



St Anne's School Sunbury

2020 Annual Report to the School Community



Registered School Number: 1758

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Minimum Standards Attestation

I, Noelene Hussey, attest that St Anne's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

26/04/2021

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

Our School Vision

United in love and called to discipleship,

St Anne's Catholic School is committed to developing a community of lifelong learners who are;
Passionate

Self motivated

Creative

Resilient

Striving for excellence to make a positive difference to our world

School Overview

St Anne's, established in 1978, is located in a growing outer suburb of Melbourne. It caters for primary age school children from Sunbury and surrounding areas. Our community is made up of families from a variety of cultures and backgrounds, so we aim to ensure there is a sense of inclusiveness for all.

The school's philosophy is that our learners are central to all we do. They are at the heart of all our endeavours, and we aim for them to be happy, confident and successful, who use their knowledge and gifts for the benefit of those around them. Our beliefs and educational practices reflect and support the gospel values of faith, love and respect. This is supported by our Religious Education program, which gives our students the opportunity to grow in faith, and celebrate in the Catholic tradition.

Our environment offers every student the opportunity to engage in learning, develop as a whole person and strive to reach his or her potential. St Anne's has high expectations and strives to meet the needs of all students. Our community works collaboratively in a lifelong learning journey and in doing so, supports one another in contributing to our ever-changing world. Our contemporary learning approach is personalised as it responds to the needs, interests and experiences of each student. Our students are empowered with the skills, knowledge and capacities to respond to the challenges they will face in their world. Our aim is to enable every student to be a successful and engaged lifelong learner. Our flexible learning spaces, discovery centre / library, multipurpose area, bright classrooms and multi — sports oval and sensory garden allow for flexibility and alternative spaces for learning. Information Technology is fully resourced and regularly updated to support the students personalised and inquiry learning.

We endeavour to provide a caring and supportive environment where the fostering of tolerance and respect is a priority for all members of our learning community. We recognise, value and respect the uniqueness of each child, so they reach their full potential. The many wellbeing programs being offered provide opportunities for our students to feel a sense of inclusiveness, support and connection to our school. Some of these programs include; student leadership, restorative practices, intervention / extension programs, peer mediation, friendship stop and transition programs.

The school plays an important role in the community by developing close links and partnerships with the parish groups and the wider community. Our aim is to ensure the development and wellbeing of our students and families increase by the building and strengthening these links and partnerships. We encourage the active engagement of parents in their child's learning, so a collaborative partnership can be developed.

Principal's Report

It is with much pleasure that I present my 2020 report to the community.

2020 was a challenging year for all members of our community, but I am very proud of the efforts of our students, staff and parents to ensure our students remained engaged and motivated to learn even though it was mostly delivered remotely.

The efforts of our staff to prepare for remote learning and their willingness to upskill themselves to be able to deliver an engaging curriculum was outstanding. Our students were resilient and creative throughout this period, and they should be very proud of themselves as they worked hard to produce good quality work. Our parents played a vital role in assisting their children, often during very trying times. They were amazing as they worked in partnership with our school to ensure their children were not disadvantaged during this time.

Although our students missed out on some learning experiences, excursions, sport carnivals, camps, concerts, art shows, they developed skills which I believe will be vital for their long term development. These include; resilience, persistence, organisation, thinking creatively and taking a risk.

I was also very proud of the way all our staff ensured our students' well-being remained a priority during remote learning. Many check-ins were made to students to see how they were going. Staff were always available to answer questions or assist when required. Activities were given to students, so they could practice mindfulness and help them to maintain a positive mindset. Weekly videos featuring staff performing Tic Toc dances and our CSI series also ensured there was a positive feel throughout the week.

I feel very proud of all our achievements that were made throughout the year. Many students produced work of a very high standard and went beyond expectations to demonstrate their understandings of concepts being taught. .

Our 2020 goals and intended outcomes gave us the direction we needed to implement some strategies, ensuring we were able to provide a balanced education to meet the needs of all our children. We strategically planned our work in the five spheres throughout the year, which meant we were able to successfully reach most targets and achieve set goals.

