



St Brendan's School Lakes Entrance

2020 Annual Report to the School Community



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Minimum Standards Attestation

I, Matthew Hamer, attest that St Brendan'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.

28/04/2021

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

Governing Authority Report

2020 was a year unlike any other that we have experienced.

In its third year of operation, Diocese of Sale Catholic Education Limited (DOSCEL) was challenged to provide timely advice, service and direction to Catholic primary and secondary schools across the Diocese, in both metropolitan and regional areas, throughout a prolonged period of rapidly changing circumstances.

The events of the year were as momentous in the Diocese of Sale as anywhere in Australia. The region was affected by fierce bushfires and drought, which put significant strain on families and communities. We farewelled Bishop Patrick O'Regan, and eventually welcomed our new Bishop, Greg Bennet. Our schools, offices, and churches faced the additional challenge of dealing with the COVID-19 pandemic, including extended periods of lock-down.

The resilience shown by our professional and local communities has been extraordinary. Schools successfully adapted to a new, remote style of learning and teaching faster than anyone would have thought possible. Throughout all the disruption and social distancing, we kept faith in each other, and ensured that our colleagues, students, and their families were encouraged and supported.

As an organisation, we maintained our focus on developing and maintaining rigorous reporting and accountability structures, to comply with our regulatory requirements. With pastoral support from our Parish Priests and expert advice from the DOSCEL Secretariat, our highly-committed school leadership teams were able to maintain their focus on creating safe and welcoming learning environments, whether at school or online.

We continue to prioritise the provision of educational opportunities for every student, to nurture them, and enable them to encounter God and to develop a knowledge of the Catholic faith and tradition. We invest in leadership and support for school communities, to promote expert learning and teaching practices. We collaborate with, and involve our school communities in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

We aspire to see our students thrive in the world; to be confident, competent and connected.

I am thankful for the contributions of everyone involved in Catholic education in our Diocese in 2020. It has been an honour to work alongside you as we bring life to our vocation of Inspiring Faith, Inspiring Learning.



Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

Our School Vision

At St Brendan's Catholic Primary School, we are inspired by Saint Mary MacKillop who responded to the call of Jesus Christ by living out the Gospel. In light of this our community will be one where:

- The Catholic faith is reflected in our life and culture.
- All are welcomed, supported and valued within a safe and secure environment.
- We strive to achieve our potential in a dynamic, collaborative and personalised learning environment.

At St Brendan's we:

- Are committed to building a school community that grows in faith
- Are committed to developing expert teachers
- Aim for our students to flourish in education and in life
- Aim to teach students a respect for self and others through taking responsibility for actions
- Achieve together 'never see a need without doing something about it'

School Overview

St Brendan's Catholic Primary School is situated at Lakes Entrance in East Gippsland and is attended by over 250 students from Lakes Entrance and the surrounding areas. It was established by the Josephite sisters who continue their strong involvement in the school. Saint Mary MacKillop's motto, 'Never see a need without doing something about it', has been adopted as the school's motto.

The school maintains a strong commitment to the core values of faith, community, respect and courage. As a Catholic school we strive to make every decision, action and interaction a reflection of our Catholic faith. Wellbeing and leadership are nurtured within a culture of personalised learning and care. Parents are welcome to contribute to school life and are encouraged to participate actively in their children's education.

Our commitment is to provide a learning environment where students are able to reach their potential in all areas of life through a faith based education. We have embraced contemporary learning and continue to develop aesthetically pleasing, flexible learning spaces where children are encouraged to be independent and engaged in purposeful learning.

Student potential is developed through participation in quality class and specialist programs. Intervention and student support programs assist children with specific learning needs. Students are inspired to participate in a broad range of extra-curricular and community service activities.

Performance and Development Culture is a focus for all staff members who work collaboratively and share responsibility for the wellbeing and development of all students. Teams work together and engage students in a program that continues to evolve, addresses students' individual needs and celebrates their achievements.

