

St Brigid's School

Gisborne

2020

Annual Report to the School Community



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Contact Details

| | |
|--------------------|---------------------------------------|
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Minimum Standards Attestation

I, Maree Morris, attest that St Brigid'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.

03/06/2021

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

**Inspired by Brigid's faith, strength and courage,
we strive to ignite the passion to grow and learn.**

St Brigid's Gisborne

Mission Statement

In light of our Catholic Identity, our mission is to lead all members of the St. Brigid's Catholic Learning Community to become faith-filled, resilient, creative, life-long learners through meaningful and innovative learning experiences.

Strategies

Educating our community in the Catholic Traditions and Faith through explicit and integrated practice

Building positive relationships based on Gospel values, trust and mutual respect

Celebrating our successes through learning and working together

Providing rigorous learning that is contemporary, interactive, differentiated, dynamic and stimulating

Developing individual potential while challenging and extending each other in a fun, safe and supportive environment

Providing and receiving meaningful, relevant, and timely feedback

Being accountable to the Federal and State teaching and learning standards

School Overview

School Overview

St Brigid's is one of two Catholic Primary Schools in the Parish of Gisborne. In partnership with its sister school, Holy Cross, it operates within the St Brigid's Parish Community with Father Vinoth Santiago (2019) as its pastoral leader.

Situated within the township of Gisborne, approximately 50 kilometres from Melbourne on the Calder Freeway, the school serves a large commuter population and caters for both urban and semi-rural components of the community. Over the past few years, there has been considerable land sub division and an increase in population as families move to a semi-rural setting.

There has been a Catholic School in the township for over 150 years.

St Brigid's is a welcoming school community with a strong Catholic Identity and culture. The school assigns Faith Development a high priority and therefore places a strong emphasis on Religious Education for all members of the community.

The 2020 school year was the fourth year of our four-year Improvement plan, which has the following strategic intent. Being the fourth year of the four year cycle, 2020 saw us undergo review.

Our Strategic Intent SIP - 2017 - 2020

At St Brigid's we intend to continue to improve learning outcomes across the curriculum for all students by embedding self-managed personalised learning in our open planned environment. We will also nurture, challenge and extend professional capacity of all staff members. Parents and the wider the community will continue to be welcomed and encouraged to lead and learn alongside us.

St Brigid's continues to have a committed and enthusiastic staff, who are always willing to explore and respond to new initiatives, in order to achieve better outcomes for all. Professional Development, planning, timetabling continue to be focused on inspiring students to take ownership of and responsibility for their personal learning.

We believe optimal learning can only take place in a safe, nurturing environment, which values justice and is committed to forging honest, open and responsible relationships based on the model of Jesus. As a small community, we have been able to create an atmosphere that is intimate, safe and welcoming.

The school has flexible learning spaces in an open planned structure, which support our current pedagogy and a personalized approach to learning. St Brigid's is unique within the region for its physical set up and a more contemporary approach to learning.

We maintain and promote our robust connections with feeder institutions, support services and the local community. We value shared leadership and management, as this unites community towards a common goal. At St Brigid's there is a strong belief that all stake holders can contribute to the organisation and running of the school.

The school has provided a variety of occasions for all members to contribute to decisions relating to its organisation and management.

While we acknowledge and identify the goals for the future, we recognise and celebrate the many achievements we experience annually.

Principal's Report

What a year we have travelled together.

A significant and unprecedented ingredient in the year notably being the Covid impact. However, we didn't stop. Learning continued, grew and evolved. Wellbeing shone and innovation and passion were nurtured.

We went to Remote Learning twice throughout 2020.

Learning went online! We saw community events cancelled, sporting activities halted, Sacraments adapted and school tours conducted remotely, or from the school boundaries.

Mass went to live stream, our students joined daily Google Meets, events were held online, learning was adapted and changed and rejigged - and throughout it all the St Brigid's spirit shone. Well-being of all was definitely a priority in the unprecedented times.

We kept our focus on learning, aiming for high learning outcomes for all. Our School Annual Action Plan continued to contain evidence of new achievements, and we continued to plan and evaluate to ensure we were achieving at or above expectations.

2020 was also, for St Brigid's, a review year - the fourth year of our School Improvement Framework - and an opportunity to interrogate our practices and goals, identify areas of success and areas for future foci and growth. The Review process was a very positive event for the community and I thank all stakeholders for their endeavours and commitment. We now have strong future directions to guide our ongoing journey.

At the end of 2020, we farewelled Ramona Baker, our Physical Education teacher, who went back into the classroom after being at St Brigid's for over 10 years. Ramona made a great impact on our community, and we wish her well in her future endeavours.

Our budget continued to show a positive balance. In addition, our building plans were not stalled in 2020, we ensured that progress continued via regular online meetings with the architect when onsite meetings were not possible.

In 2020, we also extended our learning in regard to transferring our Governance to MACS (Melbourne Archdiocese of Catholic Schools) and our admin system to ICON.

As Principal, the learning which occurred throughout 2020 was enormous. I thank Fr Vin, Mel Daly; Deputy, and Joe Scerri; Regional Leadership Consultant, our incredible leadership team and staff and the amazing St Brigid's community for their support and ongoing positivity throughout this unprecedented year.

Go gently and celebrate each day.

May the Lord Bless you and shine on you and inspire you in all you do.

With blessings and best wishes

Maree Morris

Parish Priest's Report

PARISH ANNUAL REPORT

Greetings and blessings in the name of God to you all.

There is no doubt in my mind that this annual reports covers a significant time of me personally, but also significant time period for our parish as a whole. This report covers from the period of June 2020 to June 2021 as I am completing three year of parish life in St. Brigid's Gisborne.