Education in Faith

Goals & Intended Outcomes

Priority 1: Religious Dimension

To strengthen our school's identity as a place where Catholic faith is integrated with everyday life

That students' diverse issues, experiences and thinking are brought into dialogue with the Catholic tradition.

That staff has knowledge and commitment in presenting and enacting the catholic tradition in the context of a faith community.

That families are engaged in authentic opportunities to come into dialogue with their faith and catholic traditions.

Achievements

The COVID pandemic had a significant impact on our the many programs and strategies we implement to develop our faith as a school community. Even so I feel that the initiatives and events we introduced throughout 2020 ensured our faith development remained a priority.

Our major focus for 2020 was to continue to embed our Catholic Identity into our school culture. Regular opportunities for prayer was facilitated by our Religious Education Leader, RE Student Leaders and classroom teachers. The Religious Education leader and Student RE team created videos focussing on various element of prayer as well as prayer sessions and shared them with families and staff. Teachers shared in prayer services at the beginning of their remote learning sessions and many families joined them as well. School and parish masses or liturgies were shared with teachers and families which allowed us to celebrate significant feast days such as Mary MacKillop, Sacred Heart, the Assumption and St Anne's remotely.

Although our sacramental program was affected, there were plenty of opportunities for our families and students to develop a greater awareness of the significance of Reconciliation, Eucharist or Confirmation. Recordings of parishes masses where our Parish Priest spoke to the congregation about the Rite of Election for Eucharist or Confirmation, Prayer Companion masses, presentation of Confirmation pins were all shared with families. Information about the sacraments were taught remotely and information about the sacraments were sent home. Unfortunately we did not celebrate any sacraments in 2020. Instead, they will be an integral part of our 2021 sacramental program.

In Term Four when we returned to school, we had a focus on Advent. It was led by a facilitator, allowing us all to gain a deeper understanding of this significant Church season. Ideas were presented to be able to engage our students with meaningful and reflective activities to assist them to be prepared to celebrate the birth of Jesus.

An awareness of Social Justice was a focus for our Senior levels and 'Justice in June' was promoted, but unfortunately we were not able to instigate any initiatives to support those who were in need in our local community. The school supported members of its own community who were in financial difficulties due to the loss of employment or reduction in hours some families were working.

VALUE ADDED

**School Masses, Class Prayer Services, Assembly Prayer all delivered remotely
Sacrament Preparation - Reconciliation, Eucharist and Confirmation information sent remotely to be shared with families**

Professional Development for Staff focussing further developing our understanding of

Advent . Guest facilitator led us in further developing our understandings and ideas for teaching it in our classrooms.

Celebration of St Anne's Feast Day, Mother's / Father's Day and Grandparent's Day, Mary MacKillop Feast Day

Learning & Teaching

Goals & Intended Outcomes

To embed our knowledge of highly effective teaching practices so we can ensure continuous growth for all

That we are proficient in the use of data, through rigorous dialogue and analysis that informs practice.

That we have a deep understanding of the progressions of learning across years, subject areas and their interconnectedness to drive differentiation.

We strategically reflect individually and collegially on our practice, in order to strive for continuous improvement

Achievements

The COVID pandemic meant that we did not achieve everything we hoped to during 2020. Even so, I am proud of our successes under such trying conditions.

Literacy

Spelling remained a focus throughout the year. An explicit approach to teaching and assessing spelling using a structured phonological awareness and development was established in Prep to Year Two, whilst a spelling screener based on Fountas and Pinnell, Effective Spelling and Words Their Way was created.

The Literacy Assessment Schedule was reviewed ensuring it met the criteria of being researched based and its purpose was identified by all teachers. Teachers were more comfortable administering assessments, more certain with their decision-making and more confident with students' results.

Teachers were coached and supported by leaders to effectively teach and monitor students' progress especially when implementing Guided Reading, Running Records and anecdotal note-taking.

There was an increased focus on differentiating through a range of strategies such as goal setting, the use of Choice Boards and digital self guided poetry workshops.

We used Book Week to strengthen the profile of Literacy in the school. Differentiated classroom activities, recess and lunchtime activities, writing competitions, quizzes and a Book Parade were ways to celebrate Literacy.

