



St Paul's School Sunshine West

2020

Annual Report to the School Community



Registered School Number: 1549

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Contact Details

ADDRESS	Links Street Sunshine West VIC 3020
PRINCIPAL	Damian Casamento
PARISH PRIEST	Fr Renato Manubag CMF
SCHOOL BOARD CHAIR	
TELEPHONE	03 9363 1568
EMAIL	principal@spsunshinewest.catholic.edu.au
WEBSITE	www.spsunshinewest.catholic.edu.au
E NUMBER	E1192

Minimum Standards Attestation

I, Damian Casamento, attest that St Paul'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.

23/05/2021

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

Our School Vision

St Paul's School - a welcoming and diverse Catholic community:

United in Faith

Educating our community in our Catholic story and beliefs

Rejoicing in our cultural and multi-faith community

Embracing our partnerships within our parish and wider Church community

Proclaiming Jesus and the Gospel values through word, prayer, celebration and example

Inspiring a Passion for Learning

Creating learning environments that are welcoming, safe and secure

Implementing a curriculum which is accessible, engaging, challenging and rigorous

Providing learning experiences that are student centred, authentic and transforming

Empowering families to be partners in the learning journey

Striving for Excellence

Committing to a culture of high expectations of all

Fostering the wellbeing, dignity, self-esteem and integrity of each person

Recognising and celebrating the talents, abilities and uniqueness of each individual

Providing opportunities that respect and cater for difference

Connecting With and Shaping Our World

Knowing and respecting our stories

Engaging with local and global communities

Living out our commitment as ambassadors of action and social justice

Inspiring hope and a positive vision for the future

School Overview

St. Paul's Catholic Primary School is situated in West Sunshine, 15 kilometres west of Melbourne's CBD in Brimbank City Council. It is one of two primary schools in St. Paul's Parish, which is under the administration of the Claretian Fathers. St. Paul's (formerly known as Mother of Sorrows School until 1967) was opened in 1956 and, up until the end of 2005, was under the care of the Brigidine Sisters. In 2006, the school appointed its first lay Principal. The school is situated next to Marian College, a Catholic secondary school for girls. Both schools share programs and facilities on occasions.

In 2020 there were 512 students in twenty-two classes - four Prep classes, six 1/2 classes, six 3/4 classes and six 5/6 classes. There were 373 families enrolled at St. Paul's. There were 354 (68%) students who spoke Languages Other than English at home. Approximately 47% of our families held Health Care Cards. In 2020 there were 62 staff members in total with 37 being fulltime. We had 26 classroom teachers (3 shared classes) and 6 specialist teachers (Physical Education, Library, LOTE - Indonesian, Information and Communication Technology, The Arts - Visual Arts and The Arts - Drama).

There were many restrictions in 2020 due to COVID-19. These included:

- Our Year Three students were unable to receive the Sacraments of Penance and First Eucharist.
- The only school Mass we celebrated as a whole school was the Beginning of the School Year Mass.
- The Year 6 Graduation Mass was recorded and made available at the time the Mass was to be held.
- The End of Year Mass was live streamed throughout the school.
- The Outdoor Education program was not held.
- Incursions and excursions were cancelled.
- Class Masses/liturgies and Reconciliations were cancelled.
- The production 'Aladdin' was postponed until 2021.

The Parent Partnership Team met throughout the year either online or in person, depending on the restrictions that were in place and discussed matters relating to online learning and COVID - 19 safety.

Our curriculum focus for 2020 was implementing online learning and how we could continue to apply the positives of online learning when we returned to school. We made several changes to our Annual Action Plan as we were unable to have presenters in our school, for example, Misty Adoniou was to lead us in writing PL in September. Misty will lead a school closure day in May 2021.

Due to COVID - 19, we were unable to implement our strategic approach to Family-School Partnerships. However, we adjusted this approach by focusing on the experiences of our families during online learning. We surveyed families and asked for their feedback about their online learning experiences. We had focus group meetings online where families were asked to provide feedback on what had worked well with our home learning and how we could improve if we had the same issues in future. This feedback was very positive and will assist us in the future, if necessary.