We had begun the year 2020 well with the blessings of the God. Every body thought it would be great year for all. But it was really hard we went through year 2020. Our cities ,parish churches, schools, sacramental programmes, sports business all shut down because of covid'19 last year. This has led to questions like: why I was here? Is the church relevant? Does the church have place in the hearts of the people? Why?

In light of such questions, I challenge you to read and look through this report at what we as a parish and as a church have quietly contributed to our community and our world in the last 12 months. We have over 100 wonderful volunteers providing a multitude of services through ministries, Parish Administration, liturgy committee, interim parish pastoral committee, catechesis co-ordinators, choirs, volunteers of the aged care Oaks and Warrina, our Parish Schools principals, teachers and administration staffs. All these wonderful people involved in our parish and school communities try to live out the vision of our parish - Everything is to be oriented towards the praise and glory of God. And through our work we are the visible presence of God in our world and this is what makes us different. This is why we have been and will continue to be relevant and why we will always have a place in this world.

In conclusion, I would like to acknowledge and sincerely thank our wonderful parishioners, staffs, employees and volunteers , school principals, teachers and administrations staffs who are the face of God to all those they serve. For all the work each of you do in the various ministries of our parish, thank you. To all those that we minister to, I would like to sincerely thank you for the honour and the privilege of serving you in whatever way we can. May God bless you all and may God bless our parish. Fr Vinoth Sandiago

School Education Board Report

St Brigid's Advisory Council AGM - Chairperson's Report 2021

Over the past year, the Advisory Council has continued to work effectively and collaboratively to support the Principal and the school. We've reviewed school policies including the Child-Friendly Child Safe Policy, and provided advice and guidance to the Principal and school leadership on school matters.

Brendan Schneider, our Buildings, Grounds and Maintenance Member on the Advisory Council led two successful working bees where many parents lent a hand to improve our veggie gardens and surrounding areas. A big thank you to the St Brigid's community for getting involved and supporting our school.

In 2020, we learnt of impending changes to school governance, with the school's ownership to be transitioned from the Archdiocese to a new body, the Melbourne Archdiocese Catholic Schools Ltd (MACS). The changes further clarify the role of the Advisory Council (previously called 'school board') that its role is not one of governance but in providing a crucial connection point between the wider school community and school leaders.

Our role as an Advisory Council is to give consideration to, and advice on, important school matters in order to support the principal and the strategic interest of the school. This includes promoting the school's Catholic ethos and culture, articulating and enacting the school's vision and mission, planning and maintaining capital resources, disseminating information about the school and implementing school policies, giving advice on issues such as enrolments and school improvement plans. We expect to learn more about our renewed role and responsibilities throughout 2021.

With a new school being built locally, the Advisory Council will also be considering enrolment trends. Off the back of an informative new website, promotional brochure and school signage, it remains important for us to continue to communicate what makes St Brigid's great, to encourage new enrolments and enjoy a thriving school community.

The Advisory Council enjoys an excellent working relationship with Father Vin, Maree and St Brigid's staff and we thank them for their professionalism and friendship. We continue to function effectively in our advisory role and we welcome the interest of other parents who may wish to join us.

The AGM marks my last meeting as Chair having served two consecutive years in the role. I've really enjoyed the opportunity and look forward to continuing as a Parent Representative and supporting the school.

Brad Addison

Chair - 2020/21

St Brigid's Advisory Council

Education in Faith

Goals & Intended Outcomes

GOAL: To develop authentic and meaningful connections between self, the Catholic faith and the contemporary world.

INTENDED OUTCOME: That students, staff and families will make meaningful connections between their lives, actions and the teachings and traditions of the Catholic faith.

Achievements

Achievements:

2020 saw Father Vinoth Santiago and Amy Hurst settle into their roles in the St Brigid's Parish. In March Father Vinoth Santiago was appointed as our Parish priest. Unfortunately, we were not able to have a celebration to recognise this great news. Melanie Daly continues as our Religious Education Leader and worked collaboratively with Anne-Marie Conte the Religious Education Leader of our sister school, Holy Cross. Father Vin, Maree Morris and Melanie Daly continued to develop strong and authentic partnerships in their collaborative and strategic planning, flexible thinking and positive mindset when navigating the challenges posed by 2020 and the continually changing COVID adjustments.

Sacramental Programs

Our sacramental programs continued in 2020, although they looked considerably different due to COVID regulations. We collaborated with Holy Cross and the catechist program leaders for Reconciliation planning, however, post COVID restrictions, Eucharist and Confirmation were planned and ran independently of both Holy Cross and the catechists. Father Vin came to the school to celebrate the sacrament of Reconciliation with the Year 3 students. Parents were not permitted to attend. Father Vinoth was not able to provide students making their First Eucharist and Confirmation the opportunity to participate in the Sacrament of Reconciliation, prior to their other sacrament, this year due to COVID. Year 4 students prepared for their First Eucharist celebrations in Term 4 and made their commitment in front of Father Vin, Brodie Goricanec and Maree Morris in the school. The commitment was also put in the church bulletin, as well as on the slide show at Sunday Mass. Students attended one of three masses held at the St Brigid's church after school, with one of their parents. Confirmation also occurred late in term 4, over two nights, with each student being accompanied by up to two parents and one sponsor. Year 6's made their commitment in front of Father Vin, Mariah Plumb and Melanie Daly in the church, without parents, or community members. Prayer cards were distributed by both Year 6 and year 4 students within the school community, and students asked individual classes and teachers to pray for them in their preparation, as well as the parish community, through the church bulletin. We were able to hold the Eucharist family activity night online, hosted by Nelson Graham. Unfortunately we were not able to hold one for Confirmation. The Confirmation reflection day was held at St Brigid's, with only St Brigid students, over two half days, led by Melanie Daly. Students of both Confirmation and First Eucharist had a special, individually packaged, celebratory lunch supplied by The Three Little Pigs, on site at school. Prep in Pyjamas (Prep family faith evening) was not able to occur this year.