Principal's Report

We began 2020 in uncertain circumstances having just been through the bushfires of 2019/20. Arriving back at school it felt different to any other start to the year as it was evident that no person was well-rested. Our school leadership team had planned to meet the needs of our community as we were not sure how staff and students would present. What transpired was something quite remarkable. Getting back to the rigours of school life was easier than ever. Our staff were particularly well-organised and the students responded by getting into routine immediately. Student behaviour in the classroom and on the oval was exemplary. In essence, we all must have needed something positive to focus on and being together was very reassuring. I could not have been more proud of the way our school community responded to the challenge of life after the bushfires.

Of course, not long into the year we were faced with the next challenge of COVID-19 and Remote Schooling. Once again, our staff focussed on providing the best possible learning opportunities for our students. Our school coordinated remote learning tasks through learning packs and a diverse range of learning tasks online. We stayed in touch with our students during Remote Schooling through the Seesaw app and Google Classrooms/Meets. Our teachers also phoned parents weekly to attend to any other learning needs the students had. At school, we looked after students whose parents were still able to work. Strong communication throughout 2020 was paramount to the success of the year, along with that our support for one-another was tangible. While living in East Gippsland was challenging during the bushfires, during COVID the freedom our location provided was a blessing.

At the beginning of Term Four our school opened the new Block C building. This event ensured that all our classes are now housed in new contemporary and spacious learning environments. Our grounds were opened up for full use and this felt like a great reward after the challenges of the year. We take the opportunity to thank everyone for their incredible contributions during 2020.

Catholic Identity and Religious Education

Goals & Intended Outcomes

Catholic Identity

Goal

- To build a school community that grows in faith and knowledge, enabling a strong relationship with their God.

Intended Outcome

- That there is a clear and consistent articulation of Catholic Identity in Catholic Education and in our school community.

Religious Education

Goal

- To build a school community that grows in faith and knowledge, enabling a strong relationship with their God.

Intended Outcomes

- That teachers have a thorough working knowledge of the Religious Education Curriculum, *To Live In Christ Jesus*.
- That Scripture is taught using a clearly understood methodology.

Achievements

Despite all the challenges that 2020 brought, the staff at St Brendan's continued to strive to provide the best foundations in faith and religious education that they could. Professional development continued, in a modified manner, beginning with a visit from Elio Capra at the beginning of the year. During his session with staff, Elio deepened our understanding of the Sacraments and the notion of us as sacramental beings. A session was also run with the parents of our Sacramental candidates, which included several staff members.

Scripture continued to be a focus during PLT and planning sessions. Staff worked in a collegial manner, learning from and supporting each other to prepare a common Easter Scripture using Marg Carswell's AWES method. By working as a team, the staff were challenged to look at this same scripture and to discern how the presentation of it could be differentiated and deepened across the different year levels.

During Term Three and lockdown, the staff continued their professional learning, completing professional development sessions remotely, on the topics of *The Feasts of the Church* and *The Historical Jesus: A Snapshot*. All staff took part in these sessions and completed a reflection task at the end.

To complete our year of Scripture learning, Term Four's focus was on the Infancy Narratives, as well as exploring, critiquing and planning for the use of new resources purchased by the school.

Throughout all of our professional learning and planning, our staff has made good use of the many rich resources provided by our CIRE team and Marg Carswell, including staff learning modules and remote schooling units of work, which were very much appreciated.

Whole-school Monday morning prayer continued to be developed, not only by teachers but all staff; ESOs and administration staff as well. This collaboration, while challenging for some, has offered a chance for the spiritual growth of all, should they be open to it.

VALUE ADDED

Due to COVID, most of our whole school community events had to be cancelled and so the challenge to maintain meaningful contact was a challenge. One instance of meeting this challenge was in the format and delivery of our school Christmas concert. Normally this would be in the form of an end of year concert, with parents and family members attending. In 2020, each class digitally presented a Christmas song, act, story or prayer. These were all collated into a single experience which classes viewed during the last week of school. The 'concert' was also sent to our local Nursing Homes; the initiative of one of our Year Five students.

Our Sacramental program continued, Zoom-style and our Confirmation class managed to celebrate their Sacrament at the end of the Year.

A lot of cooking for families in need occurred during the remote schooling periods and staff endeavoured to support our local cafés, by purchasing from a rotation of venues.

Our community, despite the financial hardship felt by many, continued to support the East Gippsland Christmas Appeal in a very generous manner.

