

ST JOSEPH'S SCHOOL  
BRUNSWICK WEST



MELBOURNE  
ARCHDIOCESE  
CATHOLIC SCHOOLS

# St Joseph's School Brunswick West

2020

Annual Report to the School Community



Registered School Number: 0915

# Table of Contents

- Contact Details .....2
- Minimum Standards Attestation .....2
- Our School Vision .....3
- School Overview .....4
- Principal’s Report .....5
- Education in Faith .....7
- Learning & Teaching .....8
- Student Wellbeing .....11
- Child Safe Standards .....14
- Leadership & Management .....15
- School Community .....18

## Contact Details

|                    |  |
|--------------------|--|
| ADDRESS            | 185 Hope Street<br>Brunswick West VIC 3055 |
| PRINCIPAL          | Matthew Davey                              |
| PARISH PRIEST      | Frs. Greg Bourke & Linh Pham               |
| SCHOOL BOARD CHAIR | Jemma Purdey                               |
| TELEPHONE          | 03 9385 9800                               |
| EMAIL              | principal@sjbwickw.catholic.edu.au         |
| WEBSITE            | www.sjbwickw.catholic.edu.au               |
| E NUMBER           | E1076                                      |

## Minimum Standards Attestation

I, Matthew Davey, attest that St Joseph'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.

22/06/2021

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

## Our School Vision

### Our School Vision

St Joseph's Brunswick West is a Catholic parish primary school founded on a century of care and excellence.

As members of the people of God, we base our lives on the life and teachings of Christ and are also guided by the faith and service

of Mary MacKillop and the Sisters of St Joseph, to 'never see a need without doing something about it'.

Our commitment to quality, contemporary education nurtures a passion for learning where all are respected and valued.

We aim to develop active global citizens with the skills for the 21st century.

We encourage our school values of responsibility, empathy, honesty and respect in our relationships.

We recognise the important role that the parish, families and the wider community play in enriching our learning.

In our partnerships we welcome and celebrate diversity, creativity, courage and compassion.

*St. Joseph's: united friendship, faith and a love of learning.*

## School Overview

St. Joseph's, Brunswick West is a Catholic Primary School situated in the inner northern suburbs of Melbourne. St Joseph's School was established in 1911 due to a growing population in the West Brunswick area. St. Joseph's Parish was formed in February 1913.

In 1918 the first Church was built. The Sisters of St. Joseph were at this time caring for the students. St Joseph's School celebrated its centenary in 2011. We celebrated our parish centenary in 2013.

In 1929 work on the current older school buildings began and St. Joseph's grew rapidly into a vibrant working class community. At this time, Brunswick was largely an Irish Catholic community, with many people contributing to the development of the Parish and school. In the 1950s the current St. Joseph's Church was built as the population continued to grow. St Joseph's welcomed migrants from Italy, Greece and the Middle East. Each of these groups has had an influence on St. Joseph's School, contributing to the atmosphere of acceptance and inclusion which still permeates the school.

Today, the school offers a comprehensive personalised education to approximately 250 students from the Parish and drawn from the Western region of Brunswick and Northern area of Parkville.

Parents are encouraged to become involved in the school through a variety of activities and are an integral part of our school. Parent helpers give support in the classroom and Library programs. Many parents support the school through their involvement in the Parents & Friends Association, fundraising opportunities, canteen, maintenance/grounds committee and Out of School Hours Program. The School Education Advisory Board and portfolio committees also meet regularly throughout the year.

St. Joseph's, with a committed and highly professional staff, provides an exceptional standard of education for all students. There are 12 classroom teachers, supported by specialist teachers and in the areas of LOTE (Italian), Visual Arts, Dramatic Arts, and Physical Education. Additional staff provide support in the areas of Learning and Teaching, ICT., Library, and Literacy and Numeracy Intervention,

Lunchtime clubs provide further opportunities for singing, craft, technology, drama, etc. Specialist instrumental music programs can be accessed by families as an extra-curricula option (parents arrange this privately with a qualified music teacher).

School Administration Officers ensure that the school administration runs effectively and efficiently and provides a friendly and informed initial point of contact with the school.

As a school we aim to be a significant part of the Parish and local community and our efforts are directed toward the full development of students and others within a Catholic environment. Every opportunity is taken to make use of facilities and services offered to the school. Family Masses celebrated on the last Saturday of each month offer full involvement in the Parish. Class Masses and whole school Masses are also celebrated throughout the year at either the Sunday Mass times or during the term. Education in Faith and social justice is a significant part of our mission.



