

St Monica's Primary School Moonee Ponds

2020

Annual Report to the School Community



Table of Contents

Contact Details	2
Minimum Standards Attestation	2
Our School Vision	3
School Overview	4
Principal's Report	5
School Education Board Report	7
Education in Faith	9
Learning & Teaching	11
Student Wellbeing	17
Child Safe Standards	21
Leadership & Management	23
School Community	29
Future Directions	36

Contact Details

ADDRESS	20 Robinson Street Moonee Ponds VIC 3039
PRINCIPAL	Peter Moore
PARISH PRIEST	Fr. Tony Feeney
SCHOOL BOARD CHAIR	Mrs. Angela MacNamara
TELEPHONE	03 9375 1132
EMAIL	principal@stmonicasmp.catholic.edu.au
WEBSITE	www.stmonicasmp.catholic.edu.au
E NUMBER	E1058

Minimum Standards Attestation

I, Peter Moore, attest that St Monica's Primary 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.

21/05/2021

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

Our School Vision

With Jesus Christ as the centre of our being, St Monica's Parish Primary School strives to enhance the unique potential and spirituality of all students by:

- Living out the Catholic faith through the sacramental, prayer and liturgical life of the parish school community and empowering students to live out the Gospel values
- Promoting strong partnerships between all members of the school community in an environment where all feel welcome, safe, respected and valued
- Developing inquiring minds and critical thinkers by engaging students in a challenging, fun, supportive and caring learning environment in which the individuality and dignity of all students is recognised and nurtured
- Developing lifelong learners through an inclusive curriculum which focuses on achievement and the development of the whole child - spiritually, academically, socially, emotionally and physically
- Providing a staff committed to teach and learn together in an atmosphere of mutual respect and in the pursuit of excellence
- Maintaining a supportive learning environment through shared leadership which focuses on the importance of comprehensive school improvement



School Overview

St. Monica's was established in 1855 as a Chapel/School in Glass Street Essendon to cater for the growing number of Catholic families in the early years of the Victorian colony. After more than two decades of successful education, the school outgrew its land-size and was relocated to Robinson Street in 1880. The Sisters of Charity assumed the principalship and staffing of the school in 1884. In 1918, boys and girls from years three to six were separated into two distinct schools. St Monica's Boys' School was opened and run by the Christian Brothers. After seven decades of working for the parish, the Sisters and Brothers found it more challenging to staff the schools with religious. A decision was made in 1984 to amalgamate the boys' and girls' schools into a coeducational Parish school and a lay Principal was once again appointed.

The school aims through its vision to provide an individualised and engaging program for each student. In forming a strong partnership between teachers, students, parish and community, the Gospel values of faith, hope and love are maintained.

Our current enrolment is 529. There are 46 teachers (full-time and part-time) and 10 non-teaching staff. Specialist staff include ICT, Performing Arts, Music, LOTE (Italian), PE, Mathematics & English Enrichment, Mathematics & English Intervention, Visual Arts and Reading Recovery.

The school has 21 classrooms. They comprise three classes of each level from Foundation to Year 6 with an average class size of 27 children. The school is spread across two sides of Robinson Street. The Foundation children are located together in one building of three classrooms. In December 2010 the Year 1s and 2s moved into a new purpose-built learning area. The Middle School building refurbishment was completed June in 2012. The Senior Learning Centre was completed throughout 2016 and was ready for the beginning of the 2017 school year. This space is an exciting new addition as we continue to respond to the needs of the 21st century learner. There are three main playground areas and two adventure playgrounds. School assemblies are held in the undercover area, the parish hall and the church.

The Parish Education Board work with the Parish Priest and Principal to support the school's goals. Parent support and involvement is very high and a strong overall feature of this community. Family masses, Parents Association functions, community days and working bees foster a strong community. St. Monica's has a well-established Out of School Hours program. The school website, weekly newsletter and Smartphone App keep parents informed about current issues and upcoming events. St. Monica's main feeder schools are St Columba's College, Ave Maria College and St. Bernard's College, Essendon.