Learning and Teaching

Goals & Intended Outcomes

- To improve the students' fundamental knowledge and application of skills in place value.
- To develop the fundamental understanding of language meaning at the word, phrase and sentence level when reading.

Achievements

The major focus for learning and teaching in 2020 was to facilitate teachers in expanding their knowledge and understanding of how to differentiate their teaching to meet the specific needs of their students. The school improvement focus continued to inform teacher's work and provide role clarity for staff in the following areas:

- To make every teacher an expert teacher by targeting their teaching, using evidence based teaching practices and High Impact Teaching strategies and using collective efficacy
- To ensure every leader is an instructional leader by ensuring leaders have intimate knowledge of the diocesan reform agenda and the needs of our school
- To ultimately provide an accelerated rate of progress for all our students

The St Brendan's leadership team continued to attend the Learning and Teaching Network meetings during Term 1 of 2020, with the Catholic Diocese of Sale. The meetings focused on the reform agenda of improving student data in the area of Reading and Numeracy. Learning and Teaching Network meetings were then carried out via online Zoom meetings, due to COVID 19, for the remainder of the year.

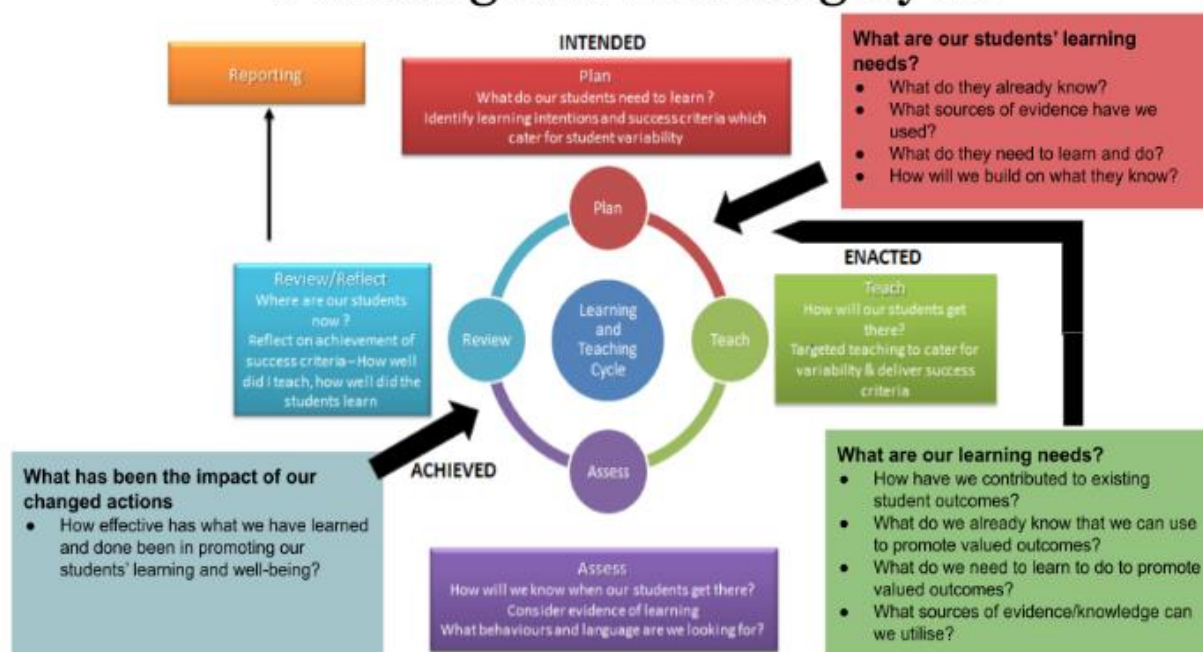
During Term 1, staff planned in the same space to promote collective efficacy and to enable them time to do their Professional Learning (PLT) and then focus on their Professional Development (Planning).

During Term 2, Lauren Alsop and Elle Whelan were appointed Curriculum Leaders for Literacy, Numeracy and Inquiry (science, history, geography, civics and citizenship and health). The PLT/planning structure was altered to accommodate teachers working from home during the lockdown periods. Professional readings were shared with staff and virtual meetings were conducted to ensure all staff had clarity of remote learning expectations. Due to social distancing limitations, formal staff meetings were not conducted during Terms 3 and 4.

