



St Clare's School Thomastown West

2020

Annual Report to the School Community



Registered School Number: 1752

Table of Contents

- Contact Details2
- Minimum Standards Attestation2
- Our School Vision3
- School Overview4
- Principal’s Report5
- Education in Faith6
- Learning & Teaching10
- Student Wellbeing15
- Child Safe Standards19
- Leadership & Management20
- School Community23

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Minimum Standards Attestation

I, Daniel Barr, attest that St Clare'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.

15/06/2021

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

Our School Vision

Mission

St Clare's Primary School is committed to the provision of quality Catholic Education in Thomastown West. We call on the Spirit of Clare of Assisi to guide and inspire us in serving our community and carrying out our mission. We are joyful people who reflect the light and love of Christ in today's world. We value and foster hope, respect, compassion, justice and courage.



Vision

We aspire to:

- **Celebrate** our relationship with God and the traditions of our Catholic school while remaining inclusive of other faiths and work together to participate in acts of social justice.
- Build a nurturing, supportive and **caring** community, which empowers students to be valued and successful individuals in our ever-changing world.
- Provide an engaging and **challenging** environment where students develop the characteristics to become effective, lifelong learners.
- Provide an inclusive, welcoming and outward facing community that fosters positive partnerships which empower all stakeholders to **connect** and engage in learning.
- Create a culture of trust where all members work **collaboratively** to optimise student learning.

School Overview

St Clare's Parish Primary School opened in 1977 with approximately 150 students under the leadership of Sister Joan Wilson RSM (1977-1981). Since then the school has grown and developed to cater for our current enrolment of 311 students from 221 families. Over the past 39 years of its operation, the school has undergone five major building programs, the last of which is our "Building the Education Revolution" project, completed in 2010. Our facilities boast a Sports Gymnasium, a multi-purpose learning resource building, a state of the art artificially-turfed sports field and basketball court. St Clare's is situated 15 kilometres north of Melbourne on a five-acre site. There are 15 classrooms. An administration block is complemented by a school hall and landscaped gardens and oval. Shade covered adventure playgrounds and large sandpit are also located within the grounds. The use of technology is evident in all classrooms and all of our students in Grades 3 to 6 are provided with a Chromebook or laptop for their personal use in learning. The cultural background of the student enrolment reflects the cultural make-up of the area. In its early days this was predominantly European - Italian, Macedonian and Greek. Today the school retains its diversity of students. The school has a strong commitment to supporting all students and their families. Therefore, programs and processes are in place to support this. Our commitment to Family Engagement in Learning underpins all we do. All classrooms and learning spaces are air- conditioned and heated. The school offers the following specialist programs: ICT, LOTE (Italian), Visual and Performing Arts and Science. All classes throughout the school have access to laptops, iPads, various digital technologies and interactive screens. We aim to Aspire in all we do, always looking at how we can be better and improve the learning opportunities for our students.

Principal's Report

We began 2020 with a great deal of positivity and optimism, with our school theme being "Aspire". We were excited about going through our school review and developing a plan for the next 4 years.

The review was a very positive experience with open and honest discussions that allowed us to reflect on our achievements over the previous years and how we could improve as a school community going forward. From the review, there were 3 main recommendations:

As St Clare's School engages in the process of strategic thinking and planning, manifesting in the development of its School Improvement Plan for the next four years, the reviewer recommends that the school:

- Build the capacity of all staff as teachers and leaders, empowering them to enact the vision and mission of the school
- Enable and expect teachers to foster whole school pedagogical improvement, ensuring learning and teaching meets all students at their point of need
- Enhance student learning through strengthened student agency and sense of belonging and safety

The school leadership, along with the staff of St Clare's, developed the School Improvement Plan around the reviewers recommendations.

The school, along with all Victorians faced a challenge with the appearance of COVID19 and the subsequent lock-downs that occurred throughout the year. These challenges were great, and we worked together with our community to continue providing learning opportunities for our children. In the initial lock down we focussed greatly on the wellbeing of our children and gave them a great deal of choice and flexibility in the activities they were accessing. After this lock down we asked for feedback from our families. The feedback indicated that parents wanted more structure and more online contact for children with their teachers. In the second lock down we introduced morning meets online, focussed teaching groups online, must do tasks, uniforms to be worn for all online meetings and timetables for children to follow during the day. We also provided some work packs. This was much more successful, and we were able to maintain better contact with children and support their wellbeing as well as their learning.

After lock down was complete, we welcomed children and staff back to onsite learning with a program to help them resettle into the routine of being at school. I was so proud of our staff, students and the wider community for their efforts during this challenging time. Everyone worked together and supported each other to make sure that the wellbeing and learning opportunities for our students was maintained.