## Principal's Report

St. Joseph's Vision Statement speaks of the values of responsibility, empathy, honesty and respect in our relationships; having been the principal of St. Joseph's for a little over three years now, I can clearly see these values present in many aspects of the school but particularly in the school's strong pastoral care practices and student wellbeing programs throughout the school.

St. Joseph's has continued to implement many effective learning and teaching practices, e.g. flexible learning groups, feedback processes, the use of learning intentions and success criteria, and problem solving strategies in numeracy. St. Joseph's continues to work to make sure these practices and procedures are implemented consistent throughout the school.

In 2019, St. Joseph's undertook a school review. Conducted every four years, the review has two purposes: to ensure the school is meeting all the registration requirements of the Victorian Registration and Qualifications Authority (VRQA), and to review the school's learning processes for the Catholic Education Commission of Victoria (CECV). I am pleased to say that the review confirmed that the school is continuing to meet all registration requirements, and that there are some strong practices in place to ensure quality learning. In the reviewer's executive summary they remarked:

*St Joseph's School Brunswick West has been successful in maintaining a strong sense of community supported by a welcoming nature modelled throughout the school. Although the school has made progress in the last four years (measured by the achievement of the School Improvement Plan targets), the school understands that an ongoing strategic approach to school improvement will be required. Students are proud of their school and happy to be there. Parents and students reported that the relationships between students and teachers is positive with numerous examples of high levels of support and accessibility being provided. For those students with special needs the school has a well-developed support program.*

At the end of the review process, the reviewer prepared an interim report which included the following recommendations:

*The school focus over the next four years on:*

- *Enacting a whole school community model for teaching and learning excellence.*
- *Building the teaching and leadership capacity of all staff*
- *Developing attributes of high performing educational leaders across the devolved leadership team*

With this in mind, the school begun this process in 2019, and has continued to work on its School Improvement Framework (SIF) and Annual Action Plan (AAP) to reflect this focus. CEM advisers have provided support not only during the development of the Framework and Plan, but also as the school moves into implementation.

The close relationship between the school and the parish continued in 2020, albeit with a change in the clergy of the parish. In March, Fr. Pat Harvey, who had been parish priest for 16 years, retired a few months short of his 80th birthday. He was succeeded by Mons. Greg Bennet, the former Vic General of the Archdiocese of Melbourne. Sadly for St. Joseph's Mons. Greg was only with us for a brief time before accepting the request of Pope Francis that he take up the position of Bishop of the Diocese of Sale at the end of June. Since then, we have been under the pastoral guidance of Frs. Greg Bourke and Linh Pham who have been appointed to guide the Brunswick and Moreland Catholic Mission, a joint endeavour of the parishes of St. Fidelis Moreland, St. Joseph's Brunswick West, Our Lady Help of Christians Brunswick West, and St. Ambrose's,

Brunswick. The Mission parishes are working together to find a common approach. The three schools (St. Fidelis, St. Joseph's and Our Ladies) are also exploring ways to work more closely together.

We cannot look back at 2020 without due acknowledgment of the challenges that everyone around the world faced as a result of the COVID-19 pandemic. Our Brunswick West community was not spared the challenges, with schooling moving from on-site to remote on two occasions, with the latter be for a considerable period of time. I cannot speak more highly of how our community responded to this. Our staff worked hard to adapt how they assisted students with their learning. Working from home, the staff found ways to plan, prepare and deliver learning activities, while also staying in touch with the students. The students are to be commended too on how they adapted to learning from home. For many families this was challenging, as many often had more than one child trying to undertake schooling at home, while the parents too tried to carry on their work. Some families experience significant household stress during this time as people lost jobs, incomes reduced, and the simple close nature of lockdown took its toll. Our community though supported each other, and with the lifting of lockdown, the children returned to on-site schooling, making the most of the remaining weeks of the school year.

A number of regular activities, such as Parent / Teacher Conversations, Mother's Day and Father's Day Breakfasts, school assemblies, etc. were all unable to take proceed. We were fortunate enough though to be able to have the Sacrament of Confirmation and Valedictory events for the year six students at the conclusion of their final year of primary schooling.