Throughout the period of remote learning we continued to run our reading groups, writing conferences, goal setting, Literature Circles, Guided Reading, to ensure our students continued to learn and develop their literacy skills.

Numeracy

During remote learning, a lot of emphasis was placed on measurement, chance and data but as the pandemic continued we changed our focus to number, ensuring our activities were engaging and very accessible for students learning at home.

We continued to upskill teachers during online professional learning meetings and facilitated planning sessions. . Teachers were very creative with the way they presented math tasks to their students and overall, good progress was made by all cohorts.

Collaboration between Maths Leaders at Prep, One/Two, Three/Four and Five/Six aimed to ensure consistency in programming and pedagogy across the school, supported by regular meetings and sharing of ideas at leadership level. Teachers continued to reflect upon how the needs of students with differing abilities might best be addressed within the context of the remote classroom program. Anecdotal feedback from both teachers and students was testament to the effectiveness of such opportunities

Essential Assessment continued to be one way to ensure there was a whole school approach to formative and summative assessment. Feedback from teachers indicated that they were able to use all three tools to triangulate the data to guide and inform numeracy teaching.

Teachers continued to embrace their daily informal interactions with students during Mathematics sessions as opportunities for valuable data collection,

Inquiry

The pandemic meant that our Inquiry units, although well planned and executed did not live up to our expectations. Lack of resources, immersion opportunities and collaborate working opportunities impacted on our students engagement and outcomes.

Students participated in units of Inquiry designed to build their understanding of our six Big Ideas - History & Tradition, Earth & Environment, Communities & Citizenship, Science & Discovery, Health & Wellbeing and Design & Innovation. As well as focusing on building content knowledge, students deepened the level of sophistication with which they could apply the different learning processes, such as the scientific process, the design process and the research process. To support our students' development into independent and self-managing learners, we continued to use the St Anne's Learning Dispositions in both targeted and incidental ways.

We believe that 2021 and learning at school will allow our children to be fully immersed and engaged in their inquiry learning.

Digital Technologies

and

Design

Remote learning meant that our staff and children's technological capacity developed very quickly and efficiently. Our students learnt to access Google Meets, post their work in many varied ways and our staff learnt quickly to access programs to ensure their students had many engaging ways to present their work.

St Anne's continues to provide 21st century learning opportunities for all students to enhance their learning. To facilitate this, students in Prep- Two utilise iPads and Students in Years 3-6 Chromebooks. We continued our Digital technologies program which focused on the design technology curriculum, especially robotics, coding and STEM (Science, Technology, Engineering and Maths). Groups of students represented St Anne's at the Kids Teaching Kids Conference.

We were successful at the Catholic Education Melbourne MAD Showcase winning the overall prize for our presentation on the Water Cycle. We continued working with Western Water and Scienceworks.

St Anne's continued to maintain its status as an eSmart School which provided us with a framework for developing policies, practices and whole school processes to support the creation of a cyber safe environment. As part of this, students completed two eSmart activities per term and the school celebrated eSmart week in September. During this time, parents were invited to attend an information session conducted by Think U Know.

Our Staff continued to have a strong commitment to the collection of data to drive focussed teaching and curriculum design. Our Staff strive to ensure there is an inclusive environment, and they are committed to their student's improvement. Differentiation practices are embedded across the school. Emphasis is placed on explicit instruction, provision of small group, targeted individual instruction and support. Allocation of human resources aligns strongly with the school's improvement agenda and its commitment to individual needs. Teachers provide students with constructive feedback in relation to their learning. This feedback is mostly aligned to the learning intention and success criteria.