We look ahead to 2021 with a positive mindset, accepting that it was a challenging year but taking the learnings that came from remote learning and using them to improve the outcomes for our students and build the capacity of our teachers.

Daniel Barr

Principal

Education in Faith

Goals & Intended Outcomes

GOAL:

To further strengthen St Clare's School as a faithful community, which actively embodies the Gospel Spirit

INTENDED OUTCOMES:

That students will make stronger links between Religious Education learning and everyday life.

That School Wide Positive Behaviour expectations are connected to the Gospel Spirit.

Achievements

We began the 2020 year with exciting news of the appointment of a new Parish Priest. Our school community came together for the annual Opening School Mass to welcome Fr John Magri. He is experienced with ministry across two Parish schools and had previously been in Oakleigh, Victoria. He was welcomed into our community with great hope and joy.

Preparations for the School four-year Review took place during 2019 and in the early weeks of 2020. Three data sets, the ECSI, The Pedagogical Tool and the Cemsis, were compiled and analysed. Evidence was correlated with the Education in Faith Dimension Rubric by staff during a school closure to record their collective responses. In Week 8 during Term 1, the review took place.

By mid-March in 2020, the school met the unexpected challenge of the worldwide pandemic of Covid 19. The guidance written on the wall of our memorial space, 'Be strong and courageous... for the Lord your God is with you, wherever you go, Joshua 1:9.' took on an even deeper meaning. There were two lock-downs during the year but we were able to share our Catholic Identity in many creative ways.

The virus certainly touched every aspect of our lives. Victoria experienced the first lock down in Week 9 of Term 1. Our school went online to meet the educational needs of the children, which involved new learning and a change of practices for all of us. RE took place using a variety of communication technologies rather than face to face.

In response to the first lock down, the RE Leader was able to create an RE Hub on Google Drive which was a library of many resources for teachers.

Another resource that was offered to staff was a Sydney based digital RE program called *Understanding Faith*. This is a contemporary RE resource offering Church teachings, activities, multimedia, worksheets and a variety of subjects from Prep to Year 6 to support online units on the Seesaw platform. *Understanding Faith* was particularly valuable while teaching the Sacraments in second third and fourth terms.

Celebrating Holy Week online was addressed by sharing Easter Triduum prayers with the community which reflected the RE Leader's experiences in Jerusalem from 2018. Most of the community were self-isolating at home, including the teaching staff. We welcomed the mystery of Easter in our homes, isolated from our Church, our school families celebrating as a community, with only laptops and smartphones to connect us visibly together.

In Term Two, Principal Daniel Barr requested that the RE Leader post a weekly video online for the whole community. This was a strategy to educate and involve the families isolated in their homes. The fortnightly RE Snapshot, a newsletter written by the RE Leader, also continued during this time, supporting our Catholic Identity as a school.

The RE Leader was invited into video chats, to attend prayers online and to be present to teachers and students in their online religious education classes. She was also invited into planning sessions to assist their RE teaching from Prep-Year 6 and to provide constructive and emotional support.

Fellowship Prayer was offered online to the school community to encourage personal and communal engagement within the religious domain. Events such as weekly staff meeting prayers, Anzac Day and leadership prayers were all celebrated albeit in different modalities.

The first Covid lockdown continued until Week 6 of Term 2, lasting a total of seven weeks for Prep-Year 3 students. Most teachers and students were back on site during Week 7 Term 2, with the REL continuing to work from home.

The second lockdown was called on the second week of Term 2 holidays. In Term 3 and the early part of Term 4, the lockdown continued and the RE Leader began presenting online Sacred Play experiences for classes from P-Year 6, sharing a wide variety of religious.

The Feast of St Clare and Wellbeing Day were also a highlight celebrating Liturgy online. The Feast of St Clare was especially successful. The RE Leader created six episodes of St Clare's life as Godly Play presentations, so that students could engage in our Patron Saint's story. Teachers believed that this was a rich resource, as the videos provided the different dimensions of Knowledge and Understanding, Reasoning and Responding and space for Personal and Communal engagement in learning Clare's story. A virtual prayer book was created called, Prayers of Hope and Courage for all students and families. Fr John wrote a moving account of St Clare's life and added his voice to this beautiful resource.

In Term 4, an RE staff meeting was led by Paul Spence to address the staff spirituality. Through Scripture, he was able to have staff share their experiences during the pandemic and come to a sense of acceptance and support within our faith community.

In Week 6 of Term 4 the lockdown ended and all students and staff, including the RE Leader, returned back to school. During the lockdown, students and parents had emailed the RE Leader numerous times to share feedback and to express their gratitude for religious experiences that were provided to families.