Principal's Report

It is safe to say, that the year 2020 was like no other in living memory. The year itself was dedicated by the UN to the worldwide study and appreciation of plant health. Little did we know that we would soon yearn to be out of 'lockdown' among our community's gardens and forests. Our appreciation of nature was taken to a whole new level.

I cannot thank our parents enough for their hard work in supporting their children through the online learning experience. For many parents, forming a strong partnership with classroom teachers throughout the day often meant delaying parents' own work until the end of the home-learning day. The pressures on families being in both lockdown and in a home learning environment were enormous and their resilience was no doubt tested.

I would like to thank all members of the Staff for their hard work and dedication throughout a difficult year. I cannot speak highly enough of their dedication to the students and their learning. The staff learned a lot during this experience; it reinforced to us how important the student-teacher relationship is and how difficult it is to translate in-person experiences to the online world.

The challenges associated with the pandemic resulted in significant changes to our daily learning arrangements, but also affected many long-held rites of passage within our primary school. It was very disappointing to cancel the following: camps, excursions, sporting events, sacraments, drama productions and numerous community events. For many of the senior students especially, it was a disappointing year and we acknowledge their resilience during difficult circumstances.

Among the staff we coined a phrase, 'to mine for gold' when looking at our experience with Covid-19. Whilst many aspects of the pandemic forced us to work in less-preferred ways, we have to reflect deeply and say that one nugget of gold has been the increase in collective knowledge about online connectivity. Before the pandemic erupted, very few staff had experienced online meetings, let alone online teaching. I was very proud of the way our staff mastered the required skills in a very short timeframe. Our knowledge and use of ICT went 'through the roof' so to speak, and I am very grateful to Mrs. Danielle Tulloch who guided our every step in the introduction and maintenance of all things related to devices and the necessary software to run them.

When we embarked on 2020, our aim was to participate in the CEM cyclical review process, designed to give the school renewed goals for the next four years. We were very keen to undertake this process of celebration and renewal. Unfortunately, the pandemic prevented this from happening and during the process of preparing for the review, we were asked to consider options for deferral to 2021. It was very hard to consider continuing with a review when staff were working off-site, so we accepted the fact that deferral was the best option for the school.

The year was further dampened by my own unexpected health concerns and I sincerely thank Christine Lo Giusto for her preparedness to take on the position of Acting Principal during Term Four. Together with Mary Poupounaki as Acting Deputy Principal, the members of the school's Leadership Team did a magnificent job of providing

seamless and consistent leadership during this difficult time. I am most grateful for their collective efforts, led by the very capable Acting Principal.

My thanks go to our Parish Priest, Fr Tony Feeney, Assistant Priest Fr Andrew Choi, the Chairperson of our School Advisory Board, Mrs Angela MacNamara and the parents who served on the SAB: Andrew McCleave, Gerard Carew, Mark Blackmore, David Garvey, Daryl La Fontaine, Joe Pane, Frank Cerra, Michelle Christian, Paul Sharkey, Joanne Drummond, Alma Kennedy and Jacqueline Le Grand-Condello. I also thank the President of our Parents Association Mrs. Carmel Rugolino and all the members of the PA. Through their collective good-will and support, both the PEB and the PA were most effective and dynamic groups.

The year 2020 was one that no-one either foresaw or wanted. The one positive that I can glean from it, however, was the realisation that as a human family we saw a degree of unity, empathy and connectedness that has not been seen across the globe for some time. In that unity, however, there were also challenges. As the world collectively held its breath for a suitable vaccine, it soon became clear that that countries would soon compete with each other for access to effective vaccine roll-outs. Our call to justice is embedded in our Mission to prioritise the rights of poor. We have important work to do in Catholic education and this challenging gives us the Missionary zeal to continue our good work in both our local and global communities.

St Monica's School has been an important part of our parish community since 1855. In the history of the school there has never been a year like 2020 and we look forward with optimism to a better year in 2021 when hopefully the global community will begin to find a new normal. We pray that all people in our world live in good health, and inter-connectedness is once more a feature of our global family.