Masses and Liturgies

We were fortunate enough to be able to celebrate our St Brigid's Feast Day Mass and Staff Commissioning Mass at St Patrick's in Macedon at the beginning of the year. We gathered together for the whole school beginning of the year Mass and Ash Wednesday Mass. Other significant events on our calendar such as Holy Week, and Easter, were delivered by Father Vin via live-streaming. Our Easter paraliturgies were performed in home rooms and the learning street. We announced our Easter raffle over the loudspeaker. Mass attendance was at one stage reduced to those required to celebrate mass and eventually, later in term 4, increased to 20 people. Advent and Christmas were celebrated with reenactments, prayer services and gatherings in our learning areas to comply with COVID adjustments. The St Patrick's Day Mass, as well as the Annual Mission Mass at St Patrick's Cathedral were both cancelled. Family Week was celebrated remotely with Mini Vinnies preparing online presentations. The prep presentation masses, due to occur in November were postponed until 2021. Melanie Daly, Keen Lane-Kerton and Annie Irwin completed their Eucharistic minister training with Father Vin early in Term 1 as part of the development of their own faith journey.

Social Justice

Mini Vinnies continued during Remote Learning #1 and #2 taking actions such as the creation of an Isolation Newsletter for both P-2 and 3-6 age groups, as well as activities and slideshows for Family Week and Indigenous Reconciliation Day. Senior students were not able to participate in a Year 6 social justice sleepover this year. Many social justice activities were cancelled keeping in mind the difficult times many of the families in our community are facing.

Curriculum

Professional development included many online events such as the continued participation in the Religious Education Network and Advent PD, attended by Melanie Daly. Catholic Education Melbourne has supported our growth and learning in both planning and professional learning through shared planning sessions with Pauline Cicutto from Catholic Education alongside our Religious Education Leader. Pauline ran a planning session on how to plan Lent using big concepts at a staff meeting, onsite, early in term 1, pre COVID. Planning sessions have been limited due to COVID, however throughout Remote Learning, Religious Education lessons continued to be planned and provided to students P-6. The whole school community prayerfully meditated and prayed each morning when on site, and this was also a daily ritual during Remote Learning. Staff take time to pray as a group at the beginning of whole staff Professional Development days and before each staff meeting. Religious Education was a focus at review, with positive feedback provided for the use of the Pedagogy of Encounter Tool, encouraging dialogue with teachers and students around big world concepts and how we connect this with religion and current world issues. Teacher confidence in Religious Education planning also rated well. Another strength highlighted at review was St Brigid's commitment to and valuing of one's individual spiritual journey. Reports in both term 2 and 4 were created using an amended format, taking into consideration the challenges that have been during 2020.

VALUE ADDED

Value added:

- Continued development of strong partnerships in the parish and school community

- Continued involvement of parish in sacraments through church bulletin and live streaming of mass
- Continued education, engagement and growth in confidence of staff to plan and teach Religious Education.
- Continued planning and teaching of Religious Education throughout Remote Learning
- Strengthening of CEM partnership in teaching Religious Education
- Continuation of Sacramental program despite the many challenges associated with this due to COVID adjustments.

Learning & Teaching

Goals & Intended Outcomes

According to the annual action plan of 2020, the goal of St Brigid's was to challenge and engage all students to progress through purposeful and informed learning that is underpinned by high expectations. The intended outcome was that student learning growth will improve across the curriculum and that we have strong student motivation and engagement.

Achievements

In 2020 there was a continued focus on developing lifelong learners who used dispositions as a tool to support their learning. We started the year with two purposeful incursions: Lego for the Juniors and billy carts for Middles and Seniors. The incursions focused on developing creativity, collaboration and establishing positive relationships with students and staff. Parents were informed of the purpose of these learning experiences.

Curriculum planning incorporated the use of data and evidence to inform our teaching across all learning areas. There was facilitated planning to support teachers in literacy, mathematics, and learning investigations.

Students remained engaged and motivated through Discovery (P-2), iTime (Middles), Genius Hour (Seniors) and Learning Investigations using the Inquiry Process. Student directed learning and inquiry units of work remain a pivotal component of St. Brigid's approach to learning and teaching as well as curriculum development. St Brigid's was the host of a New Teacher's Discovery Cluster Day in February which showcased our journey and shared ideas. The 3-6's implemented a new process in their iTime/ Genius Hour, focusing on the Make/Know/ Do/ Act cycle inspired by educational consultant Deb Vietri and Vanessa Willis.

Teachers have been working closely with Vanessa Willis in planning sessions, to increase teacher capacity at effectively integrating literacy, numeracy and religious education into their inquiry units. The approach to all these areas enhances differentiation and achievement and extension at all levels. Due to COVID-19 learning experiences were a little different but students were still able to participate in a wide range of activities that were engaging and supported their inquiry units. The senior students attended an excursion to the Jewish Museum in St Kilda in March, where they learned about their rich history and culture.

Teachers continued using the SMART spelling approach to support the literacy program and Spelling was taught each morning throughout the school. Bookmaking was reinforced in the Junior learning area for writing, using focus texts to demonstrate the craft of authors and illustrators. New and current staff members participated in professional development sessions face to face and online to strengthen their understanding of the approach. Students have displayed a positive attitude towards having a choice in what they can write about.

Many events were cancelled due to COVID-19 these included; inter-school sports, NAPLAN, GRIP Leadership Conference, Whole School Athletics, Middles & Seniors Camps, Preps in Pyjamas, Year 6 Social Justice Sleepout, Juniors Movie & Tea Night and Year 2 Sleepover.