Principal's Report

In my Annual Report to the School Community, I would normally begin by saying what an exciting year we had and elaborate on our many achievements. However, in 2020, this was not the case. Things began changing in the week beginning March 16. Assemblies were cancelled, family and friends were not allowed to enter the school grounds, the canteen was closed... so many changes happened in a short space of time. The worst health event in 100 years was taking place, and things only got worse when we went into Lockdown 2.0. Camps and more excursions were cancelled, as was our production 'Aladdin'. A year that began with so much promise, deteriorated quickly with many people losing jobs and being dependent on Government payments to survive.

In saying all of this, there were still many positives throughout the year. Much of this related to home learning. All of the staff put together lessons that would help to cover the curriculum. They organised virtual camps, fun events, virtual sports day and many other activities for the children to participate in. Many families took the opportunity to join their children and participate in their online learning.

The only way the children were able to complete these activities was with the wonderful support of their families. Families worked with their children at home in the place of the teachers, and they did a wonderful job. Many parents and carers were also trying to work from home as well as teaching other siblings. In such a terrible year, all in the St Paul's School Community - staff and families - worked together to give the children in our care the best opportunities to learn. I thank every single member of the community for their commitment to our wonderful students.

I would like to thank Father Rene, Father Anthony and Father Luis for their support of St. Paul's during 2020. Despite the fact they were unable to visit school, they were always available for me to call on when I had any concerns.

I would like to thank the staff for their dedication and professionalism in 2020. As always, they gave 100% throughout the year. Special thanks to Cathy Doran - as Deputy Principal, she has been a great support to me, as have all in the Leadership Team. This has been no more evident than in 2020. I would also like to thank the administrative and support staff who ensure that the school runs smoothly and efficiently.

I would like to acknowledge all the students at St Paul's. In 2020, they rose above the many challenges they faced - they have shown their resilience in many ways. I loved the video footage that families posted on SeeSaw - everyone had smiles on their faces, especially the children...these images gave all the teachers great satisfaction!!

Damian Casamento

Principal

Education in Faith

Goals & Intended Outcomes

To explicitly embed the Catholic identity of St Paul's as a living faith community within a contemporary context.

That all members of the community will be able to articulate, model and live their understandings of being part of a Catholic community

That students will be involved in an innovative and meaningful curriculum, emphasising lived faith experiences

Achievements

- Staff completed professional learning on Christian Meditation.
- Christian Meditation was implemented within the school timetable
- Religious Education stations utilised in the P-2 Discovery Learning.
- The student led Social Justice Committee took greater ownership of Religious facets of school life, for example, Mass participation and set up, promotion and awareness of issues and newsletters to advise the community of events.
- Other social justice initiatives were encouraged across the school including the School Mini Fete supporting Food Bank Australia, Project Compassion, Christmas Food Drive supporting the St Vincent de Paul Conference of Sunshine.
- The use of biblical commentaries continued to be incorporated during planning to better understand the text to be presented to students.
- Professional learning for staff continued in order to develop their knowledge and skills in using scripture via the 'three worlds of the text' strategy.
- Prayer opportunities were incorporated into staff formation activities.
- Prayer guidelines for staff to guide their preparation for staff meeting prayer were formalised.
- Staff planned units of learning using the Pedagogy of Encounter.

VALUE ADDED

- Our school leaders attended the launch of Project Compassion in February.
- Scripture was presented on multiple occasions in different ways, for example, written, song and visual.
- Students participated in a family workshop to help them prepare to receive the Sacrament of Penance.
- The community participated in several Masses.
- Resources were purchased to complement the Religious Education program especially those with a focus on prayer, Sacraments and Catholic leadership.

- The school choir involved middle and senior students in whole school Liturgies.
- The prayerful atmosphere of the school was enriched through the incorporation of meditation as a means to connecting with scripture and a personal spiritual relationship with the divine.