Peter Moore

Principal



School Education Board Report

It is fair to say that this year has been nothing short of challenging to all of us all in any number of ways. Yet I am able to reflect on the strength that truly underpins the capacity of the St. Monica's school community. Never has it been more rigorously tested than in 2020, as we as a community have collectively supported each other, students, teachers, and families alike, building and strengthening relationships despite the atrocities the pandemic has left in its wake.

If ever there was a time to further honour the value of our Teachers, it is noted. We simply cannot begin to find the words to express our sincere gratitude for standing up to the challenges and changes in their own lives, while adapting to the moving feast that has been our lived experience. Our teachers have continued to hold our children front of mind. It truly is a vocation.

The Parish Education Board (PEB) continued to work collaboratively and constructively, embracing the opportunity to work remotely while overseeing the shared goals of the Parish and the school. There have been fraught decisions at times, never made lightly in the absence of careful consideration by a dedicated team of individuals who bring with them varied backgrounds both personally and professionally. I owe each of them a very deep gratitude for what they have generously brought to the table.

It is my fourth term as Chair to work with these outstanding individuals, some of whom had previously determined it to be their final year, but graciously extended their services to continue in their roles given the uncertainty of the pandemic. Our penultimate PEB consisted of Andrew McCleave, Gerard Carew, Mark Blackmore, David Garvey, Daryl La Fontaine, Frank Cerra, Joe Pane, Joanne Drummond, Jacqueline Le Grande-Condello, Alma Kennedy, Michelle Christian, and Paul Sharkey, with our Ex-Officio Members Fr. Anthony Feeney, Peter Moore (Principal) and Christine Lo Giusto (Deputy Principal). Maria Muller is the irreplaceable connection that brings us all together in her role within the PEB in addition to her administrative role within the broader school.

With most events cancelled this year, we have worked to realise the following projects while supporting and guiding through the dissents encountered throughout the pandemic through policy review; completion of the OSH renovations; assisting with the somewhat subdued and underwhelming celebration of World Teacher's Day, when it became increasingly evident of the real roles our Teaching staff undertake; continued work on the School Bike Shed project; and finally, presenting at the Foundation Information evening having consulted to consider a Covid-normal response to welcoming our Foundation students for 2021. It must also be noted that Gerard Carew has contributed enormously to driving through to fruition the much-awaited Bike Shed which has culminated the work of many students over the years and incorporates previous and ongoing local government initiatives and community projects.

Roles were also dynamically and seamlessly interchanged with Christine successfully undertaking the role of Acting Principal, and Mary Poupunaki as Acting Deputy Principal with Peter on extended leave. I say "seamlessly" as Christine and Mary worked tirelessly to ensure that all students and families were able to continue to focus on their children without disruption to what became an extended "new normal" while working from home. It was an admirable achievement and with the greatest respect, I think of the ducks on the nearby Queen's Park lake as they gracefully glide above the surface, whilst furiously paddling below.

Together this dynamic duo worked tirelessly to oversee the incredible work of the teaching team who were instrumental in delivering the curriculum to our children via remote learning. Challenging is an understatement from all perspectives as we all navigated the super-highway of

the unknown. Nothing could have foreseen Peter's protracted illness, and we continue to give thanks for his restored health and return to his position in 2021.

I would also like to acknowledge the battery of our parent community, represented by a passionate group of parents in the Parents' Association. They are ably led by Carmel Rugolino. With major fundraising events put aside owing to the restrictions imposed by the Covid pandemic, this may have disabled the opportunities planned in uniting families through fundraising activities, but never defeated their virtual monthly meetings and interactions. I look forward to what 2021 holds with the PA's focus on fun as our children look with curiosity to their years ahead.

I continue to be proud to be a part of the St. Monica's community and am sincerely grateful for the role that I am able to play. Bring on 2021, may it be the unprecedented year for joy and wonder.

