events.

Parent feedback was sought throughout the year. This feedback is always highly valued and acted on to improve our school.

Our community partnerships continue to be enhanced by the ongoing relationship between our Year 5/6 students and the residents of St. Catherine's Nursing Home in Balwyn.

Whole school events such as our Cake Stalls, Welcome Picnic, Twilight Sports, Italian Day, are continuing to show strong support and attendance by parents and extended families. This is evidence of a strong school community that is actively involved in supporting their children and the school.

PARENT SATISFACTION

The school issued a survey for completion by the parent community regarding their families' experience of remote learning. A total of 25 out of 46 families completed the survey. Some responses to the questions asked are as follows. Overall, the responses from the parent community was overwhelmingly positive towards their remote learning experience provided by the school.

Are you satisfied with the remote learning experience provided by our school?

88% responded they were satisfied with the remote learning experience provided by the school.

As a parent, do you feel supported by the teachers and school in your child's learning? 100% responded they felt supported by the teachers and school in their child's learning.

Are you happy with how the specialist classes such as Italian, PE, Music, and Art are being taught as part of remote learning?

96% responded they were happy with how the specialist classes were being taught as part of remote learning.

What do you think is the best thing about the remote learning experience provided by our school?

Very well-organised, it feels like they're at school but just done online. I also love that they've had breakout social groups on Friday afternoon, so they can stay in touch with their friends.

The school plans the remote learning carefully. It not only is provided through online face-to-face approach but also includes a lot of fun activities to help kids stay focus.

As a parent, we are actually getting more insight as to what children learn day today at school, and it's more advanced than initially thought.

I think it's great that the kids are in contact with the teachers and their class for most of the school day. They still feel part of a group rather than being left on their own.

The children have had to learn a new level of independence and organisation. They've increased their knowledge of computers and the programs that can run with online learning which will be of great value over the longer term.

The commitment and the preparation of the teachers have been exceptional. The communication between teachers, students, and families has been consistent. I have been really impressed that specialist classes and individualised learning plans have been able to continue throughout this time. We have been very privileged that the school has the facilities to provide devices to each child to support their learning at home and that our teachers know our children so well that they can keep in step with them without leaving anyone behind. I think this has been the key driving factor to ensuring that our children continue their learning and that their disconnection to their community has been minimised.

Is there anything further you would like to add?

Thank you all so much for your work and dedication to our children during this really difficult time. I'm so grateful that our children are a part of the St Bridget's community. The COVID crisis has just given me another reminder that we have been so privileged that our children have been able to attend such a wonderful school.

I think the school and teachers are doing a magnificent job and are very grateful for everything that has been implemented to manage the difficult circumstances. St Bridget's have shone in comparison to other parents' experiences at other schools.

Well done teachers. The amount of effort and time that you all have put in to make this work is highly commendable. Thank you. And thank you, St. Bridget's - what a wonderful school!

I would like to thank all the teachers and staff in St Bridget's for working hard on planning and providing this excellent remote learning so that kids can continue their studies during this tough period.

Future Directions

The following priorities and goals have been set for the future direction of the school and form part of our School Improvement Plan for 2021-2024:

Priority 1 - Connection with Catholic Faith and Life Experiences

Goal - To strengthen the capacity for teachers to deliver an engaging RE curriculum and pedagogy which encourages students to explore their own questions and ideas of faith in the context of their lived experience

Priority 2 - Consistent Contemporary Pedagogy

To develop and embed a shared and consistent understanding of contemporary pedagogy

Priority 3 - Use of data to differentiate learning to improve student growth

To use data more consistently to inform teaching and monitor learning growth

Priority 4 - Wellbeing Framework

To develop a clear, cohesive and evidence-driven wellbeing philosophy and framework, which provides avenues for student agency and which links student wellbeing and learning outcomes