Learning & Teaching

Goals & Intended Outcomes

Learning & Teaching

Goals & Intended Outcomes

To embed contemporary learning practices ensuring that all students are challenged and empowered to grow as active, independent and successful learners

That student outcomes in Literacy and Numeracy improve

That students will have a greater voice in, and ownership of, their learning

Achievement

- Continued use of Inquiry Learning Throughlines to ensure all Learning Areas are covered in a two-year cycle.
- Staff analysis of summative assessments (PAT R, PAT M and NAPLAN) to promote the continued ownership and responsibility of all students' achievements. These specific analyses examined student achievement and encouraged teachers to reflect on their practice and identify how this linked to the results. Further connections highlighted the importance of differentiating the curriculum to promote student engagement and learning confidence.
- Use of SPA Markbook (Student Performance Analyser) to inform targeted teaching and enable the tracking of students over time and assess growth and teacher impact.
- Utilised the programs within SPA (Student Performance Analyser) to create pre and post-tests to track student's progress over time.
- Continued and refined the use of the SeeSaw digital portfolio to enhance Family Engagement in student learning.
- Introduction of Seesaw Class app to deliver online learning during Remote Learning.
- Introduction of digital platforms, such as Google Meets, RAZ kids, and Mathletics to support students and families during Remote Learning.
- Delivering Professional Development to develop teacher efficacy in Remote Learning strategies.

Achievements

Achievements - Literacy

- Facilitated planning with Literacy Leader to analyse data to inform and drive targeted teaching.
- Use of the Fountas and Pinnell reading continuum to embed a strategic approach to teaching reading comprehension skills.
- Use of Fountas and Pinnell (BAS) benchmark assessment to monitor student's progress. Running records data was entered into SPA as a tracking tool at regular intervals to determine reading goals for future learning.

- LLI groups (Levelled Literacy Intervention) from Year 1-6; intervention program students seen for reading four times per week.
- Continued support of teachers through coaching and modelling during the Literacy block to improve student outcomes.
- Continued implementation of SMART Spelling Program using visual spelling strategies to enhance students' writing skills in response to NAPLAN data. Continued use of the South Australian Spelling Test (SAST) as a tracking tool to measure the effectiveness of the program.
- Use of SPA to triangulate data from PAT R, Running Records and SPA Markbook pre and post-tests to inform reports and identify trends and discrepancies.
- In Semester 2, Prep intervention for those children who had not reached the reading benchmark.

Achievements - Numeracy

- Facilitated planning with Numeracy Leader to analyse data to inform planning and drive targeted teaching.
- The continued use of Essential Assessment in Year 3 to 6 focusing on regular and ongoing analyses of data to assist with targeted learning.
- Continued implementation and use of the Victorian Curriculum to inform assessment and reporting procedures through Professional Learning Teams.
- Use of the LFiN screening test three times a year in Prep and JMA to identify student needs and learning opportunities.
- Further exploration of PAT Maths testing to inform teachers of student achievement and future learning needs. PAT Maths results added to the SPA Program for further analysis and to provide a wider profile of the students.
- Use of SPA data including PAT Maths and SPA Markbook pre and post-tests to inform reports and identify trends and discrepancies.

STUDENT LEARNING OUTCOMES

PAT M results

Year 1 (2019) Score 96.2 - Year 2 (2020) 104.06- Growth 7.86

Year 2 (2019) Score 103.33 - Year 3 (2020) 109.29- Growth 5.96

Year 3 (2019) Score 115.24 - Year 4 (2020) 117.06- Growth 1.82

Year 4 (2019) Score 118.49 - Year 5 (2020) 118- Growth -0.49

Year 5 (2019) Score 124.79 - Year 6 (2020) 126.37- Growth 1.58

Considering the effects of Covid19 and students learning remotely, all Year levels except the Year 5 of 2020 made growth in Maths.