During remote learning, we continued to up-skill our Educational Support Officers (ESOs). ESOs were provided with professional learning to facilitate their knowledge of learning disabilities.

Teachers continued to conduct inquiries into the proficiency of their teaching by using the Learning and Teaching Cycle below:

Teaching and Learning Cycle



Teachers analysed student data to identify their specific learning needs; participated in professional learning of effective evidence based practice; differentiated teaching practice and then evaluated/reflected on their teaching to ensure that students gained optimal learning.

Achievements in Numeracy

Focus for 2020: To improve the students' fundamental knowledge and application of skills in place value.

Teachers used the Learning and Teaching cycle to enhance their teaching practice to improve student learning outcomes. Through leadership direction teachers:

- determined the learning variability and Zone of Proximal Development of the students in their cohort by analysing data from PAT, NAPLAN, MAI and pre/post tests
- Used the PAT Teaching Resource Centre to gain Professional Learning of mathematical concept builders and knowledge of student misconceptions
- plotted students against the Victorian Curriculum learning progression and recorded MAI results on a whole school data wall. They then used this information to determine the specific learning needs for each child
- determined what their personal learning needs were and completed professional readings. Teachers used evidence based practice and high impact teaching strategies, such as explicit teaching, metacognitive thinking, differentiated teaching, questioning or goal setting to teach/consolidate mathematical concepts.
- assessed students regularly to determine student growth and reflected on their teaching practice.
- EMU (extending Mathematical Understanding) books were purchased for staff to use when planning for interventions to improve mathematical understanding.

Achievements In Literacy

Focus for 2020 — To develop the fundamental understanding of language meaning at the word, phrase and sentence level when reading

Teachers used the Learning and Teaching cycle to enhance their teaching practice to improve student learning outcomes. Through leadership direction teachers:

- determined the learning variability and Zone of Proximal Development of the students in their cohort by analysing data from PAT, NAPLAN, and Fountas and Pinnell running records
- Used the PAT Teaching Resource Centre to gain Professional Learning of reading and writing concept builders
- plotted students against the Victorian Curriculum learning progression and recorded Reading results on a whole school data wall. They then used this information to determine the specific learning needs for each child
- determined what their personal learning needs were and completed professional readings. Teachers used evidence based practice and high impact teaching strategies, such as explicit teaching, giving feedback, differentiated teaching, questioning or goal setting to teach/consolidate reading and writing skills.
- assessed students regularly to determine student growth and reflected on their teaching practice.
- Identified students' spelling needs by conducting Single Word Spelling Test (SWST) or Words Their Way spelling tests. Then used elements of these evidence based programs to inform the teaching of spelling. Student data from these tests were recorded in the Literacy shared drive.

A Learning adjustment leader was appointed to help build the capacity of teacher knowledge surrounding NCCD requirements and possible adjustments to student learning.

A tracking system was developed to track assessments, student information and interventions.

STUDENT LEARNING OUTCOMES

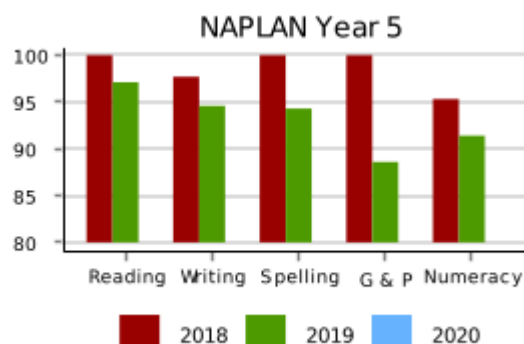
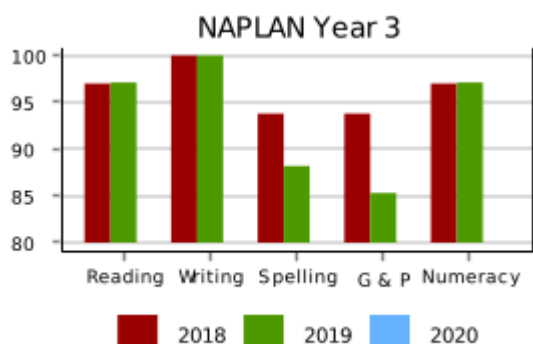
Throughout 2020, St Brendan's maintained our assessment schedule for each term measuring student growth with Fountas and Pinnell reading tests and numeracy through the Maths Assessment Interviews. We also used PAT Reading and Maths standardised assessments. Students growth was particularly notable in the area of numeracy.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	93.8	85.3	-8.5		
YR 03 Numeracy	97.0	97.1	0.1		
YR 03 Reading	97.0	97.1	0.1		
YR 03 Spelling	93.8	88.2	-8.5		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	100.0	88.6	-11.4		
YR 05 Numeracy	95.3	91.4	-3.9		
YR 05 Reading	100.0	97.1	-2.9		
YR 05 Spelling	100.0	94.3	-5.7		
YR 05 Writing	97.7	94.6	-3.1		