I would like to acknowledge the commitment and dedication of the following leaders to their respective roles: Jackie Fox-Hooper (Deputy Principal and Wellbeing Leader), Carmel Molluso (Learning & Teacher Leader and Literacy Leader), Julian Burke (Religious Education Leader), and Anne Feain (Student Support Leader), along with the staff in general who continued to support, trial and implement many initiatives enthusiastically.

Finally, it is important to remember that, first and foremost, we are a Catholic primary school whose actions and decisions are guided by the teachings of Jesus Christ. This is the foundation from which we work in all aspects of school life. Therefore, providing a just and equitable education for all our students is our goal at all times. This is the faith that Mary MacKillop spoke of when she fought so hard to provide a faith based education for the poor with which she worked. Her immortal words - to never see a need without doing something about it - are ones that echo the teachings of Jesus and are a constant guide for all the community here at St. Joseph's parish school.

Matthew Davey

Principal

May, 2021

## Education in Faith

### Goals & Intended Outcomes

- That staff build their capacity in the integration of faith, life and culture.
- That learning and teaching gives witness to the school's Catholic Identity.

### Achievements

Throughout the Remote learning period, students continued to be engaged in Religious Education lessons, Grade 4 students preparing for the Sacrament of Eucharist, while other levels used the Pedagogy of Encounter to explore how their local community supported each other through the pandemic. We explored our responsibilities toward each other as members of the Catholic community and how Jesus can be a model for us in difficult times. Students were asked to follow the examples of Jesus by considering their actions and how they can contribute to creating the Kingdom of God in their community.

To support their learning at home, teachers worked to provide clear Learning Intentions and Success Criteria for students for lessons delivered remotely. Learning intentions were connected to the learning descriptors and designed to allow all students a measure of success. When planning lessons online, teachers looked to use a variety of multi-modal resources to engage students and enable access for students at all levels of the curriculum.

Term 4, a return to onsite learning meant that outgoing Year 6 year six students were able to receive the Sacrament of Confirmation. Students were involved in an off-site retreat at Don Bosco Youth Centre in which they explored the concept of being initiated into the Catholic Church and how their lives would be enriched.

Teachers were supported through facilitated planning with Julian Burke (R.E.L) to explore what rich assessment looks like in Religious Education. They discussed how we can design and assess tasks that accurately show how students have addressed the three achievement standards.

### VALUE ADDED

- Yr 6 Retreat Day @ Don-Bosco Youth Centre
  - In the days leading up to Confirmation (Term 4), the Yr 6 students were able to spend time together reflecting on their learning and the celebration to come
- Preparation for the Sacraments - Reconciliation (Term 1)
  - Students and their parents participated in a reflection evening with Fr. Elio Capra



## Learning & Teaching

### Goals & Intended Outcomes

- To enact a whole school community model for teaching and learning excellence.
- That students will continue to develop as self regulated learners who can measure and demonstrate better than expected growth in all domains
- That students can articulate where they are at in their learning and where they are going.
- That there are visible links between learning and wellbeing.
- That learning and teaching gives witness to the school's Catholic Identity.

### Achievements

A commitment to the process of student and teacher conferencing in semester 1 enabled students to benefit from feedback that was not only timely but frequent. The students were supported to articulate their goal using tools such as writing and number progression tool, teachers addressed these through conferences. The three areas of: what students did well, what they needed to improve on and how to make this improvement was the structured outline of a teacher and student conference. We continued to use the tools from the Visible Learning Framework to track our targets and measure our successes, 'where am I going', 'how am I going', 'where to next'. These tools provided students the opportunity to purposefully engage in goal setting through the process of finding evidence in their own learning, linking this evidence to justify where they were at in their learning and where to next.

Facilitated planning by curriculum leaders continued to be a priority in 2020. This allowed staff to access guidance and expertise of the curriculum leaders during planning times.

During Terms 2 and 3 St Joseph's entered a remote learning structure due to city wide COVID lockdowns. Initially the students worked on some work tasks provided by their teachers online. After a roll out of the school's electronic devices, Teaching and Learning transitioned to interactive online learning, where the students participated in reading, writing and mathematics small teaching groups via Google Meet. Students were also engaged in whole class wellbeing lessons where they interacted with their peers and teachers via Google Meet.

During this time staff also shifted assessment of student learning to a remote learning model whereby students participated in 1:1 Google Meets with their teachers to complete formative and summative assessment tasks. Students in years 3-6 were able to log into online assessment programs such as PAT and Essential Assessment to complete these from home.