PAT R results

Year 1 (2019) Score 82.81 - Year 2 (2020) 98.72- Growth 15.91

Year 2 (2019) Score 102.86 - Year 3 (2020) 108.65 - Growth 5.79

Year 3 (2019) Score 116.69 - Year 4 (2020) 117.51- Growth 0.82

Year 4 (2019) Score 118.37 - Year 5 (2020) 118.55- Growth 0.18

Year 5 (2019) Score 129.03- Year 6 (2020) 127.17- Growth -1.86

Considering the effects of Covid19 and students learning remotely, all Year levels except the Year 6 of 2020 made growth in Reading.

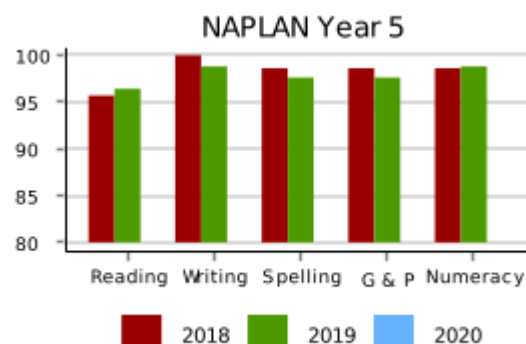
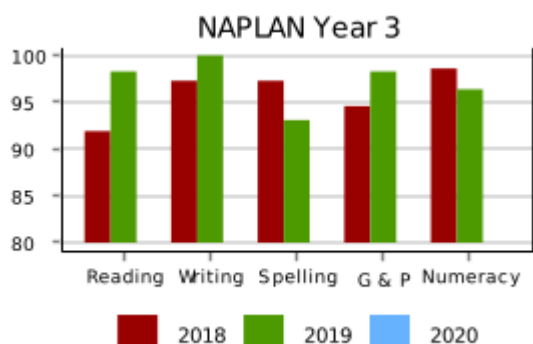
We will continue to have high expectations of our students' learning by ensuring our teachers continue their active involvement in dynamic data driven professional practice, based on contemporary research by leading academic stakeholders.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	94.6	98.3	3.7		
YR 03 Numeracy	98.6	96.4	-2.2		
YR 03 Reading	91.9	98.3	6.4		
YR 03 Spelling	97.3	93.1	-4.2		
YR 03 Writing	97.3	100.0	2.7		
YR 05 Grammar & Punctuation	98.6	97.6	-1.0		
YR 05 Numeracy	98.6	98.8	0.2		
YR 05 Reading	95.7	96.4	0.7		
YR 05 Spelling	98.6	97.6	-1.0		
YR 05 Writing	100.0	98.8	-1.2		

* 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 develop students who have the capacity and disposition to understand and respect self and others

That students apply the skills of social and emotional learning to all aspects of their lives

To develop responsible, independent and resilient learners who are equipped to thrive in a contemporary world

Achievements

- The Student Wellbeing Leader (SWL) attended year level planning each term to facilitate Social Emotional Learning (SEL) and Child Safety Awareness planning.
- The school continued to utilise the Australian Council for Educational Research Social Emotional Wellbeing Survey (ACER SEWS) as formal collection of data to inform growth and improvement in Student Wellbeing.
- Explicit links were made between Personal and Social Capabilities (Victorian Curriculum) and learning in other curriculum areas. SEL yearly overviews were created in collaboration with other curriculum leaders to ensure consistency.
- Members of the Leadership Team facilitated staff meetings covering the following topics: A Positive Approach to Supporting Student Behaviour, Restorative Practices, Staff Wellbeing, Child Safety, Social Emotional Learning, ACER SEWS and Core Values.
- The SWL attended regular Network Meetings as well as Online Professional Development.
- The St. Paul's Newsletter: Wellbeing & Community Edition continued (4 issues produced and sent home in 2020).

VALUE ADDED

- The SWL ran small social skills groups with students requiring extra SEL support.
- The school Core Values (Respect, Diversity, Learning, Care & Compassion) were revisited with staff and students and actively promoted in the daily life of the school.
- The Catholic Care (psychologist) counselling program was offered two days a week.
- Transition initiatives involving Kinder to Prep, Year 6 to secondary school and from Year level to Year level continued to support students to develop social skills, resilience, readiness and coping strategies. These programs were revised and altered to meet the needs of the students involved.
- The Student Representative Council, Grade 5/6 virtual camp, online whole school Sports Day continued to support and promote success in relation to student resilience, decision making and connectedness to the community.