Sacraments were celebrated in Term 4, with much credit belonging to Fr John for his persistence and support. Fr John participated in online meetings with each Sacramental Year Level and to explore parent formation with the community. This process reached all families in their homes and parents were able to ask questions online to Fr John which was a great opportunity which would not have been possible due to pandemic restrictions.

Parents were given a choice of whether to have their child receive the Sacrament of Penance or Eucharist during the year while following pandemic meeting restriction guidelines or wait until 2021 to celebrate normally as a class group. Even though the Sacraments looked different in the way they were celebrated and shared, the Spirit of Christ brought our faith community together.

Planning meetings with class teachers, Fr John, the principals and the REL took place online. The Sacrament of Penance was celebrated by twelve candidates in Year 3 at St Clare's, together with a comprehensive program crafted by the RE Leader.

For the remainder of the year, the Sacrament of Eucharist was taught by teachers, however only two families celebrated the Sacrament of First Holy Communion in 2020. A very personal approach was possible, where twenty members of the candidates' families were invited to intimate Masses. The remainder of the families will celebrate the sacrament in 2021, in the hope of avoiding the pandemic restrictions.

Confirmation was celebrated by Fr John who was given permission to administer the Sacrament. Confirmations were held, combining with children from our parish sister school, St Catherine's. To keep the numbers in the Church in line with government restrictions, three Confirmation Masses were celebrated.

As part of the Confirmation program, award-winning author Clancy Tucker visited the Year 6 classes talking about his experience of meeting Saint Mother Teresa of Calcutta. It was a great opportunity for staff and students to meet such an engaging speaker online.

Carols by Candlelight was a different experience in 2020, with each Year level choosing a Christmas carol and providing a piece of art work which was scanned and placed into an online presentation. The presentation was offered to the community to enjoy an art experience of Christmas from our school. It was such a creative and positive approach to address Carols by Candlelight in a unique way.

Graduation was also celebrated in a rich and beautiful way, albeit, with limited numbers of attendees in the Church.

The Thanksgiving Mass was celebrated online. Many families attended the liturgy which took the form of an afternoon prayer involving students at school in their classrooms and parents at home.

2020 will always be remembered as a very different kind of year. It brought out the best in the staff and school leaders as we worked to support our students and families. Circumstance and creativity resulted in us experiencing faith education in quite different, but effective, ways.

At the end of Term 4, the 2021 school theme was decided on ... *Let your Light Shine!* It speaks of hope and a new start to the academic year ahead, expressing both a sense of urgency and of excitement for the future.

VALUE ADDED

In response to the first lockdown, the RE Leader was able to create an RE Hub on google drive which was a library of many resources for teachers. It provided access to Easter and Pentecost resources, helpful websites in Religious Education, simple prayers, simple liturgies, picture books, work sheets, professional reading, and music that teachers could upload to the Seesaw platform that our school used as a learning portal. Teachers accessed the resources to enrich their prayers and lessons for their children and families. These resources will be an ongoing collection into 2021 for staff to access this learning throughout the future.

Another positive aspect of the year saw the RE Leader attend many online professional development days. These experiences were originated in Jerusalem and Melbourne, which would not have been available if not for the Covid pandemic.

The RE Leader enrolled at Melbourne's Catholic Theological College School and attended a six-week, online program on the Christian Faith and World Religions. The course helped to

build the capacity and knowledge of the REL to further support interfaith dialogue in our school community.

During the 112 days of lock-down, the REL developed thirty modules of work to professionally develop classroom teachers' teaching capacity and knowledge of the Catholic Faith. These modules were edited fortnightly by the Northern RE Consultant, Matthew Navaretti who was a valuable and supportive voice

Learning & Teaching

Goals & Intended Outcomes

Goal:

To improve student outcomes through evidence-based practices and expert teaching within our Catholic context.

Intended Outcomes:

- That student outcomes in Literacy and Numeracy will improve, with students all demonstrating expected levels of growth
- That student engagement and motivation to learn will improve

Achievements

The 2020 school year was one of unexpected twists and turns; unprecedented school lockdowns and remote learning were the themes of this year.

St Clare's remained committed to the year's goals, with a further focus on student engagement in learning via online platforms such as Google Classroom and Google Meet.

During the initial lockdown period in Term 2, the staff at St Clare's offered families a menu of choices for remote learning. Students could choose to complete as few or as many tasks as manageable, acknowledging the difficulties some parents faced in working from home alongside supporting their child's learning. Teachers were able to use the Seesaw app and Google Classroom to provide students with feedback on their submitted pieces of work, as well as keep in touch with families during the lockdown period. Our Literacy Intervention program was able to continue for individual students, with phone calls taking the place of face to face lessons. Children of permitted workers, or others deemed to be needing it, were able to attend school onsite under the supervision of school staff.