STUDENT LEARNING OUTCOMES

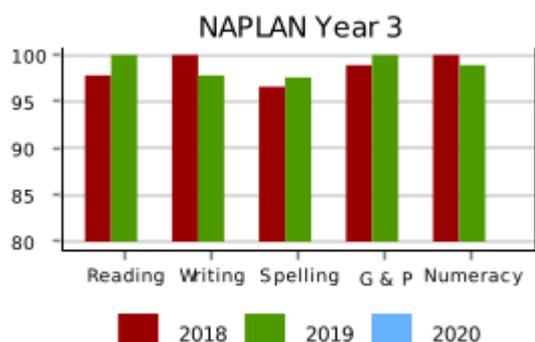
We used alternative measures to track student achievements and progress. These included Fountess and PInnell, Essential Assessments, PAT Maths and Reading. It was noted that most students made the expected gains even though they were learning remotely. There will be a requirement for some students to engage in intervention programs to ensure their progress in 2021.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	98.9	100.0	1.1		
YR 03 Numeracy	100.0	98.9	-1.1		
YR 03 Reading	97.8	100.0	2.2		
YR 03 Spelling	96.6	97.6	1.0		
YR 03 Writing	100.0	97.8	-2.2		
YR 05 Grammar & Punctuation	97.6	100.0	2.4		
YR 05 Numeracy	100.0	98.6	-1.4		
YR 05 Reading	100.0	98.6	-1.4		
YR 05 Spelling	98.8	97.0	-1.8		
YR 05 Writing	98.8	100.0	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 embed our knowledge of highly effective teaching /wellbeing practices, so we can ensure continuous growth for all

- To build staff capacity and understanding to manage student behaviour
- To build the knowledge and understanding of St Anne's school community of anxiety and its effects on our students
- To build students' knowledge and skills in developing self-management strategies

Achievements

Our Student Wellbeing took on a very important role during remote learning. It was decided that the wellbeing of our students and families needed to be a priority at all times. Regular 'check ins' occurred with our students and more frequently with those we considered at risk emotionally, socially and engaging with the curriculum. I am proud of our achievements in doing this and the efforts of our Wellbeing Leaders and teachers were outstanding.

Achievements

An additional Wellbeing Leader was employed allowing the position to be split between Prep — Year Two and Year Three — Six. This has enabled us to improve the way we are meeting the needs of students and staff members requiring support. Regular Wellbeing meetings were held to track our students and ensure strategies were in place to allow them to fully participate in learning and socialising with their friends. Additional staff has allowed a greater presence and availability to support both teachers and learning support staff. This has made it easier to develop positive relationships and a greater sense of teamwork. The Wellbeing Team regularly visited classrooms and during remote learning would join in with their learning.

Our Positive Behaviour for Learning (PBL) initiative which outlines our core values - Respect, Resilience, Responsibility and Safety continued to make positive changes to the behaviour management of our students. Expected behaviours were explicitly taught and monitored by staff. We have seen the positive impact this has had on our school community through PBL initiatives such as weekly awards for displaying our values within the community, and using raffle tickets to celebrate positive behaviour on the yard. During remote learning our emphasis was on the ways our children could live out our values at home or online. Ideas were given to families and students via our newsletter, weekly Principal videos and discussions between teachers and students.

We continued to work with behaviouralist, Dan Petro. He continued to provide suggestions to teachers and leaders to assist us to provide a positive approach to challenging behaviour. Support plans were implemented for students needing to regulate their behaviour, Chill out spaces were provided at recess and lunch breaks. We also consolidated our teaching of the Zones of Regulation, so students were supported to regulate and manage their behaviour. Morning routines were introduced (greeting, prayer, activity schedule).

The Student Representative Council has continued their great work being the voice of the student body. This was evident within their work to support anti bullying initiatives such as National Day Against Bullying and Violence.

The SRC continue to reflect the core values of St. Anne's and through their leadership our students have been able to create a warm, pro social, welcoming environment.

The high number of students deemed eligible for SWD funding has resulted in twenty- four learning support officers assisting them to be integrated into our school. Intervention programs have been implemented and many opportunities exist for liaising between Literacy Leaders, Learning Support Officers and Special Needs Leader to implement and assess the success of intervention programs and strategies. Emphasis was placed on developing and implementing Individual Learning Plans. The process was individualized for each student and all goals were set to ensure learning or social needs were being met.

Parent Support group meetings continued during remote learning and were held online. Discussions were very valuable during this time, so work could be adjusted, and we were aware of any difficulties the students may be having learning from home.