However, we were able to have a St Brigid's Show Day at the start of Term 4 to celebrate the return back to onsite learning and promoting student connections.

Due to COVID restrictions on site, keyboard, singing, choir and guitar lessons were not available but continued in an online format.

In addition, programming continued to support our curriculum needs and the local community. Our intensive swimming program remained part of our curriculum with students attending during fourth term. St. Brigid's swimming sports were held at the Gisborne pool, All these events are an annual event on our calendar.

Our four specialist classes are Japanese Through Sustainability, Performing Arts, Physical Education and Visual Arts. The Explore Galore program, which runs during Term 3 and 4, continued to run in an altered form due to COVID restrictions. We value the power of student choice that our specialist program allows, and so provided an intensive Explore Galore program in year levels over 2-week blocks.

St Brigid's received a \$20,000 grant from the local government for an outdoor classroom, which aims to be used for Japanese through Sustainability classes in the coming future. The Japanese through Sustainability teacher and the senior students created a bee garden for the whole school to further deepen their sustainability knowledge. The creativity of the students has been on display as the year 6 students have worked on a legacy mural behind the portables, which encompasses bright colourful paintings that reflect their time at St Brigid's over the years.

Student's learning achievements were celebrated and goal setting for future growth were discussed during Parent/Student/Teacher conversations which were offered to families. In line with CECV guidelines reports were modified for both Semester 1 and 2. They were made available to parents online via the parent portal on Nforma.

STUDENT LEARNING OUTCOMES

Years 3-6 teachers started using Essential Assessment. This is an online assessment program, to support students learning in the area of mathematics. Essential Assessment implements a differentiated online assessment and curriculum model that diagnostically assesses each student and identifies areas for student growth. Pre and post-testing is used and the teachers interpret the data and ways that they can best meet individual student needs. Numeracy intervention and extension were run in small groups and/or in-class support from P-6. During Remote Learning sessions were run online.

As part of our goal to engage students in purposeful and informed learning we participated in the Arcots, Melbourne University Assessment Program from which we receive data twice a year, to inform our teaching in the area of reading. Teachers focused on individual differences,

learning styles while trialling, and evaluating many ways to meet individual student needs and ensuring effective feedback was a focal point.

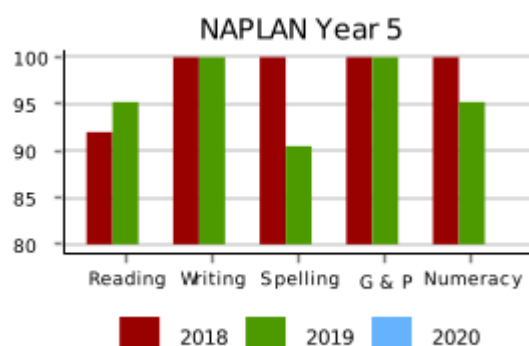
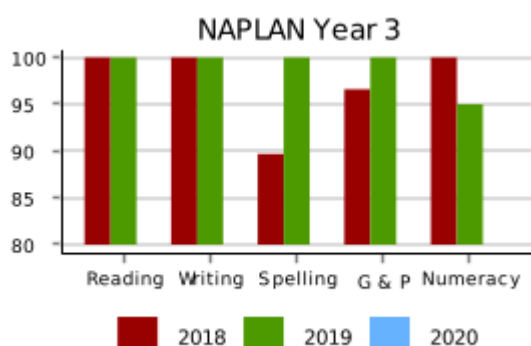
PAT Assessments were used throughout 2020 to assist teachers in measuring a student's knowledge, skill and understanding while identifying their learning progression. Data was used to inform teaching and learning.

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | |
|--|-------|-------|-------------|------|-------------|
| NAPLAN TESTS | 2018 | 2019 | 2018 – 2019 | 2020 | 2019 – 2020 |
| | % | % | Changes | % | Changes |
| | | | % | * | * |
| YR 03 Grammar & Punctuation | 96.6 | 100.0 | 3.4 | | |
| YR 03 Numeracy | 100.0 | 95.0 | -5.0 | | |
| YR 03 Reading | 100.0 | 100.0 | 0.0 | | |
| YR 03 Spelling | 89.7 | 100.0 | 10.3 | | |
| YR 03 Writing | 100.0 | 100.0 | 0.0 | | |
| YR 05 Grammar & Punctuation | 100.0 | 100.0 | 0.0 | | |
| YR 05 Numeracy | 100.0 | 95.2 | -4.8 | | |
| YR 05 Reading | 92.0 | 95.2 | 3.2 | | |
| YR 05 Spelling | 100.0 | 90.5 | -9.5 | | |
| YR 05 Writing | 100.0 | 100.0 | 0.0 | | |

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

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

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



Student Wellbeing

Goals & Intended Outcomes

Goal:

To empower students to reach their potential and make a positive contribution to the contemporary world, through a culture that fosters the Gospel Values, positive interaction, engagement in learning, resilience and a sense of wellbeing.

Intended outcomes

That student learning engagement increases, maximizing students' sense of wellbeing and connectedness to school, community and their learning.

That inclusivity and connectedness is sustained and enhanced for all students.

To embed a consistent approach to social-emotional learning.

Achievements

Wellbeing

The Wellbeing Team welcomed Mel Daly as Student Wellbeing Leader, and Jenny Lunn as Pastoral Care Officer to support students, staff and families across a variety of wellbeing needs. Maree Morris (Principal) and Chek Stevens (Learning Diversity) complete the Wellbeing Team. Throughout Remote Learning, the team met weekly to ensure student wellbeing was the highest priority during the challenging lock down period. Regular 'check in' calls were conducted to both staff and parents throughout Remote Learning, ensuring the school bonds remained tight during the challenging period.