Following this lockdown period, the school gathered feedback from students, parents and staff in order to determine the success of remote learning. This proved valuable as we found ourselves heading into a second, longer lockdown period during Term 3.

The remote learning procedures at St Clare's changed considerably during this second lockdown. In response to feedback and reflection, more online contact was offered, as well as small group support from Grades Prep to 6. Teachers began each school day with an online class meeting via Google Meet. Students were expected to wear their school uniform while online as a reminder that although they were not in the school buildings, this was still school for them. Families were provided with a menu of activities for the week, with some being marked as 'must do' tasks. This helped families prioritise these tasks above others, while also allowing teachers to provide specific feedback to all students on their efforts. Across the week, all students were rostered to have at least one Literacy focus group and one Mathematics focus group with a teacher, where individual needs were able to be met and students were supported from their point

of need. Our Specialist teachers were also involved in this focus group support in order for us to better cater for all students' needs. Literacy and Mathematics intervention were also offered to those students who needed it, either via phone call or Google Meet. Again we sought feedback from students, parents and staff following the second lockdown and we were pleased with the results provided. Overwhelmingly, parents preferred these processes and felt that their children were supported academically, as well as emotionally through regular online contact with their teacher and peers.

Due to the school closures surrounding COVID-19, NAPLAN testing was cancelled Australia wide. Therefore, there are no NAPLAN results for the 2020 school year to include in this report.

From the Literacy Leader:

2020 challenged and prompted some creative thinking around the teaching of literacy at St. Clare's. Our goal was to engage our students in new ways of learning, on and offline, in activities that contextualised both reading and writing in rich texts. Our team of teachers shared each other's expertise so that students were able to engage in targeted and differentiated learning at their level. We contextualised literacy learning in high quality reading material, sourced from a variety of online libraries and tailored the learning via small online teaching groups, instructional videos and units of language. In this way, not only did the children learn but teachers and parents were also able to share professional expertise and knowledge with each other around how to best help our students with their literacy learning.

As a staff we capitalized on the opportunities we had with our students back onsite addressing the deficits that could not be fully addressed online. Namely in the area of writing and in providing more regular intervention for those students requiring extra support. In reading we made sure that books were in the hands of students consistently, to engage them holistically in the reading process.

A range of assessment data was collected throughout the year to track students and support the teaching and learning cycle. Tools such as See Saw, google classroom, and technologies such as flip grid and reading eggs were instrumental in collecting this data. A huge bonus in online learning was the involvement and support we had from our parents and caregivers in their children's learning.

Personal learning plans with tailored educational learning goals were designed collaboratively with parents for students who were not meeting benchmarks in literacy. These were implemented in both the online and at school learning environments. Staff were deployed specifically to enable this and allied health support via speech therapy continued both onsite and online.

In addition to this we were able to administer our beginning and end of year literacy assessments onsite. This included trialling the Fountas and Pinnell Benchmarking System with Year 2 with a view to making this assessment consistent throughout the school to help us track more closely the reading progress of all of our students.

The Pat reading assessment was administered at the end of 2020. The analysis of the test results highlighted areas for focus in reading for 2021. These included:

Years One & Two

- Improving phonological and orthographic knowledge for word solving.
- Reading a variety of texts and knowing their purpose.
- Retrieving directly stated information from texts to answer questions

Years Three & Four

- Retrieving details from texts.
- Synthesising information to carry the meaning across texts read.
- Finding scattered clues in texts to answer questions
- Making inferences about settings and characters.
- Making connections to help enhance meaning when reading

Years Five & Six

- Using subtle clues in texts to make inferences about settings and how they connect with characters.
- Making inferences by finding subtle clues scattered in texts.
- Understanding the purpose of texts and how writers put texts together to communicate their message. eg: choice of mode to suit purpose (To persuade: review, essay, letter)
- Understanding the use of literary devices and literary language in texts.

Teachers moderated work samples across the school in reading and writing.

From the Mathematics Leader:

In Mathematics, St Clares are preparing our children to be able to take an active role in the 21st century. In order to achieve this we need to be able to develop skills that are essential to maximise their ability to flourish. Areas such as problem solving, reasoning and creativity, especially in mathematics, are some of the skills that will be vital to their future success.

To ensure this success, we have rearranged our Professional Learning Teams (PLT) structure to now take place across multi-levels, (P-2) & (3-6). We have also introduced greater flexibility by meeting the needs of individual level teams when required, for example, year level assessment progress.