STUDENT SATISFACTION

- Quotes from a Remote Learning Reflection survey given to staff, completed on 5/5/20:
 - *All staff members are making a great effort to keep the communication flow with families*
 - *We are supported really well here and are in this together*
 - *Parents are a lot more engaged in their children's learning*
- Quotes from a Remote Learning Reflection survey given to parents, completed between 6/5/20 and 6/6/20:
 - *Staff frequent check-ins with parents to provide support when needed.*
 - *As a family we're more closely connected.*
 - *We get to be involved in the work our children are doing to help them learn and grow.*
 - *My children get really excited to receive messages and videos from their teachers. They are more interested in tasks when they feel a connection to their teacher.*
- In the 2020 ACER SEWS, the mean Social Emotional Wellbeing Score of the national primary sample was 120. St. Paul's mean Social Emotional Wellbeing Score was only slightly less than this at 119.2.

STUDENT ATTENDANCE

All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent. The Principal communicates attendance expectations to parents and students when they enrol at the school, and regularly communicates with all parents about attendance expectations via the school newsletter. Parents/Carers must notify the school on the morning of (if not before) their child being absent. If there is no notification of a child's absence by 9.30am, the school sends a text message to prompt parents/carers to call the school. If no contact is made by 11am, school office staff call the parents and then emergency contacts provided until the absence has been explained and recorded. When a student has been absent for 5 or more days in a Term without reasonable or valid grounds, the classroom teacher discusses the matter with the Deputy Principal or Student Wellbeing Leader. Contact is then be made with the parents with the view of developing and implementing strategies to minimise absences. The school follows the 'Every Day Counts' resources and processes to enforce compulsory attendance in accordance with the ETRA (2006) and to attend to escalating issues of non-attendance.

During Remote Learning, students needed to comment on the attendance post each day and teachers recorded attendance on nForma. Teachers noted any regular absences, made phone calls to parents/carers to check in. If teachers had concerns for students regarding attendance, they informed Leadership who followed this up via phone calls, texts and letters home to parents. Support was offered to families when required to enhance attendance.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	91.5%
Y02	93.5%
Y03	92.4%
Y04	93.8%
Y05	92.1%
Y06	94.2%
Overall average attendance	92.9%

Child Safe Standards

Goals & Intended Outcomes

- To inspire a passion for learning through creating learning environments that are welcoming, safe and secure.
- To strive for excellence by fostering the wellbeing, dignity, self-esteem and integrity of each person.

Achievements

- Codes of Conducts for Staff and School Community were revised and signed by all staff, contractors and volunteers.
- The Student Wellbeing Leader (SWL) attended year level planning each term to facilitate Child Safety Awareness planning.
- A version of the Child Safety Policy in 'child friendly language' was distributed to each student and promoted within the school.
- The Child Safety Officer role description was revised and re-shared with all staff and the Parent Partnership Team.
- All teaching staff completed the Mandatory Reporting Training Module.
- New staff participated in Professional Learning about the Victorian Child Safe Standards and 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' through staff meetings.
- Teachers planned and taught 'Child Safety Awareness' units based on the Daniel Morcombe Child Safety Curriculum, with the aim of promoting the participation and empowerment of all students.
- The whole school participated in the National 'Day for Daniel' to further promote child safety awareness.
- Child Safety matters were discussed at Parent Partnership Team meetings, Leadership Team meetings, Student Representative Council meetings, Staff meetings and through school newsletters.
- Cyber-safety lessons were taught for all students P-6.
- Employment practices continued to include questions about the way applicants have worked with children in the past.
- Child Safety matters were considered, discussed and planned for throughout Remote Learning.