* 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.



School Community and Student Wellbeing

Goals & Intended Outcomes

- To develop a community where positive relationships are nurtured to support learning
- Students are socially connected and form positive relationships with teachers

Achievements

St Brendan's school community works together to ensure that all families are supported and feel welcome. We began the year with the relief of being back together, from the Christmas break, after a treacherous bushfire season. With set routines and consistency within and around the school, both students and staff settled quickly. Within the first few weeks, parents and carers were invited to year level Parent Curriculum meetings, which outlined the curriculum and class organisation for the coming year. Positive feedback was received by those who attended.

A class newsletter was sent out at the beginning of each term to keep parents informed about the curriculum that was being covered. Collaborative Conferences were held in term 1. Parents and their child met with the teacher to set goals for the coming term. Each child was able to present to their parents some of the work that they had been doing in class. Teachers made themselves available to meet with parents, at other times, when the need arose.

Moving in and out of remote learning for several months was challenging for our students, staff and families. We attempted to keep our community informed at all times, via numerous newsletter updates each week. Despite the challenges, we have a very supportive, committed community. The response from our staff was outstanding and teams worked effectively together in an online environment. Many families juggled working from home and assisting their own children with their learning — an incredible effort! In a year when we attempted to provide meaningful learning in Literacy and Numeracy through our online Learning Portal, we were also very mindful of individual's wellbeing and the capacity of families to engage with the remote learning program.

Specialist teachers also provided activities in Mandarin, Physical Education, Music and Art. Staff adapted extremely well to the constant changes and ensured strong communication with families via phone calls and emails on a weekly basis. We used the Seesaw and Google Classroom platform for students to upload their work and staff viewed thousands of pieces of work over the months. Welcome and teaching videos were part of every day and as the home time lengthened, we introduced more elements of live teaching and discussions to maintain engagement and connection.

The students demonstrated their resilience on returning to Term Four, with big smiles and a readiness to learn. Staff completed numerous assessments to determine learning progress and to establish learning priorities for Term Four. There was a significant range in the degree in which students engaged and completed remote learning tasks. Some students demonstrated higher than expected learning growth and others were negatively impacted. The Tutoring Learning Initiative will support targeted teaching goals throughout 2021.

Where possible we continued to support our relationship with parents by providing meals to families in need and supplying Mother's Day and Father's Day gift pack during remote learning. Our administration team provided staff with a pamper pack to lift their spirits and acknowledge their hard work.

We continued to implement The Whole School Approach to Positive Behaviour Support (WSAPBS) through teaching what the 3 Rs (Respect for Self, Respect for Others and Taking Responsibility for your actions) are and what do they look like at school and online. Staff team meetings were placed on hold.

With the lifting of lock-down restrictions in Term Four, our focus was to support students returning to 'face to face' learning. Alternate camp experiences were provided for students, along with an athletics carnival. Lunchtime activities in the library were introduced to support students who struggle out in the playground.

We continued to employ a counsellor to help individual students and their families deal with the challenges that may face in their lives. We also employed another person who specifically deals with mindfulness and anxiety. Outside agencies were sought if these challenges were greater than our expertise.

Educational Support Officers completed a variety of e-learning professional development to further their knowledge in order to cater for specific needs of the children. Staff participated in 'Our Mob' learning e-modules and a RAP team was established to support staff in planning for Indigenous education. Our Indigenous garden and outdoor learning space continued to grow with the care from staff and students.