There is now provision for a greater emphasis on the 'Professional Learning aspect' in our PLT meetings. This structure allows time to read and discuss relevant professional literature and act upon recommendations where it is appropriate.

This PLT structure also aids the work with staff to focus on implementing the Capabilities section of the Victorian Curriculum to drive improvement in delivering greater relevance and value.

The framework allows more time to plan within a mathematical context for:

- developing knowledge about social and emotional issues in everyday life
- how cultural viewpoints might be advanced,
- thinking critically and creatively around current real world issues, e.g. climate change
- exploring the potential of using problem solving techniques in real life contexts in line with our Inquiry focus.

Value added

The teachers undertook professional development in "Words in Context" and "Phonics in Context." Both of these professional learning opportunities capitalised on the capacity that rich texts have in being able to motivate and inspire both teachers and students to spell and write. In recognising this, we have been successful in beginning to mobilise a community who view themselves as writers.

2020 provided us with the opportunities to assess and prioritise the areas of focus in literacy and to maximise the opportunities onsite that may have been deficient in the online learning environment. When our students were onsite we ensured that books and pencils were in their hands as much as possible and that communities of learners in literacy were prioritised. We took a more considered approach to the use of technology, making sure that it was used only for the times when it was the 'best' tool for students to engage with in literacy.

STUDENT LEARNING OUTCOMES

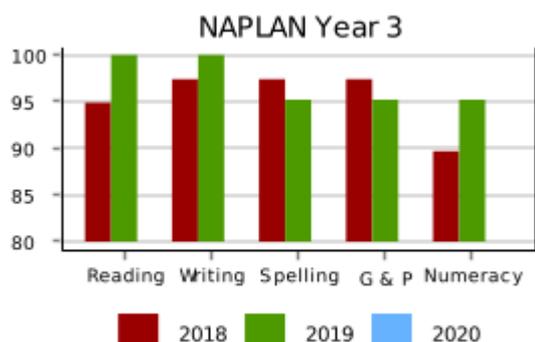
Throughout the year we collect data from our students through pre and post testing, observation and anecdotal note-taking. We now conduct running records (Fountis and Pinnell), PAT Reading and PAT Maths tests.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	97.4	95.2	-2.2		
YR 03 Numeracy	89.7	95.2	5.5		
YR 03 Reading	94.9	100.0	5.1		
YR 03 Spelling	97.4	95.2	-2.2		
YR 03 Writing	97.4	100.0	2.6		
YR 05 Grammar & Punctuation	97.4	95.0	-2.4		
YR 05 Numeracy	97.4	100.0	2.6		
YR 05 Reading	92.3	95.0	2.7		
YR 05 Spelling	97.4	97.5	0.1		
YR 05 Writing	89.5	92.5	3.0		

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

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

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



Student Wellbeing

Goals & Intended Outcomes

Goal: *To further develop a supportive school climate which fosters positive relationships and empowers every student to be a successful learner.*

Intended Outcomes:

- That students' sense of wellbeing and connection at school will continue to grow.
- That students demonstrate greater responsibility for their behaviour and relationships

Achievements

Throughout 2020 student and community Wellbeing was a priority focus at St Clare's, particularly in response to the worldwide pandemic. The leadership team and staff continued previous efforts to build a culture of welcome and respect throughout the school, ensuring students felt safe. There was a continued focus on building and supporting students social and emotional learning, both at school and when participating in remote learning. Depending on student needs, social and emotional learning opportunities were provided during weekly whole class lessons, the inclusion of wellbeing activities on the remote learning planner, remote learning morning meetings, student check-ins, as well as small group and one to one counselling sessions. Upon returning to school emotional check-ins were part of the classroom daily routine, providing an opportunity for students to express how they were feeling at any particular point in time.

Throughout the year students were given some opportunities to participate in a number of whole school events and activities, both virtually and onsite, to strengthen morale and build peer relationships including R u okay day, National Day of action against Bullying and Violence and Day for Daniel, promoting child safety awareness. During remote learning students had casual clothes days including favourite sporting teams and colour dress up days to boost morale. Acknowledging community wellbeing during remote learning was pertinent, by providing structured choice from the class learning menu as well as a day dedicated to wellbeing activities, supporting mental health for all in our school community

Across the school, many opportunities were provided to promote the Wellbeing of students:

- Prep and Year 5 Buddy program/Year 1 and Year 6 Buddy Program where older students supported younger students to feel safe and valued at school and completed many activities together including learning about our school expectations
- Positive Behaviour for Learning practices which continued to be a focus during onsite and remote learning, where students following school expectations (resilience, responsibility, friendliness and respectful) received acknowledgement and a certificate shared via Seesaw.