Leadership & Management

Goals & Intended Outcomes

Goals & Intended Outcomes

To strengthen and sustain a learning culture that is characterised by high expectations of all

That coaching and feedback processes are embedded and lead to the professional growth of all staff

Achievements

- During school closures, children of essential workers were supervised at school, while staff taught lessons online in small groups as well as whole class groups.
- The Annual Action Plan was reviewed and revised due to COVID-19 restrictions.
- We revised our Leadership Team meetings to ensure we had clear agendas for each meeting and met on a weekly basis. These took place online and in person.
- School closure days focussed on Student Meditation, CPR, Anaphylaxis and Asthma updates (Stitches First Aid), Applying Math's Strategies in planning, further developing NCCD guidelines and forward planning for 2021.
- Continuation of a Math's Intervention Program and Reading Recovery for students who attended school.
- Communication procedures were enhanced through the use of the school intranet, co-ordinator meetings and staff meetings.
- Staff online professional learning was completed through the SafeSmart Portal.
- Our Occupational Health and Safety policies were revised and professional development was provided for all staff.
- Policies were reviewed by leadership and the staff.
- Staff meeting procedures were sustained, including a clear agenda for each staff meeting. A roster for each staff meeting has been developed to organise a chairperson, minute taker, timekeeper and a person responsible for prayer. These meetings were held online or in person.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

CPR, Anaphylaxis and Asthma Training (Entire Staff)

Emergency Evacuation Training (Entire Staff)

ICT including use of Google Docs

Religious Education Curriculum Frameworks

Sunshine District Sports Association

- Children with Autism
- Literacy Intervention Strategies Course
- Fountas and Pinnell Reading
- Learning Diversity
- Meeting the Needs of Children with Diabetes
- Religious Education Leader Network
- Student Wellbeing Leader Network
- Learning and Teaching Network
- Principal Network
- Deputy Principal Network
- Assessment and Reporting
- Math's Intervention Strategies
- RE Accreditation Studies
- ACHPER Professional Development
- Learning Diversity Leader Network
- Library Network
- Literacy Leaders Course
- Literacy Network
- Reading Recovery Network
- Occupational Health and Safety
- Spelling in the Primary School

Number of teachers who participated in PL in 2020	47
Average expenditure per teacher for PL	\$1250

TEACHER SATISFACTION

- Staff supported online learning by organising exciting lessons for children, arranging online fun activities (ie virtual camp for SMA students) and running whole class and small group Google Meets.
- All staff supported our whole school athletics carnival by dressing up in their house colours, assisting in many ways and leading the cheering in their house teams.
- Staff viewed the Graduation Mass that was shown online as well as supported our online Christmas Carols/Christmas Story presentations.
- Every staff member participated in activities defining the charism of our school and contributed to the staff Mass that focussed on this charism.

- Staff attended professional development activities in person (Term 1) and online throughout the year. These were offered internally and externally. Staff provided feedback on professional development activities offered by the school and suggested ways that the programs could be improved.
- All teaching staff provided feedback on our family engagement platform 'Seesaw'. This included comments about the children's work that had been uploaded as well as answering questions from families. Specialist teachers also provided feedback on the activities they planned. Staff used videos to engage the children in their activities.

How do staff feel about family engagement during Remote Learning? - Responses from Surveys

- *There are many ways for us to communicate with families (phone, email, SeeSaw)*
- *It has been good to get closer to families than I am usually able to,*
- *I feel like parents are comfortable reaching out vis SeeSaw.*
- *All staff members are making a great effort to keep the communication flow with families.*
- *We are supported really well here and are in this together.*
- *We are taking parent's feedback and using it to adjust how we implement our remote learning.*
- *SeeSaw use seems to be a better way to give families an insight into the classroom.*

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	89.1%
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ALL STAFF RETENTION RATE

Staff Retention Rate	88.7%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	22.0%
Graduate	12.2%
Graduate Certificate	4.9%
Bachelor Degree	92.7%
Advanced Diploma	24.4%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	51.0
Teaching Staff (FTE)	42.0
Non-Teaching Staff (Headcount)	23.0
Non-Teaching Staff (FTE)	18.1
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