PBL

Throughout 2020 we continued working towards our Positive Behaviours for Learning (PBL) rollout. The St Brigid's PBL team, who meet fortnightly, consists of Brodie Goricanec (PBL Leader), Maree Morris, Leigh Shore, Mariah Plumb and Chek Stevens. PBL is an educational process that brings together the whole-school community to contribute to developing a positive, safe and supportive behaviour culture. The PBL framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. PBL provides a framework for positive interactions and behaviours, with specific agreed-upon expectations and actions developed, taught, and monitored across the whole school.

In 2020, the PBL Team worked on many facets of the program, including :

- Writing of explicit lesson plans
- Completion of the St Brigid's Behaviour Matrix
- Creation of the behaviour flowchart and reinforcement system
- Development of our PBL mascot

Due to COVID19, the decision was made to postpone the rollout of PBL to the school community until Term One 2021.

The students continued working through the Social and Emotional program, 'Respectful Relationships'.

Learning Diversity

Throughout 2020, whether teaching and learning 'face to face' or 'remotely', individual needs were catered for through strategic and targeted teaching and support. Differentiation occurred in a variety of ways, for example, targeted interventions, task adjustments, social and emotional support, behavioural support, and environmental adjustments.

Throughout the year staff completed the Disability Standards of Education, Mandatory Reporting Modules, and Reportable Conduct training. Some staff members also completed online training in the management of complex behaviours.

Evidence of the adjustments made were collected and collated in our annual NCCD (National Consistent Collections Data) submission.

Program Support Group (PSG) meetings were held for students included in our NCCD count. For students with complex behavioural needs, CEM Behaviour Consultant Susan Ongarato worked with staff to develop targeted Behaviour Support Plans and Personalised Learning Plans.

Peer support

Our Peer support initiatives again provided transition support for Prep students, with each Prep buddied up with a Year 5 and Year 2 student. Even though the buddy program was amended due to COVID, the relationships built ensured that our newest school members developed strong links with others throughout the school community.

New Prep students were also supported through a transitional program provided by CEM for students with additional needs, and each Prep student attended an appointment with the School Nurse, who shared her findings with both the parents and staff.

VALUE ADDED

Wellbeing initiatives during the Remote Learning period included Fun Fridays, WhizzBang Wednesdays, Catchup Cafes, social meets, and individual student support. When onsite learning resumed, the whole school celebrated with the theme, 'Back Together'. Activities promoting fun, unity, and connectedness were completed over the first two weeks of onsite learning, culminating with the amazing St Brigid's Show Day!

The 'St Brigid's Staff Connections' group was established in 2020 to ensure open discussion about, and promote Staff Wellbeing. The Connections team worked with Wellbeing consultant

Chris Egan to develop a shared understanding of the importance of looking after our mental health and wellbeing.

Extra Curricular Groups and Events

The pandemic could not stop the Mini Vinnies, who ran online events to support members of both the St Brigid's community and beyond. Other online events, including 'silly sock' and 'crazy hair and clothes' day were held to support community groups and raise the spirits of students during Remote Learning.

Upon returning to 'face to face' teaching and learning, lunchtime clubs became a popular way for students to spend their break times. From gardening to dungeons and dragons, lego to knitting, there was a lunchtime club to suit everyone!

Camps and Excursions

Due to the interrupted year, camps and most excursions were unable to occur. Staff strived to replace these with a variety of experiences during both remote and onsite learning. In September, students experienced an alternate style of school camp, with the Specialist team conducting 'IsoCamp' for all students Foundation to Grade Six.

STUDENT SATISFACTION

During Remote Learning Maree Morris and Melanie Daly worked through the entire family directory to ensure that each and every family had been phoned and checked in with. These conversations were centered around family wellbeing first and foremost, followed by feedback around Remote Learning, with parents being asked for the positive and negative of their experiences. This ensured the learning was delivered in a way that supported students and families whilst addressing all students learning needs and requirements at the time. The message for families was; It will be different, It will be okay. Go gently and don't think you have to do everything. Feedback, on the whole, was extremely positive from families, and the contact was greatly appreciated.

Maree Morris and Melanie Daly also ensured that as a combined team, they contacted every staff member each week. This was done on a rotational basis so both Maree and Mel spoke to every staff member over the fortnight. Again conversations centered around wellbeing, and feedback regarding Remote Learning. Each remote staff meeting, staff were encouraged to share their experiences with the group, and check in.

St Brigid's completed their four-yearly review during Remote Learning. As part of the process, parents engaged in dialogue with the reviewer in relation to student and parent satisfaction and feedback.

STUDENT ATTENDANCE

When students are attending onsite learning the teacher who has responsibility for the class marks attendance through our NFORMA program. This occurs twice a day, before 9.30am and again, after 2.10 and before 3pm. After 9.30am an SMS is sent to families whose child is not in attendance, if they have not already contacted the class teacher or the office to advise of the absence. The attendance for the day is printed out in the office at 3pm.

During COVID, when students were engaging in learning remotely, they would be required to make contact with the school at least once during the day, prior to 2pm to be marked as present. This indicated they were engaged in some form of learning for that day. Contact included; liking one of the teachers or educational support staff posts, uploading work, emailing a staff member, joining a google meet or a parent making contact with the office on the child's behalf. Should staff not have heard from a student by 2pm, the office would be informed and parents contacted via SMS for confirmation of the student's attendance or absence from learning tasks on that day.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

| | |
|----------------------------|-------|
| Y01 | 93.5% |
| Y02 | 94.2% |
| Y03 | 93.7% |
| Y04 | 93.8% |
| Y05 | 95.0% |
| Y06 | 94.0% |
| Overall average attendance | 94.1% |

Child Safe Standards

Goals & Intended Outcomes

St Brigid's Catholic Learning Community places the highest value on the safety, care and wellbeing of all children and young people. Throughout 2020 our goal was ensure the wellbeing and safety of all students - especially as we went into remote learning.