Upon returning to school, a playground raffle was introduced, where students were given a raffle ticket when following the expectations outside, to place in their class reward jar. Every week a student's name was drawn out to receive a prize from the office. Safe Yard cards have also continued to be used as a way of collecting playground behaviour data. In the classroom, teachers acknowledge students following the expectations via Dojo points, pompoms and stickers.

VALUE ADDED

- Building positive relationships and promoting student voice in student leadership roles including school leaders, wellbeing leaders, religious education leaders, sports leaders, digital technology leaders and environmental (B squad) leaders. Across the school from Prep to Year 6 class reps were appointed to gather feedback from their class, make suggestions and discuss issues of concern. Furthermore, opportunities to be part of the 'garden gurus' and 'chook champs' were also promoted.
- Promoting a child safe environment was a focus upon returning to onsite learning. School leaders, including class reps, identified when and where they feel safe and unsafe in our school. Acknowledging students' perceptions of safety is important in putting practices in place to support students to feel safe. For example; the oval was identified as a place where many students feel unsafe, so an extra teacher was rostered on to supervise students during outside play times.
- Transition processes are pertinent in addressing student and community concerns during key transition periods. Across the school transition processes including 'Step Up' day, where students meet their new teacher as well as providing an introductory teacher letter to families. Year 6 transition opportunities included gathering feedback from students and families about their feelings regarding transitioning to secondary school, as well as an online parent Q and A addressing concerns. Year 6 students participated in a 'Stepping Up to Secondary School' day helping prepare them for the imminent new phase. Prep transition processes were provided in a virtual format, enabling opportunities for students to meet their new teacher and become familiar with the school environment.
- Weekly wellbeing lessons form part of ongoing teaching and learning of school expectations, respectful relationships and social and emotional learning. Upon returning to school post remote learning, there was a particular focus on ensuring students were calm and felt safe at school. Meditation and brain break opportunities were regularly implemented into the structure of the day. Where possible, links were made to the Religious education curriculum.
- New staff were inducted into the processes and procedures around Positive Behaviour for Learning Support
- Staff meetings focused on student wellbeing and child safety issues
- During remote learning, laptops were provided for families in need as well as learning packs sent home to promote a balance between online and offline learning.
- Promotion of wellbeing through Seesaw and the Family Engagement in Learning Newsletter, sharing articles, tips and resources.

STUDENT SATISFACTION

Survey feedback highlighted a mutual appreciation and supportive relationship that was built between students, parents and teachers. Thank you videos from the community were also examples of notable feelings of reciprocal support. Students wearing a colour that made them feel happy on 'R u ok day?' fostered a sense of community connectedness and an opportunity to share feelings.

"Teacher's support continued throughout the remote learning and this reassured my child that their teacher was there to help them and check if they were okay."

"Remote learning fostered a deeper level of appreciation for teachers and all the work they do."

"Morning meetings allowed me as the teacher to check in on the students, supporting their wellbeing as well as the family's wellbeing."

STUDENT ATTENDANCE

Parents/Carers of students who are marked with an **unexplained absence** receive an SMS informing them that their child has been marked absence without explanation. Parents are asked to contact the school to provide an explanation for the absence.

Parents/Carers of students who miss out on a large number of days or accumulate several late arrivals are contacted by the principal to arrange a meeting. A plan is arranged to help improve the child's attendance/arrival on time.

Non Attendance

The Education Act 2013 requires that children of school age (six-seventeen years) resident in Victoria are requested to be in full-time attendance at a government or registered non-government school, unless they are receiving approved home tuition, correspondence education, or have been granted an exemption by the Regional Director.

Classroom Teachers and the Principal have a further responsibility to ensure that unexplained absences are investigated and that high levels of absenteeism are explained.

Therefore:

- 1: Classroom teachers will contact parents/guardians on the third consecutive day of unexplained absence.
- 2: Leadership will make contact on the fifth day if unexplained non-attendance continues.
- 3: The Principal will contact the parents/guardians of students with high levels of absenteeism with a view to developing a plan to return to school and implementing strategies to minimise absences.
- 4: An official letter will be mailed to parents/guardians of students who are absent for seven or more days (cumulatively) in any given month.

5: Parents/guardians are expected to provide a medical certificate for students who are absent for more than two consecutive days.

Ongoing unexplained absences or lack of cooperation regarding attendance may result in a formal conference being organised. Unresolved attendance issues may be referred to The Department of Human Services.

'Every day counts' (State Government of Victoria Policy) will be promoted on a regular basis via the school newsletter and app notifications.