Ange MacNamara

Chairperson



Education in Faith

Goals & Intended Outcomes

- To deepen students' understanding and appreciation of their Catholic faith.
- To enrich the Catholic Identity of the school through growing faith partnerships
- That teachers are effective Religious Education practitioners.
- That staff are strengthened in their understanding and commitment to developing the Catholic identity of the school.
- That all students engage in opportunities to explore and develop their knowledge and understanding of our Catholic faith.
- That the relationship between the school and wider Parish community continues to develop and strengthen

Achievements

The relationship between the school and the wider parish community continued to be fostered at St Monica's during 2020. We gathered together as usual to commence our school year and the Year 3-6 students joined the parish in celebrating Ash Wednesday and the junior school celebrated prayer services at school.

Shortly after these gatherings we were in lockdown which created a challenge as many of our regular events and activities were cancelled.

We were able to think creatively to maintain a connection whilst working remotely, all classes met together online at the beginning of each day for prayer, and Fr Andrew joined classes on a rostered basis to share in this special time. Fr Tony also surprised the students with some recorded messages which helped us all feel we were still part of our parish community

Unfortunately due to the Covid restrictions the celebration of the Sacraments of Reconciliation and First Eucharist could not go ahead, however we were able to celebrate the Sacrament of Confirmation in Term 4 in a restricted manner. Fr Tony Feeney presided over the three masses, with Ms Christine Lo Giusto as proxy sponsor to the candidates. We were fortunate that the parents of the candidates were able to attend.

Over the past few years we have worked together as a staff to fully implement the revised Religious Education Curriculum Framework and our teaching staff were further supported in developing their classroom programs for Term 2 during the final week at school at the end of Term 1.

Planning for Term 3 was conducted remotely and the staff are to be congratulated on their flexibility in adapting to this style of planning. This enabled our programs to continue during the remainder of lockdown.

An online celebration of the Feast of St Monica took place during Term 3. With the support and participation of Fr Tony and Fr Andrew, a prayerful and meaningful paraliturgy was recorded and was the beginning of the virtual celebration of our saints' day. Student leaders contributed videos that were included in the presentation and the Social Justice Captains were commissioned as our Mini Vinnies representatives.

Fortunately we were able to return to onsite learning in Term 4 and, although gatherings were restricted, school assemblies continued, albeit via an online platform.

Our Social Justice Captains are to be congratulated in highlighting the St Vincent De Paul Christmas appeal, raising awareness of the importance of their work. Covid restrictions prevented our usual collection of food items, however our families were generous in their financial assistance of our local Conference which enabled them to continue supporting those in need in our community.

Our school year came to a close with staff and students coming together in the senior yard to celebrate the end of the school year through prayer and song. This was a delight to witness after being unable to do so for so long. Here we acknowledged our 2020 school captains as well as welcoming the 2021 captains. We also farewelled the staff leaving our community.

At the end of this unusual year we give thanks for our community and look forward to better times in 2021.

VALUE ADDED

Building a stronger sense of community throughout lock down through our combined efforts in maintaining connections.



Learning & Teaching

Goals & Intended Outcomes

- That student engagement and intrinsic motivation will improve.
- That results improve across all curriculum areas.

Achievements

The school worked in direct response to the directives from the Victorian Premier throughout the pandemic and in support of the students, their families and the wider community. A collaboration between home, school and parish attributed to the success of many of the following initiatives provided by the school:

- the development of a Learning Portal for students across the school to ensure continuity of learning
- access to real time learning and teaching opportunities
- live Numeracy and Literacy Lessons online
- small group intervention programs online
- one-to-one support programs online
- two student packs complete with stationery items and learning materials
- access to digital technologies (iPads and Laptop devices) to facilitate remote learning
- onsite supervision in support of students whose parents were essential service employees
- regular phone contact and zoom conference calls with parents to check in on students as they progressed through the remote learning period
- three-way reporting of achievement where parents, staff and students were invited to record a reflection on the
- formal Parent and Teacher Interview to provide feedback to parents and report on achievement attained in key areas of the curriculum

Curriculum Pedagogy and Practice

The school has appointed Curriculum and Learning Diversity Leaders to work with year levels across the school.