VALUE ADDED

Many and varied activities were undertaken by students, staff and families. For example:

- Parent/child/teacher Collaborative Conferences (Term 1 & 4)
- Parent Information session
- Professional learning for all staff
- Harmony Day
- ANZAC Day and Remembrance Day was celebrated in the homes of families but shared through digital sources and shared via newsletters
- Digital platforms for students learning was embraced by all staff to provide remote learning digital opportunities
- Year level school camps (new locations)
- Athletics day
- Classroom Christmas performances recorded and shared electronically

STUDENT SATISFACTION

Insight SRC data indicates that the children continue to like school and feel connected, more so with their peers. The relationships with peers have resulted in children feeling safer in their classrooms. Most students feel that teaching is purposeful and their confidence in their own learning ability has increased.

STUDENT ATTENDANCE

An electronic version of the roll was taken each morning at 9:15am and then again at 2:00pm. Parents are expected to contact the school verbally, a written note or through Skoolbag App to explain their child's absence. A phone call was made by the office staff if there was a student away with an unexplained absence. The principal followed up an absence of concern. During lockdown parents recorded their child learning from home or onsite attendance, for essential workers or students at risk.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	93.9%
Y02	92.5%
Y03	93.0%
Y04	93.6%
Y05	93.5%
Y06	91.1%
Overall average attendance	93.0%

PARENT SATISFACTION

Parent data obtained from the Insight SRC survey indicated that our staff are providing stimulating learning opportunities for their children. They judged that our staff morale is high at St Brendan's Catholic Primary School and that they can see we are focussed on school improvements. Other areas of note was that behaviour management was good and that they felt connected to our staff, no doubt a result of the outstanding work our teachers did during Remote Schooling.

Child Safe Standards

Goals & Intended Outcomes

- **To meet and exceed Child Safety legislation providing the safest possible environment for our students to learn.**
- **To embed a culturally driven approach to child protection and safety.**

Achievements

The work we began in 2017 continues to be refined and developed. Below are examples of our achievements for the 2020 school year:

- Child Friendly version of the Child Safety Policy were created by students, in the form of posters, and displayed within classrooms around the school. The Child Friendly version of our Child Safety Policy was included on our school website.
- Our school's expectations from the Whole School Approach to Positive Behaviour Support program continued to be embedded through a consistent approach from staff and student leaders.
- We continued to conduct 'Helpers Workshops' for all volunteers. Workshops were conducted by the principal and many new parents and family members attended. The workshops outlined our school's child safety expectations while instructing helpers of strategies to use when assisting school activities.
- All adults who entered our school for a meeting, who came to volunteer or to work with children were required to sign our school's Child Safety Code of Conduct which details our schools expectations of behaviour. Employees and volunteers and contractors were also required to sit an induction with our school principal. All employees, volunteers and contractors must hold a current VIT registration or Working With Children's Check.
- In 2020, our school had a visit from 'Kids Roar' who ran activities with each year level. The Kids Roar Program deliver Protective Behaviours Education which is a tailored, age appropriate personal safety and child abuse prevention program. The skills learnt by the children in this program will give them the foundation to build on in the future to become adults who are engaged as well as leaders in their community. We also offered an information session for parents in the evening.
- St Brendan's staff regularly took part in training to inform them of changes to child safety legislation or to consolidate knowledge of reporting expectations. All teaching staff completed the Mandatory Reporting online module.
- With the increase use of technology during the COVID 19 lockdown teachers incorporated e-safety learning opportunities through modelled interactions with students, google meets and targeted lessons. The 'Hapara' program was installed to give teachers and leadership access to monitor student use on computer.
- St Brendan's offered support for parents with cyber safety webinar opportunities and regular communication with teachers.
- A child safety staff team was created to oversee the implementation of St. Brendan's yearly implementation plan. Formal team meetings began at the end of Term 3.

- St Brendan's conducted regular Evacuation and Lockdown Drills. Our site was maintained and inspected to comply with Essential Safety Measures.
- We regularly communicated changes and expectations of child safety procedures through our school newsletter and the school website www.lakesent.catholic.edu.au displays current policies and procedures including our Anti-Bullying Policy and the Parent Code of Conduct.