Student absences will be reported on the formal school report in Semester 1 and 2.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	94.9%
Y02	94.4%
Y03	95.8%
Y04	95.7%
Y05	93.4%
Y06	96.7%
Overall average attendance	95.1%

Child Safe Standards

Goals & Intended Outcomes

To improve and build upon the school community's understanding of Child Safe Standards and how these are implemented at St Clare's

Achievements

Child Safe Standards

Achievements

- Development and use of policies for all people who enter the school grounds, including families, emergency teachers, external service providers
- A code of conduct is signed by everyone who works, in a paid and voluntary capacity at St Clare's
- All staff completed the e-learning module 'Protecting children - Mandatory Reporting' and other obligations'
- Termly staff meetings updating staff on latest changes and implementation processes around Child Safety
- Promoting child safety via the Family engagement in learning newsletter as well as Seesaw learning app
- Social/emotional learning curriculum focused on ways children can protect themselves and how to respond to all forms of abuse
- Promotion of cyber safety and ways students can keep themselves safe online
- Acknowledgement of 'Day for Daniel', promoting child safety awareness

Leadership & Management

Goals & Intended Outcomes

Goals:

Build a professional culture of dialogue, trust and reflective practice to positively impact on improved student learning.

Intended Outcomes:

That staff engagement will improve (teamwork, empowerment and ownership)

That a culture of expert teaching is developed

Achievements

Development of a shared understanding of what an expert teacher is.

Leadership Development Days - Sphere leaders working with Principal Consultant to develop personal leadership skills.

Leadership Coaching - All Executive Leaders to participate in Coaching Sessions with RLC (Rosa Wilkinson)

Leaders to develop own leadership goals through coaching sessions

Principal - Undertake coaching with external provider- Pauline Zappula

Principal sets termly goals with coach.

Setting goals as leaders

Development of a leadership charter

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Intervention Framework Professional Learning Modules - School Improvement Team

Assessing Capabilities 2020 - Teaching and Learning Leader

Phonics in Context - Successful animated readers and writers - P - 2 teachers

Child Information Sharing Scheme - Principal and DP

Engaging in Sacrament - Sacramental Teachers

Grammar in Context - Principal and Literacy Leader

2020 NCCD - Moderation - Learning Diversity Leader

Finance Cluster Meeting - School Business Manager

Spelling in Context - Grade 3 - 6 Teachers
 Functional Needs Assessment - Learning Diversity Leader

Number of teachers who participated in PL in 2020	25
Average expenditure per teacher for PL	\$600

TEACHER SATISFACTION

"My ability to target teaching in creative and engaging ways. Parents also expressed that they gained a lot about how to work with their children through listening and often engaged in learning conversations taking shared understandings of academic learning to a deeper level and knowing where the learning fits on a continuum. The teaching overall was highly personalised."

Targeted activities to individual student needs, giving students opportunities to voice questions and concerns in our morning meetings, extending those who needed it.

"The importance of an authentic partnerships with parents is paramount as we co-educate the students of our school"

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	95.1%
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ALL STAFF RETENTION RATE

Staff Retention Rate	88.9%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	26.9%
Graduate	19.2%
Graduate Certificate	0.0%
Bachelor Degree	76.9%
Advanced Diploma	23.1%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	26.0
Teaching Staff (FTE)	22.7
Non-Teaching Staff (Headcount)	16.0
Non-Teaching Staff (FTE)	12.1
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Goal: To improve student learning through family and school engagement

Intended Outcomes:

- That learning links between school, home and the broader community are strengthened.
- That parents and families will have an improved knowledge/appreciation of and engagement in the educational programs of the school.

Achievements

At St. Clare's, we continue to focus on family and community engagement and seek to enhance learning through collaboration and partnership. In 2020, we endeavoured to foster authentic learning relationships by capturing parent voices and fostering community engagement, acknowledging the importance of working in partnership to improve student learning. The school community sphere continued to be led by a Community Partnerships Leader, however, it is acknowledged that building a welcoming collaborative school culture is the responsibility of all. In 2020 during remote learning, parent engagement was crucial as families supported students to access learning from home, providing daily structure, support and routines to promote learning. The Seesaw learning app and google classrooms was used strategically by all classes with all students and families successfully connected to the app which provided teachers with the opportunity to share learning, set tasks and provide ongoing feedback to students. The acknowledgement of Seesaw protocols, during onsite learning, supported consistent and ongoing sharing of learning, encouraging two-way dialogue between the school and home. Home learning packs were also provided to support student learning. Offering a laptop borrowing scheme ensured all students had the opportunity to connect to learning and families had access to support student learning. The significance of the connections with families and the wider school community is fostered at St Clare's. All staff are committed to continue to find new and innovative ways to build relationships with families, respond to parent needs, support parents to engage in their child's learning, fostering authentic partnerships.