Throughout the year, Leaders provided guidance and support for teachers to deliver quality programs in each area of the curriculum and were responsible for the planning and preparation of Professional Learning Community and Facilitated Planning meetings. Leaders worked to support teachers through co-teaching and the modelling of strategies in classrooms to ensure all learning experiences were differentiated to meet the needs of all students.

The Professional Learning Community meetings provided opportunities for building professional capacity by ensuring teaching and learning opportunities were aligned with current research and contemporary practices. Teaching Teams met to engage in evidence based dialogue that identified the level of student achievement and measured the effectiveness of the student

experience. Teams were supported to incorporate and embed practices that focused on improving the level of achievement of all students.

Co-Teaching and mentoring opportunities were identified and planned for with a specific focus. Leaders chose to model, co-teach or observe practice. Feedback was offered to support classroom teachers to meet the needs of every student.

Teachers were supported by Leaders, to draw on assessment data to plan a differentiated curriculum. Leaders ensured that enabling and extending prompts were planned for and that the appropriate scaffolds and supports were in place to ensure every student experiences success.

Data Driven Instruction

A pre-assessment was designed by the Teaching Team with strong reference to the Victorian Curriculum and other relevant resources. The pre-assessment was administered at the commencement of each unit and once administered, the teaching team analysed the results and used the data to develop an Assessment Grid. The Assessment Grid is complete with Learning Intentions (the particular focus of each lesson) and Success Criteria (I can... statements) which supported the ongoing monitoring of student progress and unit planning. Planners were co-constructed by the team with the support of Leaders and reference was made to current research into best practice. The team drew on resources that are renowned for raising the level of achievement of all students.

Teaching and Learning Cycle

The Teaching and Learning Cycle moved through key phases designed to implement and monitor, evaluate and diagnose, prioritise and set goals and develop and plan. Leaders supported teachers to evaluate the impact on learning through the assessment and monitoring of student learning progress including data collection. Leaders worked collaboratively to develop and share curriculum plans.

Teachers were guided through critical questions in each of the following stages:

Develop and Plan

- How do we plan for learning progression?
- What will have the greatest impact on student learning?
- How will we structure the learning?
- What learning experiences will be designed?

Teach

- Have the teaching strategies been effective?
- What strategies need to change/continue?

Assess

- What evidence of learning progress have students demonstrated?
- What does student feedback tell us?

Use of Student Data

- Where are students on the continuum of learning?
- What data is available?
- What does the evidence tell us?

Identify Learning Goals

- What are the expectations and learning aspirations for each student?
- What are the learning goals for each student

STUDENT LEARNING OUTCOMES

In the absence of NAPLAN data, the school used other formal assessment practices to establish the level of achievement attained by each student. Below is a summary of the progression points assigned for both Literacy and Numeracy as reflected in the Semester 2, Formal Reports 2020.

PROGRESSION POINT ALLOCATIONS

Foundation

Reading: 100% of students were either at or above standard

Writing: 100% of students were either at or above standard

Speaking & Listening: 100% of students were either at or above standard

Number & Algebra: 100% of students were either at or above standard

Year One

Reading: 97% of students were either at or above standard

Writing: 92% of students were either at or above standard

Speaking & Listening: 97% of students were either at or above standard

Number & Algebra: 94% of students were either at or above standard

Year Two

Reading: 96% of students were either at or above standard

Writing: 89% of students were either at or above standard

Speaking & Listening: 96% of students were either at or above standard

Number & Algebra: 94% of students were either at or above standard

Year Three

Reading: 98% of students were either at or above standard

Writing: 96% of students were either at or above standard

Speaking & Listening: 98% of students were either at or above standard
Number & Algebra: 100% of students were either at or above standard

Year Four

Reading: 96% of students were either at or above standard
Writing: 95% of students were either at or above standard
Speaking & Listening: 100% of students were either at or above standard
Number & Algebra: 96% of students were either at or above standard