The practise of collecting evidence of adjustments for NCCD over three weeks each term is well embedded within the school. Both teachers and LSOs document the adjustments required for students to access learning and participate in all areas of school life. In recognising and supporting the growing number of students with a disability, the school has employed a teacher librarian who releases teachers to update their data of the adjustment they are making for the students in their class. Many consultations were made with Allied Health Workers and adjustments were made accordingly.

As in previous years, St Anne's has been fortunate to be granted funding from the Hume City Partnership Grant. The focus for this grant, continues to build upon the school's communities knowledge, recognition and understanding of strategies for managing anxiety. In 2020, we engaged the expertise of Jodie Richardson to raise the awareness of our school community about anxiety and management strategies. In 2020, the use of the Hume City Partnership Grant has allowed the school to provide a more tailored program by addressing students and parents needs at the tier two level. With the expertise of a psychologist, students and their parents have been able to engage in small focus groups to learn about student's own anxiety and work with their parents to implement strategies

Our Wellbeing Leaders Liaised with local kindergartens, visiting them and observing , and engaging in professional discussions colleagues from the pre-school about individual student needs. They also met with external agencies, where intervention has occurred prior to coming to school. Orientation sessions occurred and were very successful to assist the 2021 Prep students be more comfortable and confident to attend school.

VALUE ADDED

Parent Forums for those who have a child diagnosed with special needs
Counselling Services available to all students if required
Transition programs for children in Prep and Year 6 as well as students in other years
Homework Club for children who find it difficult to complete tasks at home
Friendship Stop Program
Lunchtime Clubs -computer, techno, computer and reading club
Active Student Representative Council (SRC)
Parent to Parent Support Group
'Chill Out Space' for children who find the playground over stimulating
Sensory Garden where children can experience play using all five senses
Play pod where children can play creatively with mixed materials
Student membership of the PBL team
Participation in Tournament of Minds competition

STUDENT SATISFACTION

We completed a survey with our Students on their return to school after remote learning.

Our students feel they are connected to the school. Our students were feeling isolated at home and when they returned they felt safe and engaged in their learning. They indicated that they were able to work without being disturbed in their classrooms. Our parents have also indicated that their children feel connected with their teachers and peers

Our students feel positive at school. They are engaged, motivated to learn and achieve, and they have a positive perception of their ability as students. They find their learning stimulating, and they feel their teachers are empathetic.

STUDENT ATTENDANCE

Parents are required to ensure their child attends at St Anne's Catholic Primary School every day, during normal school hours of each term. Where their child is unable to attend school it is the parent's responsibility to contact the school on that day to inform them and to provide the school with an explanation for their absence.

Parents are responsible for contacting the school when their child is unable to attend the school on any given day. In the event that contact is not made with the school on the morning of the absence and the absence is reflected in the daily attendance records, the school will make immediate contact with the parents to inform them of this occurrence. Contact will be made with parents via a text message and a request made for an immediate response to explain their absence. This will be sent to parents prior to 9:30am. Where a parent fails to respond to the initial contact by the school within 1 hour, a second attempt to contact them will be made via direct contact. In the event that this communication remains unsuccessful, a subsequent attempt to contact individuals identified as the student's emergency contact will be made. The school will make all reasonable attempts to determine the location and wellbeing of the student. If, following contact, the student's safety has been established, but no explanation has been provided within 10 school days, the absence will be recorded as an unexplained absence and will also be noted in the student's file.

If the student is absent on a frequent basis, the teacher informs the Student Wellbeing Leader who then consults the Principal. Together they will decide the next steps. In most cases this is to arrange a meeting with the parents, which usually result in support structures introduced for the student to attend school on a regular basis. If unexplained absences still occur, then the Manager of the Regional Office will be contacted.

During remote learning students were considered to be present if they checked in with their teacher in the morning. Parents contacted their child's class teacher if he or she was not able to complete work that day. If a student did not check in regularly, Wellbeing Leaders were informed and contact was made with parents.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	89.2%
Y02	88.0%
Y03	89.2%
Y04	90.3%
Y05	90.1%
Y06	90.1%
Overall average attendance	89.5%

Child Safe Standards

Goals & Intended Outcomes

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

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

Achievements

During 2020, St Anne's Staff further developed their understandings of how to implement 'PROTECT' procedures. Leaders also completed learning modules that focussed on Responding to all forms of Abuse in Victorian Schools.