Staff utilized this assessment information to report student growth in modified school reports, in line with CEM reporting guidelines.

Term 4 saw the return to face to face teaching at St Joseph's. Students were again able to celebrate events such as Book Week and Footy Day. Our year 6 Confirmation candidates attended Don Bosco Youth Centre to deepen their understanding of Confirmation and celebrate together.

Staff worked alongside Helen Butler to develop and trial a school wide planning document. This involved collaboration in staff meetings, leadership meetings and the collection of staff feedback. Helen supported the school leadership team in implementing the trial planner in facilitated planning sessions with year level teachers.

The planner was reviewed and amended at the end of term 4.

#### **STUDENT LEARNING OUTCOMES**

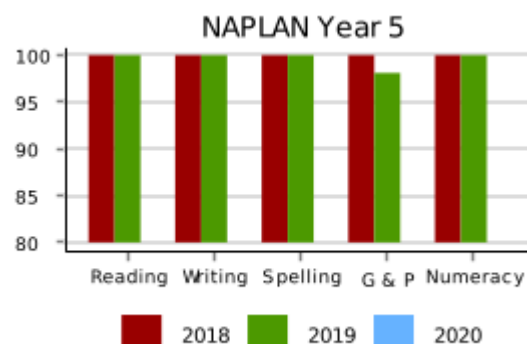
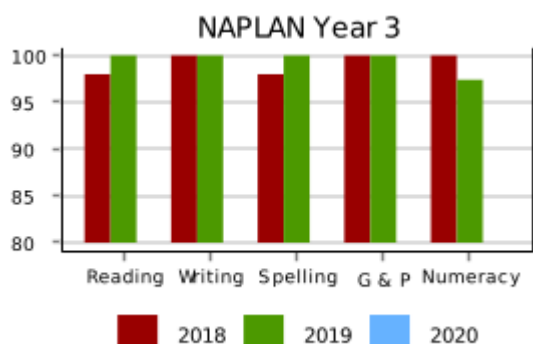
In the absence of NAPLAN data, the school continued to conduct formative and summative assessments.

| 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 | 97.4  | -2.6        |      |             |
| YR 03 Reading  | 98.0  | 100.0 | 2.0         |      |             |
| YR 03 Spelling                                       | 98.0  | 100.0 | 2.0         |      |             |
| YR 03 Writing  | 100.0 | 100.0 | 0.0         |      |             |
| YR 05 Grammar & Punctuation                          | 100.0 | 98.1  | -1.9        |      |             |
| YR 05 Numeracy                                       | 100.0 | 100.0 | 0.0         |      |             |
| YR 05 Reading  | 100.0 | 100.0 | 0.0         |      |             |
| YR 05 Spelling                                       | 100.0 | 100.0 | 0.0         |      |             |
| YR 05 Writing  | 100.0 | 100.0 | 0.0         |      |             |

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

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

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



## Student Wellbeing

### Goals & Intended Outcomes

- To provide a safe and consistent learning environment that meets the social and emotional needs of each student
- That there are visible links between learning and wellbeing.

### Achievements

In 2020, student and staff wellbeing became critical in all areas of the school. 2020 saw our students learn to adapt to online learning and being disconnected from their teachers and peers.

As with much of the world, student wellbeing at St Joseph's looked different to how we have known it in 2020.

We continued to hold Student Wellbeing days at the beginning of each term. In term 2 and 3 these days were taught online. Term 3 saw the introduction of our "wellbeing themes" Our first theme was titled 'Hocus, Pocus Refocus!' and students were exposed to learning about how our brain works, growth mindset and how to be ready to learn. Term 4's wellbeing theme was titled 'Everyone is kicking goals' and centered around goal setting.

Staff engaged in online wellbeing lessons on Fridays where they enjoyed light hearted games to create opportunities for the students to connect together and feel a sense of belonging to their class.

The staff worked together to ensure student wellbeing remained at the core of what we do by creating videos for the students. We participated in whole school wellbeing activities during home learning such as a bake off, mask decorating competition, puzzles and whole school video clips.

To prepare for our return to face to face learning in term 4 students completed a wellbeing survey so staff could appropriately support students in their transition back to school. All teachers taught our "How do we stay safe at St Joseph's" matrix to reinforce and teach hygiene and safety, in line with government requirements. This was taught from a positive perspective with expected replacement behaviours, to not overwhelm our students with restrictions.