- To continue our commitment to providing a safe environment for all children and young people - onsite and off site.
- To reinforce the understandings and actions related to child safety and well being
- To strengthen student understanding of and commitment to child safety

Achievements

Achievements

The reviewing and embedding by all staff of policies and commitments into every day practice

Professional learning of teachers, non-teaching staff and volunteers

Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'

- Establishing and maintaining strict procedures for ensuring all mandated requirements are completed including Working With Children Checks and Child Safety Professional Development for all staff members.
- Additional ESO supervision duties
- Regular meetings of the Well Being Team
- Employment of Pastoral Support Worker
- Upholding and embedding St Brigid's culture of active supervision
- Initiating student well-being calls, videos and meets during lock down
- Onsite supervision for children of essential workers and vulnerable students
- Reportable Conduct Scheme - Ensuring all staff members complete online training requirements.
- Following mandated practice in regard to - allegations of child abuse and child-related misconduct by employees & volunteers
- School Attendance Guidelines - Refining school processes for monitoring student attendance and strategies to be implemented where their safety or welfare is of concern - including SMS notification for absence

Student participation and empowerment strategies

Strategies addressing the principle of inclusion

Human Resources practices (recruitment, supervision, performance review)

- Developing students' awareness and understanding of child abuse and harm through programs such as Rights, Responsibilities and Respectful Relationships.
- Ensuring all students are given and encouraged to use their voice, so as to speak out in regard to unsafe practices or abuse.
- Inform students in regard to Child Safety through initiating and dispalying Child Friendly Child safe Policy.
- Ensure all mandated and best practice procedures are followed in regard to recruitment and performance review including referee checks, clear induction and Annual Review Meetings.

Child safety - Risk Management practices

- Ensuring all staff members, including Fr Vinoth read, understand and sign Child Safety Code of Conduct.
- Child Safety continues as a standing item at all meetings.

Leadership & Management

Goals & Intended Outcomes

Goal:

To build a leadership climate characterised by strengthened clarity, ownership, partnership and trust where all members of the community are engaged in developing St Brigid's Catholic Learning Community as a vibrant learning community

Intended outcome:

That all members of the community are supported to become more collaborative, responsible and accountable learners and leaders, in an organizational climate characterised by strengthened communication and engagement.

Achievements

2020 started as any other.

Our goal foci of clarity, ownership, trust and collaboration and responsibility lead our leadership discussions, schedules and forward planning.

We met as a whole staff from January to complete our professional development sessions, review our staff handbook, and to fulfill mandatory reporting training, child safe standards, OHS training (via the SafeSmart Solutions portal) and reportable conduct requirements.

2020 was for St Brigid's a review year - an opportunity to interrogate our practices and goals, identify areas of success and areas for future foci and growth. Whole school review also inspected VRQA minimum standards. Thus leading up to and in 2020, data was collated to evidence VRQA compliance, policies were reviewed by staff and renewed or developed as necessary. We worked with Martin Tennant of Safe Smart Solutions to file our documentation on the Safe Smart Solutions Portal, thus giving us additional structure and clarity in ensuring all documentation is relevant, compliant and accurate.

Then in March 2021 Covid 19 interrupted the world. We went into two extended lockdown periods and life throughout the world changed as never before.

Remote Learning: Our foci of engagement and strengthened communication became priorities.

Staff, students and families adjusted all aspects of their life, with a huge number of parents working from home and students involved in online schooling. Staff extended their skills to teaching remotely. Well being of all members of the community became our priority. We continued to provide supervision for children of essential workers and vulnerable students and supervision attendance ranged from 1 student to approximately 20 with the average being around 10. Maree and Mel made regular check in calls to staff and families throughout the year.

CEM provided us with operations manuals with continually updated adjustments and regulations. Student teachers and Educational Support Officer placements were postponed until term 4.

Staff members approved Long Service Leave was postponed and in the majority of cases has not yet been taken.

Students academic reports were modified and adjusted for COVID impact.

The Employee Assistance Scheme was accessed by a number of staff and covered financially by the school, as required. Staff well being was strengthened through our continued work with UMNOS (University of Melbourne Network of Schools). The project focus changed due to Covid - with staff well being given a priority. We Worked with Chris Egan from Melbourne Uni - focusing on wellbeing, positivity and gratitude and from this our staff group 'Collective' was born, aiming to support staff and their wellbeing.

Review:

2020 was the fourth year of our four year School Improvement Framework and thus our year for Review. We were offered the opportunity to postpone due to COVID however, reflective of the St Brigid's 'Can Do' approach we decided to continue and with the staff working onsite or remotely as teams or with our Regional Leadership Consultant Joe Scerri, and/or CEM Faith Leader, Pauline Cicutto undertook the process in a positive, reflective and strategic manner. We were very pleased with the process and the final report.

Mary Lovelock was our external reviewer and was accompanied throughout the process by Gaynor Robson-Garth who was undertaking training for the Reviewer's role. We received strong, positive feedback and the new recommendations will lead us into the next School Improvement Cycle. These recommendations include:

As St Brigid's Primary School Gisborne 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:

- Develops a school-wide pedagogical framework that is evidenced-based and underpinned by a clear and ongoing evaluation process.*
- Builds teacher capacity to use data and evidence to inform learning and teaching and wellbeing and to monitor the effectiveness of student outcomes.*
- Strengthens the performance and development culture through involvement of leadership, peers and students in teacher observation and feedback.*

We began our transition to Melbourne Archdiocese of Catholic School Governance and thus invested time completing our RFI (request for information) so that MACS would have access to all documentation as required. In addition we began our transition to our new school administration system, ICON, which will replace SAS.