The embedding of policies and commitments into everyday practice

- Child Safety Standards remains a regular agenda item at School Board meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed.
- Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and students management, duty of care, and reporting requirements.

Training of teachers, non-teaching staff and volunteers

- All teaching & nonteaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually.
- Volunteers are provided with regular briefings on acceptable behaviours and are required to read and sign the school's Child Safety Code of Conduct every time they enter the school site.
- Staff members have completed the Victorian Department of Education and Training's on-line Mandatory Reporting module.

The participation & empowerment of students

- The school's Child Safety Action Plan focused primarily on the promotion and participation of student empowerment. Providing students with a voice is critical in ensuring their well-being and safety. Education about healthy and respectful relationships and the development of resilience through participation in the Daniel Morecombe Foundation Keeping Kids Safe Program played a fundamental role in achieving this outcome. This culminated in the review

of our 'Child Friendly Code of Conduct' developed and review by the Student Representative Council (SRC) and communicated to students via relevant learning opportunities and made available to the broader school community via the school website.

Consultation with the community

- St Anne's continues to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.
- The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via parent information nights, the school newsletter and website.

Human Resource Practices

- St Anne's continues to implement robust Human Resource practices to ensure the suitability of any staff member or volunteer permitted to participate in 'Child Connected Works'.
- To achieve this the school implements rigorous screening processes which have a child safety focus and include:
 - Position advertisements
 - Position descriptions
 - Referee Checks
 - Key Performance Indicators have a Child Safety focus
 - Victorian Institute of Teaching Registration (VIT)
 - Working With Children Checks & National Criminal Record Checks
 - Screening of Casual Relief Teachers, Contractors and Volunteers.

St Anne's remains committed to ensuring the well-being and safety of all students under its care by actively implementing, reviewing and improving its child safety strategy.

Leadership & Management

Goals & Intended Outcomes

That we are proficient in the use of data, through rigorous dialogue and analysis that informs practice

That we have a deep understanding of the progression of learning across years, subject areas and their interconnectedness to drive differentiation

We strategically reflect individually and collegially on our practice, in order to strive for continuous improvement

Achievements

Our enrolments stabilised at 640 students. We have 28 classes and the average size is 23

COVID meant we needed to be very creative leading the school. Many recordings were made to keep staff updated about the latest regulations and requirements. Expectations were also shared with staff as well as ensuring their wellbeing was a priority at all times. Leaders supported the teachers by overseeing planning sessions, facilitating level meetings with a focus on wellbeing as well as answering any questions particularly when there was a lot of uncertainty about remote learning.

When planning leaders ensured there was a focus on discussing and planning the best online teaching practices ensuring continual student progress.

Professional Development was provided to ensure all staff was kept updated about best teaching practices. The focus of this professional development was to raise their awareness and capacity of effective online practices ensuring they are meeting the needs of all students in their class.

Our Student Representative Council (SRC) continued to have an input into various aspects of St Anne's. They promoted the National Say No to Bullying Day, informed students about several fund-raising initiatives, as well as facilitated numerous activities during recess and lunchtime breaks. The SRC held regular class meetings to ensure the students have had an opportunity to express their opinions and ideas to ensure St Anne's is the best school it can be.

Leadership Teams participated in Professional Development focussing on Agile Leadership with Simon Breakespeare. They also participated in coaching sessions with a GROWTH coach. This has helped them to develop their capacity as team members, given them confidence and the skills to have difficult conversations and set goals and strategies on how to achieve them.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
Description of Professional Learning undertaken in 2020
Unfortunately many planned professional learning opportunities were disrupted due to lockdown

Weekly Staff Learning Meetings and Professional Learning Team Meetings focussing on Literacy, Numeracy and Student Voice

RE - Mr Ange Virgona - Advent - gaining a deeper understanding for teachers and class activities for students