To strengthen and embed dynamic partnerships that nurture and enrich learning for all

That students engage with and contribute to the community in ways that are meaningful and impact on their learning

Achievements

- The Family School Partnership Cluster continued with St. Bernadette's PS (North Sunshine) and St. Peter's PS (South West Sunshine). This includes collaborative professional learning opportunities and regular networking.
- In Term 1 the Sunshine Cluster was able to meet and individual staff reflected on their own Family Engagement practice identifying current strengths and areas of need... separate reflection tools for class teachers, specialist teachers and school leaders. Staff completed the reflection tool independently and shared/discussed their responses.
- An Advisory group continued. This includes the Learning and Teaching Leaders (L&T) from each school to support the Cluster Engagement in Learning Leader (CEL) and the Family Engagement in Learning Leader (FELL) in exploring the current structures in place at planning for staff to consider Family Engagement with a Learning and Teaching focus.
- At the beginning of the year the CEL, FELL and L&T Leader met several times to plan ways for family engagement in learning to have more of a presence in teacher planning meetings. As a result of this, the FELL attended the teachers' whole day planning meeting once a term and supported strategies for teachers to include to engage families in their children's learning.
- FSP Staff Meeting - Family Stories... parents from different cultures were invited to share their family stories in small group conversations, with staff responding at the end of the presentation. This was an opportunity for staff to learn about the challenges of moving to another country and to gain an understanding of the family's view of education.
- We continued to focus and share strategies for strengthening relationships with families to support them with engaging in their child's learning. During Remote Learning we developed and reflected on our practice to connect and engage families in their child's learning.
- Continued whole school use of the SeeSaw digital portfolio learning app to engage families in their children's learning.
- Continued focus on students arriving at school on time. In Terms One and Four information was included in the school newsletter regarding the impact on learning when students arrive late to school. Contact was made with families to support them with getting their children to school on time.
- Prep Transition - phone contact was made with Kindergartens and Child Care Centres to gain information to support transition to school for our 2021 Prep students. Shorter sessions were held for students over two days. Information packs were provided for families and parents were asked to record their hopes and concerns about their child beginning school at St. Paul's. The children were provided with a 'Showbag' with a variety of things to support their learning and transition over the school holidays.

- The Prep Information Sessions were held both during the day and in the evening to allow for more families to attend. This was held in the first week of school to support both students and families in the transition to primary school.
- While the Prep children were with their teachers for testing at the beginning of the year, the FELL met with families to have a conversation focusing on how to support their child with Learning at Home and how to support their child with adjusting to school routines.
- Links with the local community sponsored by Brimbank Council. Visits to Early Childhood centres in the City of Brimbank.
- Regular communication with families via the weekly School newsletter, the Wellbeing and Community newsletter and the Skool Bag App. These means of communication provided both school information and information about events and support services in the local community.
- Support for families during Remote Learning... weekly video message from the principal, visual aids to support student learning, individual family emails, direct phone contact with families, regular support for student with additional needs... reading with them over the phone, Google Meets to assist with learning tasks, hard copy learning packs, supply laptops to families who did not have access to technology resources, regular contact with families identified as 'at risk'.
- Staff reflection during Remote Learning... what is clear and what has been learnt about Family Engagement since Remote Learning? Document how Family Engagement changed for staff throughout Remote Learning
- Family Survey during Remote Learning... family perceptions of the benefits of Remote Learning. What did you learn from Remote Learning? What did you hope for your child's future learning? How can St Paul's partner with you in your child's future learning?
- Staff Meeting - What was learnt about Family Engagement throughout Remote Learning? What was different about family engagement throughout Remote Learning? As a result of the survey of families, students and staff, an opportunity to reflect and learn from each other about our experiences with remote learning to document how family engagement changed for staff throughout remote learning and what was important for staff to hold on to.
- Parent Teacher Learning Conversations were held in Term 1. The beginning of the year conversation was held the day before school resumed. The focus of this conversation was to establish a relationship between the family and the school so the staff could get to know the children and their families, focusing on Parent Knowledge. Prior to the conversation the families were provided with guiding questions about their child. More time was given to each appointment so both the class teacher and parent had an opportunity to get to know and learn from each other. Other staff members were rostered to meet and greet families, provide refreshments, support families with using SeeSaw, survey families with regards to what works for them in relation to communication between home and school, and promoting the 2020 school production. The response from both families and staff was very positive as it made for a calmer start to the school year. At the end of Term 2 school reports were sent to families and they were offered the opportunity to have an online conversation with their child's teacher.