Throughout 2020, we continued to employ a chaplain to work with students and their families who may be experiencing grief, anxiety or other issues requiring a listening ear. The School Psychologist continued to provide students and families with a range of services. These services include assessments, observation, parent conversations, counselling, facilitating social skills groups, parent and teacher education and advice to the School Leadership. The school employs a Speech Pathologist to conduct Language Assessments and provide feedback to families and teachers where needed. Personnel involved in Student Wellbeing matters come together at times to discuss students' needs.

The St Joseph's Special Education Leader's major role in 2020 was to support funded and non-funded students with difficulties to achieve and experience success in all areas of school life. The Special Education Leader facilitated Program Support Group Meetings (PSGs) and Personalised Learning Plans (PLPs), advised Leadership on matters regarding the needs of students with difficulties and supported teachers, parents and students where needed to maximise learning opportunities for our most vulnerable students.

### VALUE ADDED

- Inclusion of whole school Wellbeing themes
- Continuing involvement in Respectful Relationships Program
- Inclusion of Staff Wellbeing meetings with Brendan Murray (Consultant)

### STUDENT SATISFACTION

#### Remote Learning Survey

- Staff surveyed students upon returning to school
- a large number reported that a challenge of remote learning was the lack of interaction with their teacher and friends which affected their sense of wellbeing
- 70% of students in 3-6 responded that they felt positive about returning to school
- Individual students who responded that they felt anxious or stressed about returning to school were communicated to the classroom teacher by the Student wellbeing leader for the teacher to follow up any concerns and anxiety with the individual students/ parents via Google Meets.

### STUDENT ATTENDANCE

Parents phone in to notify the school of absence. In situations of extended absence (more than two days) with no contact from a parent, the teacher/Principal will contact the parent for details and to offer appropriate support if required.



| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL |       |
|---|-------|
| Y01   | 94.9% |
| Y02   | 95.1% |
| Y03   | 94.3% |
| Y04   | 95.4% |
| Y05   | 97.3% |
| Y06   | 97.5% |
| Overall average attendance                    | 95.8% |

## Child Safe Standards

### Goals & Intended Outcomes

- Deliver staff education to ensure staff understand the Code of Conduct and their rights and responsibilities in creating a Child Safe environment
- Revisit with staff the school's Child Safety Policy
- Revisit the requirements of Ministerial Order 870

### Achievements

Throughout 2020 the school Wellbeing Team, comprising Matthew Davey (the Principal), Jackie Fox-Hooper (Deputy Principal, Student Wellbeing Leader) and two classroom teachers continued to monitor how St. Joseph's School was meeting the Child Safe Standard's obligations.

Professional meetings took place to revisit the seven Child Safe Standards. At a staff meeting the Child Safety Policy and Ministerial Order 870 was revisited by all staff and there was time for staff to ask questions. Similarly, the Code of Conduct was revisited in a separate meeting where staff were able to discuss and highlight any areas of concern. The message that was reinforced was that everyone is responsible for child safety morally and legally, and that all staff need to make it a priority. The protocols regarding who needs to be informed if there is a child safety risk or concern were also revisited, so that all staff understood the roles and responsibilities around child safety. All staff completed the mandatory *Protecting Children - Mandatory Reporting and other Obligations* online modules.

The Wellbeing Team continue to make it a priority to embed a culture of child safety within the school. The Child Safety Policy along with the Child Safe standards were brought to the community's attention through meetings with the School Board.

As the students spent a considerable amount of time in remote learning, resources were shared with families around ways in which children can be kept safe while online. This was distributed as part of an information pack that was sent to parents at the commencement of the remote learning stages.

## Leadership & Management

### Goals & Intended Outcomes

- To create a vibrant learning community characterised by a shared vision, a strong sense of team work, and focused on improving student learning outcomes, underpinned by supportive leadership <sup>[SEP]</sup>
- That the professional capacity of the staff is enhanced. <sup>[SEP]</sup>
- That a shared understanding of outstanding, contemporary education is achieved.

### Achievements

Building leader and teacher capacity through collaboration and professional learning continued to be a major focus of the Leadership and Management sphere in 2020. Structures such as professional learning teams, facilitated planning, staff meetings and working parties enhance and encourage collaboration between staff. <sup>[SEP]</sup>The Leadership Team and the Learning and Teaching Team continued to support and direct the staff. Also supporting and guiding the staff were the Student Wellbeing Team and the Religious Education Team. This structure allows all teachers to have a voice in the formulation of policies and directions in the major curriculum and management areas. <sup>[SEP]</sup>Teachers were also involved in professional development with a variety of educational consultants such as Helen Goode and Helen Butler.