Throughout 2020 we received 33 Prep Enrolments for 2021 even though enrolment tours were cancelled or conducted off site in line with COVID adjustments. New enrolment interviews were conducted online. Prep orientation was conducted although with a modified format.

Our promotional brochure and website were updated and additional advertising sent out in newspapers

Kinder discussions and visits were conducted by our Prep teacher Keena Lane-Kerton

Professional Development.

Professional development moved online, as did Principal Learning Collective and Deputy Principal networks, Religious Education network and Well Being network. Mel Daly also completed NESLI Wellbeing modules. Principal network gathering were postponed until term 4

Staffing

In 2020 Kath McCann continued her transition to retirement. We welcomed new staff members; Leanne Humphreys ESO, Jenny Lunn ESO/Pastoral support worker - chaplaincy funding, Nicole Lunn - Junior school, Jackie Schober continued in the Art role 2020, Steph Briggs - Middle school.

Mariah Plumb 3-6 and Keena Lane-Kerton P-2 were appointed as level leaders and achieved excellent results by facilitating planning with the Junior/Foundation and Senior/Middle teams. Late 2020, Petrina O'Grady was appointed as Leader of Learning and Teaching for 2021.

Throughout the challenges of a COVID impacted 2020 we continued fortnightly Principal and PP meetings with Fr Vinoth and Tony Falls from Holy Cross

Governance model was discussed at a great number of briefings, with many of these being remote.

Maintenance, management and safety continued to be a huge focus:

OH&S inspection of adventure playground

Tree report obtained and repairs undertaken

Floods and repairs; boys toilets and prep area

Change of cleaner contractor

Grant received for building master plan to commence 2021

Water leak discovered and repaired

Grass works established with ongoing maintenance

Fortnightly scheduled finance meetings were held with Maree and Accountant (Michelle O"Gorman). Mel Daly, our Deputy Principal also attended a number of these meetings.

Regular building meetings were held with Michelle, Elvis (architect) and Maree

Maree attended finance sessions at Catholic Leadership Centre, focusing on the budget and working with our CEM business partner.

Maree also retained an executive position on the Victorian Association of Catholic Primary School Principals. (VACPSP).

Throughout the year our goals to strengthen the community and deepen clarity, ownership and engagement, influenced our actions, accountability, discussions, directions and team efforts. Thank you to all. Maree

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Professional Learning for 2020 was mainly online, undertaken by all staff members in some form and included:

University of Melbourne Network Of Schools - Chris Egan - Whole staff well-being focus

Planning with Vanessa Wills

Planning with Deb Vietri

Planning with Pauline Cicutto

ARCOTS

First Aid

Mandatory Reporting

Smart Spelling

Reportable Conduct

Principal Network

Principal Development Program

Principal Reference Group

Deputy Principal Network

Religious Education Network

Well- Being Network

Maggie Farrar PD - Well Being in Leadership

Learning Diversity Mass

New to Discovery PD

Student-Directed Learning

CEM - Student Behaviour

Discovery Cluster

Positive Behaviour for Learning

SWIS

Sustainability

STEM

New to Book Making

Union PD

Mathematics - Essentials

ICON

Governance - MACS

NESLI - Deputy Principal Development

CEM Behaviour - Consultant Susan Ongarato - Behaviour Plans

Even though COVID 19 interrupted us, we still continued to focus on the learning - staff and students alike.

because ... it's all about the learning.

Number of teachers who participated in PL in 2020

30

Average expenditure per teacher for PL

\$1650

TEACHER SATISFACTION

As the CEMSIS survey was not taken in 2020 I have included data from the School Review report to reflect teacher satisfaction:

Reviewer insights:

There is an emphasis on the importance of exploring the notion of one's spiritual journey. This has led to a more meaningful understanding and dialogue on faith and Catholic identity for teachers as well as students.

Teacher confidence in implementing the RE guidelines is strong and is assisted through facilitated planning and professional learning. Continuing to build teacher capacity to extend student skills in explaining gospel stories that moves beyond literal understanding would be beneficial.

Curriculum design and teacher capacity are contributing to flexibility in integrating RE into other curriculum areas. This is providing authentic experiences for students to connect to real life issues through learning investigations.

There is evidence of an explicit shift in the focus of social justice that is moving towards a broader understanding of Catholic Social Teaching. This is beginning to address the challenges of strong student preference for RE centred on Christian values. The school is encouraged to continue to strengthen this approach.

There is some development of processes for assessment through the use moderation of student work. A systematic approach, together with engagement in the RE pedagogy tool, could provide insightful data on student learning.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

96.5%

ALL STAFF RETENTION RATE

| | |
|----------------------|-------|
| Staff Retention Rate | 80.8% |
|----------------------|-------|

TEACHER QUALIFICATIONS

| | |
|--------------------------|-------|
| Doctorate | 0.0% |
| Masters | 7.1% |
| Graduate | 28.6% |
| Graduate Certificate | 0.0% |
| Bachelor Degree | 85.7% |
| Advanced Diploma | 21.4% |
| No Qualifications Listed | 0.0% |

STAFF COMPOSITION

| | |
|---------------------------------------|------|
| Principal Class (Headcount) | 2.0 |
| Teaching Staff (Headcount) | 15.0 |
| Teaching Staff (FTE) | 10.9 |
| Non-Teaching Staff (Headcount) | 11.0 |
| Non-Teaching Staff (FTE) | 5.5 |
| Indigenous Teaching Staff (Headcount) | 0.0 |

School Community

Goals & Intended Outcomes

Goal:

To strengthen and grow authentic collaborative partnerships with the Parish, families and the broader community to enhance connectedness and improve student learning

Intended outcome

That connections and partnerships between home, school, Parish and the broader community are strengthened in order to benefit student learning, wellbeing and faith development

Achievements

2020 Community Achievements

Though we experienced a huge impact due to COVID adjustments our links and responsibility to the community were as strong and in many cases stronger than before.