Leadership

Goals & Intended Outcomes

- **To support teachers to take responsibility for changes in practice to improve the performance of students and to use evidence to monitor their effectiveness**
- **Develop a school culture of high expectations and trust**
- **Provide feedback in forms that guide next steps in staff learning**

Achievements

During 2020 our leadership team worked closely to enact our Instructional Vision being:

- To develop a culture of high expectations and trust
- To provide support and feedback in forms that guide next steps in staff learning

As a leadership team we met regularly, either face to face or via Google meets to support our community through 2020 while striving to achieve a strong level of student achievement.

During the renewal process of 2019 our school redeveloped our four-year Strategic Plan. Deriving from the Strategic Plan is our school's Annual Implementation Plan which our leaders used to maintain our schools directional focus. As Remote Schooling provided and absence of face to face learning it was important to ensure teachers used a range of evidence to reflect on the impact their teaching had on student movement along the progression of learning. Throughout the ups and downs of 2020 we maintained our assessment schedule to identify the needs of students to maximise every available learning opportunity.

We also worked to lead in the area of behaviour management. Our Whole School Approach to Positive Behaviour Support centred on explicitly teaching social behaviours to students. This was particularly important given the social distancing element of 2020. These teaching strategies helped to ensure that the wellbeing needs of students were promoted and enhanced through the explicit teaching of the Victorian Curriculum Capabilities.

In 2020, we were inspired by the Black Lives Matter movement and the need to improve indigenous students' knowledge of their history. All staff at St Brendan's Catholic Primary School completed the 'Your Mob Learning' course and from here we formed a Reconciliation Action Plan team. With this professional learning at hand we were able to develop an outdoor learning plan for our indigenous students to engage with their culture. Leadership staff also provided more support for teachers to plan for the teaching of the Victorian Curriculum Intercultural Capabilities.

We were proud that all of our year six students engaged in leadership roles in 2020 including School/House Captains, Environment Leadership, Events Leadership and Social Justice Leadership. These young leaders gave up their time to conduct activities for students at recess and during other events such as a year level disco and Activities Day. Almost half of our students were able to complete their Rotary Community Certificates during this year which was a significant achievement.

Our leaders communicated extensively with staff to monitor their health and well-being. We engaged with human resources such and Catholic Care Counsellors to meet the needs of staff. We also provided Special Leave arrangements for staff who required personal time to process the trauma of the bush fires.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

- Sue Larkey Autism Online Modules
- Professional Learning Team meetings
- Learning and Teaching Network Meetings
- Collective meetings focused on Literacy and Numeracy
- CPR Updates
- First Aid Updates including Anaphylaxis and Asthma training
- External Reviewer Training
- Clickview online training
- Religious Education Leader Conference
- GCPPA Principal Conference
- Whole School Approach To Positive Behaviour Support Workshops and Training
- Religious Education Professional learning — Dr Elio Capra
- Meg Chinese Language Studies
- Inform and Empower Cyber Safety Webinar
- Corwin Visible Learning — Mathematics, Doug Fisher
- Critical Agendas — Managing Front Office Conversations, Conflicts and Cranky People
- Your Mob Learning
- NCCD Classroom Adjustment Workshops

Number of teachers who participated in PL in 2020	42
Average expenditure per teacher for PL	\$357

TEACHER SATISFACTION

While it was visibly evident that morale was high in 2020, it was satisfying to see that our staff felt supported through their ratings in the Insight SRC survey. Team work was valued and staff felt that they had a clear understanding of clarity in their roles. They also indicated that appraisal and recognition was relevant and evident in their work. The pillars of the Organisational (Aggregate 85.6 up to 86.1) and Teaching Climate (Aggregate 86.6 up to 88.3) were very strong and continued to grow.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	95.5%

ALL STAFF RETENTION RATE	
Staff Retention Rate	89.7%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	19.0%
Graduate	19.0%
Graduate Certificate	0.0%
Bachelor Degree	76.2%
Advanced Diploma	4.8%
No Qualifications Listed	4.8%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	23.0
Teaching Staff (FTE)	17.3
Non-Teaching Staff (Headcount)	21.0
Non-Teaching Staff (FTE)	12.8
Indigenous Teaching Staff (Headcount)	2.0