Following the 2019 four-yearly review, where it was recommended that a more transparent and devolved leadership structure be something that the school continues to work towards, the following changes were made in the leadership structure:

- the existing 2 deputy principal arrangement changed to have a single deputy principal
- the Year Level Leaders structure changed to have a Literacy Leader, a Numeracy Leader and an eLearning Leader
- the leadership Executive then became comprised of:
  - Principal, Deputy Principal, Religious Education Leader, Learning Leader
- The Learning Team then became comprised of:
  - Principal, Deputy Principal, Religious Education Leader, Learning Leader, Literacy Leader, Numeracy Leader and eLearning Leader
- Despite the challenge of remote learning, each team continued to meet on a regular basis throughout the year, whether in person or via video conferencing

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2020

- Leadership coaching with Helen Goodes
- Curriculum development with Helen Butler
- Staff Wellbeing sessions with Brendan Murray

- Facilitated planning
- Professional Learning Teams (PLT's)
- Diabetes Victoria training
- First Aid training
- Emergency Management training
- ICON (Administration)
- *Corwin Learning* Annual Conference
- Beginning Literacy Leaders Induction
- CEM leader network days

|   |        |
|---|--------|
| Number of teachers who participated in PL in 2020 | 22     |
| Average expenditure per teacher for PL            | \$1200 |

**TEACHER SATISFACTION**

The feedback from staff across the year was by and large positive. Staff reported that they found ways to maintain social links with each other despite the challenges that COVID-19 presented.

Staff regularly provided feedback to leadership via team planning and individual meetings.

**TEACHING STAFF ATTENDANCE RATE**

|                                |       |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 86.9% |
|--------------------------------|-------|

**ALL STAFF RETENTION RATE**

|                      |       |
|----------------------|-------|
| Staff Retention Rate | 86.1% |
|----------------------|-------|

| <b>TEACHER QUALIFICATIONS</b> |       |
|-------------------------------|-------|
| Doctorate                     | 0.0%  |
| Masters                       | 5.9%  |
| Graduate                      | 11.8% |
| Graduate Certificate          | 5.9%  |
| Bachelor Degree               | 17.6% |
| Advanced Diploma              | 17.6% |
| No Qualifications Listed      | 76.5% |

| <b>STAFF COMPOSITION</b>              |      |
|---------------------------------------|------|
| Principal Class (Headcount)           | 4.0  |
| Teaching Staff (Headcount)            | 30.0 |
| Teaching Staff (FTE)                  | 23.6 |
| Non-Teaching Staff (Headcount)        | 8.0  |
| Non-Teaching Staff (FTE)              | 5.3  |
| Indigenous Teaching Staff (Headcount) | 0.0  |



## School Community

### Goals & Intended Outcomes

- To enhance the vibrant and welcoming community of St Joseph's, where partnerships are deepened within the school and are broadened with the wider community.
- That family engagement with their child's learning and in the life of the school will increase.

### Achievements

With students spending a large part of the school year working from home, our existing value on a strong connection between home and school became even more important in 2020. There was limited opportunity for activities for parents to participate in on-site activities (such as helping in the classroom or at excursions or sports days), however the school endeavoured to remain in touch with the community, with technology playing an important role. Newsletters continued to be sent, and the school prepared videos, etc. for distribution to families and students.

Our School Education Advisory Board, comprised of parents who represent families from a range of year levels, continued to meet.

The majority of school (and parish) events were unable to continue, however the school adapted the Yr 6 *Sacrament of Confirmation* and the Yr 6 Valedictory so that the Yr 6 students and their families had a couple of milestone events to remember as their primary school year came to an end.

### PARENT SATISFACTION

As is often the case, several parents wrote to the principal expressing their praise for the work that a staff member undertook across the year. One example is as follows:

"I am sure you are well aware, however, I also wanted to let you know what an exceptional teacher 'Miss Smith' has been this year. Despite all the uncertainties, she has provided an excellent, organised, structured approach to learning, challenging and encouraging the students. 'James' has really thrived under her teaching and, amidst all the busyness, she has taken time to extend, motivate and challenge him which has been enjoyable for him and wonderful for us as parents to see the progress."