We started the year with our Welcome BBQ & Footsteps Incursion, including Grooving Guitars and our whole school swimming carnival.

When Covid adjustments came into play we enacted new or existing, adjusted actions...

- Maree and Mel made ongoing phone calls to families - checking in and supporting as needed
- Video messages and updates - to keep the community informed and to help overcome 'email fatigue'
- Sustainability saw parental help to line the outdoor classroom, numerous grant applications were sent out
- Indigenous Literacy focus through Mini Vinnie's slide show during Remote Learning #1
- Our Seesaw app became vital and used throughout remote learning more extensively than ever before.
- Mother's Day and Father's Day we sent out specially made bookmarks promoting our Catholic Identity and celebrating Fathers/Mothers.
- Seesaw staff messages were sent for mothers and fathers on their special days
- ANZAC day ceremonies - school leaders placed wreaths at the memorial in Gisborne, in a socially distanced way
- Videos and musicals - with invitations for inclusions from all community members - well-being the focus
- Visits and transition to secondary colleges online -
- Prep orientation adjusted for 2021

- Mary-ann Thomas presented our Grant and also awards
- Bendigo Bank grant application
- Numerous applications to support sustainability
- PFA fundraisers - included casual clothes days
- St Bs Spoonville - a colourful creation out the front of the school, visited by school and local families to celebrate our connectedness during the lockdown and reported on in local news and through publications in other schools
- Salesian and Sacred Heart scholarships
- St Brigid's Remote Camp - with our specialist team visiting each home with a 'Camp' pack
- And then right at the end of the year.....Year 6 Graduation Mass (outdoors), dinner and Fun Fields Excursion....What a great way to finish off a super challenging year.

Mary Lovelock provided the following insights during the 2020 review process and provide evidence of the

Community achievements:

- A culture of welcome and hospitality permeates the school. Students, staff and families feel known, valued, trusted and respected.
- The school's Catholic identity is manifested in positive relationship, hospitality and strong connection to the local parish, secondary schools and broader community. The liturgical and sacramental programs, religious iconography and mission statement displayed at the school reception area also contribute.
- The school is attentive to the wellbeing of students through the implementation of evidence-based strategies. Developing clear and explicit goals and objectives and regular review and evaluation could be embedded to ensure strategies and intervention support are addressing student growth and emerging student requirements.
- While the school is strong on parental involvement, parent engagement in student learning could benefit from building on the learnings from the recent school-directed home-schooling experience. Exploring different ways to engage parents such as increased use of technology and parent forums could be starting points. It could assist in promoting the school's approach to learning to the wider community.
- The school actively engages in partnerships with the local community including Catholic secondary schools. The School is encouraged to further explore mutually beneficial partnerships to enhance student learning and wellbeing outcomes.

Throughout the year our actions, adjustments and foci were guided by our goal and the well-being of all in our community. Together we grew and supported one another.

PARENT SATISFACTION

In 2020 we underwent School Review. As part of this process, Reviewer, Mary Lovelock interviewed parents:

The following is data collected in these interviews.

"Parents - Representatives across school (5)

Parents are invited to be involved in many aspects of the life of the school. There is opportunity to

capitalise on recent experiences of remote learning and explore ways to engage parents as informed

partners in the school's approach to contemporary learning and teaching and student wellbeing.

The school engages with the local community and is encouraged to further

explore partnerships to enhance student learning and wellbeing outcomes through collaborative

planning, clear and explicit goals and objectives, and regular review and evaluation of programs.

Staff, parents and students strongly endorse learning investigations and student choice in self-directed learning.

A culture of welcome and hospitality permeates the school. Students, staff and families feel known, valued, trusted and respected.

While the school is strong on parental involvement, parent engagement in student learning could benefit from building on the learnings from the recent school-

directed home-schooling experience. Exploring different ways to engage parents such as increased use of technology and parent forums could be starting points. It could assist in promoting the school's approach to learning to the wider community.

Opportunities for parents to be involved in the school and the parish are strongly encouraged."

Anecdotally, parent satisfaction can be interpreted as high.

Future Directions

Priority 1 - Enhance Catholic Identity

Goal: To nurture, celebrate and share our Catholic identity by bringing faith, life and culture together into dialogue with the family, parish and community

That an RE curriculum and pedagogy will be developed that encourages students to be in dialogue with their faith in the context of their lived experience and contemporary culture.

That the prayer and liturgical life of the school be meaningful and inclusive and provide a focus for our mission as a Catholic school

Priority 2 - A school-wide pedagogical framework

Goal: To develop a school-wide evidence-based pedagogical framework

That learning will be differentiated to meet students' individual needs and focussed on improved student outcomes

That evidence-based pedagogical learning will be evident

That opportunities for student voice will be further developed (2022)

That student wellbeing will be enhanced through authentic engagement.

Priority 3 - Further develop a Performance and Development Culture

Goal: To strengthen the Performance and Development Culture of St Brigid's Learning Community

That capacity of staff will be enhanced in line with their professional learning plans to improve student learning outcomes

That a data analysis plan will be developed, implemented and monitored

That teacher observation and feedback protocols and expectations will be developed

That student leadership opportunities will be further enhanced

Priority 4 - Maintain and enhance links between St Brigid's, the wider Parish and local community

Goal: To maintain and enhance links between St Brigid's, the wider Parish and local community

That parents engagement in the learning process will be enhanced

That the school builds sustainable community partnerships for improved student learning outcomes