Year Five

Reading: 97% of students were either at or above standard
Writing: 94% of students were either at or above standard
Speaking & Listening: 96% of students were either at or above standard
Number & Algebra: 96% of students were either at or above standard

Year Six

Reading: 91% of students were either at or above standard
Writing: 90% of students were either at or above standard
Speaking & Listening: 96% of students were either at or above standard
Number & Algebra: 96% of students were either at or above standard

LEARNING FRAMEWORK IN NUMBER DATA

Foundation

- 71.25% of students above standard for early counting strategies
- 76.25% of students above standard for Numeral Identification
- 42.5% of students above standard for Forward Number Word Sequences
- 25% of students above standard for Backward Number Word Sequences
- 35% of students above standard for Conceptual Place Value

Year One

- 86.96% of students above standard for Numeral Identification
- 68.11% of students above standard for Forward Number Word Sequences
- 52.17% of students above standard for Backward Number Word Sequences

- 62.32% of students above standard for Conceptual Place Value
- 62.32% of students above standard for Addition and Subtraction to 100

Year Two

- 85.33% of students above standard for Numeral Identification
- 52% of students above standard for Forward Number Word Sequences
- 49.33% of students above standard for Backward Number Word Sequences
- 46.67% of students above standard for Addition and Subtraction to 100

PAT MATHS WHOLE SCHOOL SUMMARY DATA

- 16% one year above the expected level
- 63% at the expected level
- 21% one year below the expected level

PAT READING WHOLE SCHOOL SUMMARY DATA

- 46% at the expected level
- 36% one year above the expected level
- 18% one year below the expected level

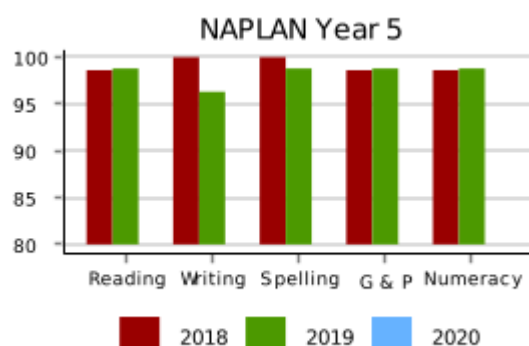
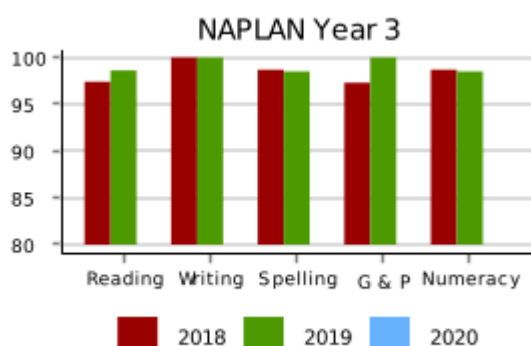


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	97.3	100.0	2.7		
YR 03 Numeracy	98.7	98.5	-0.2		
YR 03 Reading	97.4	98.6	1.2		
YR 03 Spelling	98.7	98.5	-0.2		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	98.6	98.8	0.2		
YR 05 Numeracy	98.6	98.8	0.2		
YR 05 Reading	98.6	98.8	0.2		
YR 05 Spelling	100.0	98.8	-1.2		
YR 05 Writing	100.0	96.3	-3.7		

* 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

For the wellbeing of students to flourish through enhanced connectedness to self, family, school, social networks and community.

Intended Outcomes

- That learning and teaching engages all students.
- That students feel confident to be active participants in their learning by engaging in a range of enriching experiences within the school and the broader community.

Achievements

In 2020 the whole-school priority was the promotion and nurturing of student wellbeing and equity during both face-to-face teaching and remote learning. Supporting the social and emotional learning of students, encouraging and sustaining motivation for learning and re-engaging students and families were a key focus throughout the year.