LINKS WITH COMMUNITY ORGANISATIONS

Marian College

Caroline Chisholm Catholic College

City of Brimbank

Sunshine Library

Victoria University

Australian Catholic University

Local kindergartens and Child Care Centres

Bunnings

Catholic Care

PARENT SATISFACTION

- Due to COVID, 2020 was a challenging year for students, staff and families. However, it was acknowledged by both staff and families that they felt supported during this time and united. Families felt more engaged in their child's learning and appreciated the regular communication between school and home. Staff valued the connection with families and valued Parent Knowledge to enhance their child's learning.
- Regular PSGs were held to inform families about their child's learning and ways the school and families can work together to support their child with their learning.
- In 2020 there were many challenges in relation to Family Engagement in Student Learning. During Remote Learning, significant adjustments were made to further strengthen communication between home and school to support student learning. Initially, this presented many challenges for both staff and families. Over the course of Terms Two and Three the connection between home and school gained momentum with relationships strengthened and families feeling more connected with their child's teacher and a deeper understanding of their child as a learner.
- Major school events were cancelled but where possible some were able to be delivered to families online. Many families joined us online to participate in these activities. These included the SMA Virtual Camp as well as the Virtual Whole School Athletics Carnival.

Appreciations for School - Quotes from Parent Surveys

- *My children don't behave or respect me as much as their teacher.*
- *My children get really excited to receive messages and videos from their teachers. They are more interested in tasks when they feel a connection to teachers.*
- *My teacher is very eager to see her teacher's feedback.*
- *My child's teacher has been very supportive.*
- *St. Paul's have done an amazing job.*
- *Having regular video messages and acknowledgement from the Principal and teachers has definitely made it less stressful.*

Future Directions

We have developed a series of recommendations to guide future directions according to the Five Spheres of Schooling:

Education in Faith

- Continue to provide staff with professional knowledge and, in turn, practice in Christian Meditation.
- Provide professional learning opportunities for staff to make authentic cross-curricula connections with Religious Education.
- Continue to strive for the whole school and community to have an active interest in social justice initiatives.

Learning and Teaching

- Provide staff with professional learning opportunities that promote improved outcomes for students in Literacy and Numeracy.
- Embed the use of SPA student data to drive teaching content and practice.
- Analyse micro data to drive teaching at the Zone of Proximal Development.
- Continue to promote the participation and empowerment of students in their own learning.
- Continue to utilise contemporary learning tools.
- Provide opportunity for developing an understanding of the learning progressions and capabilities in conjunction with the Victorian Curriculum.
- Enhance staff knowledge and pedagogy that supports the learning of English as an Additional Language / Dialect (EAL/D) through the introduction of the new EAL/D curriculum.

Student Wellbeing

- Continue to develop a whole school child safe culture and understanding.
- Implement tools and strategies to monitor and track students' social and emotional learning and wellbeing.
- Continue to promote social emotional learning and our school core values as a holistic approach to Student Wellbeing.
- Continue to promote A Positive Approach to Managing Student Behaviour and Restorative Practices to support student wellbeing.

Leadership and Management

- Continue to develop and strengthen a structured approach to coaching and mentoring with a focus on feedback to improve teacher practice and student outcomes.

- Target professional development to support the Annual Action Plan and to meet the needs of staff and students.

School Community

- Sustain and broaden links that promote connectedness and engagement with St Paul's and the broader community.
- Continue to build family understanding of the value and benefits of being engaged in their children's learning.
- Continue to provide effective ways of communicating with families about their child's learning.