During 2020, many opportunities, both onsite and remote, were provided to promote community engagement:

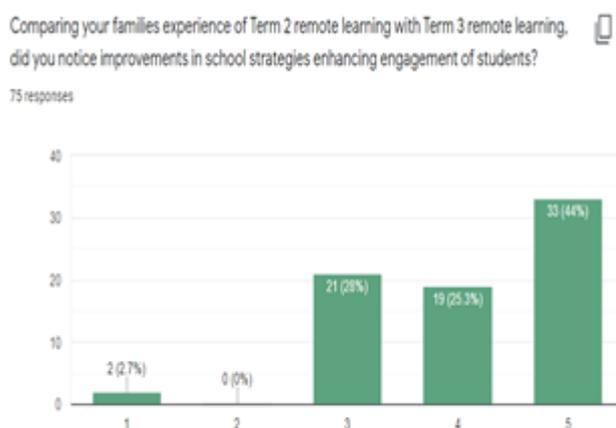
- City of Whittlesea collaboration and participation in 'Bukjeh,' an intercultural workshop promoting cultural and social cohesion
- Prep Welcome Family BBQ
- Prep Home visits, an invitational opportunity to seek deeper knowledge about students and build authentic connections with families
- Community conversations seeking feedback about school practices and ideas for improvement
- Family Engagement in Learning opportunities across different year levels including maths nights, inquiry expos and online reading sessions
- Online school assemblies

- Weekly principal video messages shared during remote learning, fostering community belonging and connection
 - Remote learning updates including sharing learning and activities via Seesaw and google classrooms, regular phone check ins with families, learning conversations via video link or phone calls, multimodal tasks sent home, resource packs sent home to families and laptop sharing scheme
 - Assemblies and Fellowship via video link, including presentation of pupil of the week and celebration of birthdays
 - Ongoing dialogue and feedback regarding school processes, such as community feedback to improve remote learning procedures, home visit feedback and secondary transition perceptions
 - Virtual engagement opportunities such as Prep graduation, year 6 transition Q and A evening, learning conversations and Prep bedtime stories
 - Prep Orientation sessions fostering a sense of welcome were provided in a variety of alternative ways, given the limitations due to the pandemic.
- an online prep orientation parent information session with the principal was provided
- principal meet and greets via video to welcome families and get to know new students
- prep teachers visits to students at their kindergarten centre to introduce themselves and begin building relationships
- a virtual meet and greet was held with a small group of students, which was another opportunity for the students to become familiar with the Prep teachers
- Storyland, Mathsland and Investigations videos shared with families
- a 'Beep and Greet' opportunity was provided where families drove through the school car park and students once again had an opportunity to see the teachers and distribute a welcome showbag to students with a wealth of information and activities for both families and students
- maintaining relationships with community organisations including kindergartens, Secondary Schools, St Clare's Parish, City of Whittlesea, Preston Reservoir Adult Community Education, Whittlesea Community Connections, Anglicare Victoria, Life without Barriers, Thomastown Library and Children's Protection Society, informing families of the various resources and support available in our local community. This included an opportunity for St Clare's to present at a local kindergarten about school readiness as well as secondary school representatives presenting at our online transition parent Q and A
 - Parent Action Team collaboration continued to provide innovative ways to fundraise such as online raffles and student photography fundraiser
 - Spoonville community was established inviting students and families to decorate a wooden spoon upon returning to school after remote learning, fostering a sense of community after many months of isolation
 - Facebook page established and shared providing another form of communication
 - Carols by candlelight art presentation and community prayer book
 - Improved communication including the family engagement in learning newsletter which continued to be distributed fortnightly providing classroom snapshots of learning as well as community flyers and reminders

- Other communication tools used were the Skoolbag App, school newsletter, awards, school website as well as Seesaw and Class Dojo apps
- Resources to support families during remote learning, including webinars, video links and information was shared regularly.

Feedback

Remote Learning Feedback from parents showed improvements in school strategies undertaken over distance learning, with 44% of respondents extremely happy with remote learning procedures and expectations. Staff expressed how they valued the authentic partnership as co-educators for the students.



"The layout of the learning menu and daily schedule was much easier to work with."

PARENT SATISFACTION

Notable parent comments:

"We really liked the maths and literacy focus groups and how there were seesaw activities that were marked with a star on the menu so we knew what was due. Also we liked the flexibility of completing the task on other days if we as parents were at work and could not supervise our children on particular days."

"Morning chats keep the kids more motivated when they see their teachers and classmates. Weekly focus groups are especially great, providing the students the opportunity to focus on certain subjects in smaller group sessions with their teacher."