Data continued to inform the explicit teaching of social and emotional skills. Information collected from the ACER Wellbeing Survey in December 2019, ongoing teacher observations and regular student wellbeing surveys informed planning for Wellbeing at the point of need.

A daily wellbeing menu including strategies such as journal writing, regular brain breaks, mindfulness, meditation, yoga and exercise was established by staff. Teachers then included within their daily planners opportunities to support student wellbeing both at home and at school. A scope and sequence for the teaching of personal and social capabilities was developed to link with the Religious Education theme "Listen to What the Spirit is Saying". Term foci developed included: building positive relationships to enable a safe, inclusive and respectful school environment, recognising and expressing emotions, developing resilience and practising collaboration with others. During much of Term 2 and the whole of Term 3, lessons were delivered remotely. Upon return to onsite learning in Term 4, social interaction and collaboration within social distancing bubbles was promoted through a focus on group work, role plays, hands-on activities using concrete materials, collaborative craft and lunchtime clubs.

Student Leadership continued to be an important means of enabling students to have a voice in decisions affecting them. The Student Representative Council worked with the Deputy Principal, the Digital Technologies Leader and the Student Wellbeing Leader to promote student happiness and engagement with peers. They led class meetings to discuss additional ways student wellbeing could be promoted and presented these to the school community. Year Six Student Leaders prepared a special mini House Sporting Event run over several days in year level bubbles. The activities were set up and led by the Year Six Student Leaders with the support of teaching staff. The event was simply for enjoyment and the persistence shown by the Leaders when planning and preparing the event was rewarded by the chorus of encouraging cheers heard on each of the days. School leaders featured prominently in whole-school assemblies throughout the year.

Successful transition of students from one year level to another continued to be a focus. Kindergarten visits were an important way to meet 2021 Foundation students and discuss

strengths and needs with kindergarten teachers. The Foundation Orientation Committee was formed thought creatively and innovatively to provide the best possible experience for our families. Foundation 2021 packs were prepared for the children, including a bear wrapped in gold paper. Orientation Sessions were held virtually for the first time. Following a relaxation of COVIDSafe requirements, the final Orientation session was able to be onsite, to the great excitement of all. Existing Foundation to Year 5 students participated in Step Up Day, allowing them to begin building relationships with their 2021 teacher and classmates. Year 6 students participated in a modified program in line with COVIDSafe restrictions.

Parenting tip sheets around topics such as building resilience, transition to secondary school and online safety were published regularly within the school newsletter. Guest speakers held virtual seminars to share strategies to promote parent wellbeing.

The Student Wellbeing and Diversity Team supported the development of Personalised Learning Plans and the implementation of strategies to assist students to achieve learning goals. Program Support Group meetings were organised to consult with parents to discuss proposed adjustments and review progress towards learning goals. Learning Diversity Leaders attended year-level planning sessions to assist staff to plan for differentiation of the curriculum to enable all students to succeed in their learning. Referrals continued to be made to Catholic Education Melbourne for additional support from Learning Consultants (Learning Difficulties as well as Gifted and Talented), Behaviour Consultants, Speech Pathologists or Educational Psychologists. School psychologist Hannah Conroy complemented the whole-school approach by providing one-to-one counselling for students, support for parents, and classroom strategy support for teachers.

VALUE ADDED

Value was added in 2020 in the following ways:

- New outdoor furniture was purchased for the junior, middle and senior yards. The round tables have proved extremely popular for students who like the opportunity for a chat with peers or to draw/play board games at lunchtimes.
- Display boards were installed in each yard area to let the community know about upcoming events and to promote lunchtime clubs.
- Student work continued to be celebrated in the School Newsletter during onsite and remote learning.
- St Monica's Feast Day was held virtually for the first time and was a day of celebration. Students thoroughly enjoyed the online disco and magician as well as a range of other activities to support connection and engagement.
- During Book Week celebrations on the theme of "Curious Creatures, Wild Minds", students engaged in a number of experiences to highlight the importance of reading. They interviewed an author, met a children's illustrator, participated in competitions and told stories relating to the theme.
- Foundation 2021 Parent Information Sessions were held online. Parents were able to break into small groups facilitated by School Leaders. This enabled them to meet other parents, ask clarifying questions and discuss ways to support their children to successfully transition from Kindergarten to School.