Pauline Zappulla - Positive Teams - Leadership Strategies

Simon Breakespeare - Agile Leadership

ASD - anxiety, triggers FBA

Behaviour Management - Dan Petro

NCCD - Adjustments to support learning

Literacy - Comprehension - CEM

Planning with Literacy, Numeracy and RE Leaders

Network Meetings focussing on - Literacy, Numeracy Learning and Teaching

Number of teachers who participated in PL in 2020	45
Average expenditure per teacher for PL	\$1500

TEACHER SATISFACTION

Feedback from staff indicated that when they began remote learning there was a lot of angst, uncertainty and high levels of stress. As the staff developed their technology skills and got into a routine their morale and satisfaction increased to where it was pre-COVID. This was due to staff members feeling very supported by their leaders

Staff members feel there is a greater opportunity for formal and informal processes that enable them to receive feedback and how they are performing in their roles. Staff members feel they can approach leaders to discuss issues and leaders have a good understanding of the challenges they encounter while teaching at St Anne's

They feel there is good teamwork amongst all members with good communication and that colleagues can be relied upon when support and assistance is required. Staff members feel they have a clearer understanding of what is expected and required of them.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	88.4%
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ALL STAFF RETENTION RATE	
Staff Retention Rate	85.7%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	14.9%
Graduate	17.0%
Graduate Certificate	4.3%
Bachelor Degree	87.2%
Advanced Diploma	21.3%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	63.0
Teaching Staff (FTE)	50.2
Non-Teaching Staff (Headcount)	40.0
Non-Teaching Staff (FTE)	50.7
Indigenous Teaching Staff (Headcount)	1.0

School Community

Goals & Intended Outcomes

To continue seeking diverse and authentic partnerships that enhance learning outcomes for all.

That families are actively engaged in the life of the school

That authentic and strategic partnerships are developed within the community, based on identified needs.

Achievements

During COVID it was vital that we worked in partnership with our parents and school community. We quickly realised that if our students were to have a positive experience we needed the support of our families. Many regular videos were sent to parents to keep them informed about the latest restrictions, learning expectations and well-being information. Teachers were also aware of the need to keep our parents informed, and we received a lot of positive feedback that they were aware of the expectations of remote learning, and they felt very connected to their child's teacher.

In an attempt to keep our families morale high, we sent home 'fun' videos each week. This included our Tic Toc dancing and our CCI Investigation episodes. We had a 'Drive Through' to celebrate our feast day as well as many fun activities that they could complete together. We tried to maintain our special events by providing online opportunities for families to celebrate Mother's and Father's Day, Grandparents Day, our Feast Day and Footy Day.

Parents were invited to attend webinars hosted by such experts as Michael Grose and Jodie Richardson and the uptake was very positive. These webinars supported our parents with ideas and suggestions to support their children as they were participating in remote learning.

The School Advisory Committee (SAC) and the Parish Education Board (PEB) continue to support the school as it aims to meet all the goals set in the Annual Action Plan.

PARENT SATISFACTION

Parents have indicated they are very satisfied with the school. There is an increasing sense that the school is receptive of, and understands the views and concerns of parents. They feel they have a greater opportunity to engage and collaborate with staff. They also indicate that the school has had a greater focus on improving its performance. Throughout 2020, they felt supported and were appreciative of the efforts all teachers made to ensure remote learning was successful, engaging and accessible for their families.

Future Directions

To strengthen our school's identity as a place where Catholic faith is integrated with everyday life

- That students diverse issues, experiences and thinking are brought into dialogue with the Catholic tradition
- That staff has knowledge and commitment in presenting and enacting the Catholic tradition in the context of the faith community
- That families are engaged in authentic opportunities to come into dialogue with their faith and Catholic traditions

To embed our knowledge of highly effective teaching practices so we can ensure continuous growth for all

- That we are proficient in the use of data, through rigorous dialogue and analysis that informs practice
- That we have a deep understanding of the progressions of learning across year, subject areas and their interconnectedness to drive differentiation
- That we strategically reflect individually and collegially on our practice, in order to strive for continuous improvement

To continue seeking diverse and authentic partnerships that enhance learning outcomes for all

- That families are actively engaged in the life of the school
- That authentic and strategic partnerships are developed within the community, based on identified needs