- Foundation 2021 students were invited to playdates in the Junior Adventure in small groups over several days after school. There was much excitement amongst both parents and students who were able to interact face-to-face for the first time on school grounds.
- COVIDSafe practices (including setting up of mini school bubbles and restriction of adults onsite) were implemented and continually reviewed to ensure the health and safety of our school community was protected.

STUDENT SATISFACTION

Student wellbeing surveys conducted at school showed that a high percentage of students felt happy and safe at school. Students had a positive connection with school and felt overall that they were learning at school. At the conclusion of the first period of remote learning towards the end of Term 2, feedback was sought from parents as to their child's learning experience. A majority of parents believed that the learning portal tasks met their child's learning needs. About half of the parents felt that the work was just right for their child whilst one quarter felt it was too easy and one quarter felt it was too hard. Staff took on board this feedback when planning for learning during the Term 3 lock down. When students resumed onsite learning in Term 4, data collected from both students and teachers initially showed students lacked stamina and motivation for learning.

STUDENT ATTENDANCE

During onsite learning, classroom teachers continued to mark the attendance register twice a day online via nForma. Latecomers reported to the School Office to collect a "late pass" and students dismissed before the end of the day had an "early dismissal" form completed at the Office. An "absentee line" allowed parents to ring the School Office to advise a reason for non-attendance. The School continued to contact parents/guardians about unexplained absences via an automated text-message, on the same day.

During remote learning, students were invited to class Google Meets each morning and student attendance was recorded by each classroom teacher. Attendance of students who participated in onsite supervision of their learning was recorded daily by supervising staff. Students were also expected to upload a selection of completed work tasks onto SeeSaw daily, which supported teachers to monitor attendance and engagement.

Classroom teachers continued to work in partnership with school leaders and parents or carers to promote attendance by addressing any factors which may be causing a reluctance to attend school.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	93.1%
Y02	95.0%
Y03	95.0%
Y04	92.8%
Y05	93.8%
Y06	91.3%
Overall average attendance	93.5%



Child Safe Standards

Goals & Intended Outcomes

- To develop strategies to embed a culture of child safety at the school.
- To allocate roles and responsibilities for achieving the strategies.
- To inform the school community about the strategies, and allocated roles and responsibilities.
- To periodically review the effectiveness of the strategies put into practice and, if considered appropriate, revise those strategies.

Achievements

St. Monica's holds the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and mission of the Gospel.

Over the past 12 months St. Monica's has furthered its commitment to providing a safe environment for all students by actively implementing processes that establish expectations and accountabilities for people working with our students. The continued application of student wellbeing programs encouraged the students to engage in conversations about their welfare and safety. These Child Safety initiatives have formed the foundation for a student's 'Code of Conduct'.

St. Monica's has continued to broaden its comprehensive suite of Child Safety policies & procedural documents to incorporate aspects relating to the following:

- Working with Children Check Requirements - To reflect changes to the WWCC that came into effect in August 2017
- Organisational Duty of Care - Defining the school's statutory 'duty of care' to take all 'reasonable precautions' to protect students and young people under their care
- Reportable Conduct Scheme - Outlining how the school responds to allegations of child abuse and child-related misconduct by employees & volunteers
- School Attendance Guidelines - Defining the school process for monitoring student attendance and strategies to be implemented where their safety or welfare is of concern.

Training and awareness raising strategies

- All St. Monica's staff members participate in regular briefings and training to ensure the school's legislative obligations and the school's Child Safety Strategy remains front of mind. Staff members have participated in a variety of training initiatives including:
- On-line Mandatory Reporting Modules (Annually)
- Protect - Responding to Suspected Student Sexual Offending
- The School's Child Safety Policy & Code of Conduct (Annually)
- Reportable Conduct Scheme Requirements
- Organisational Duty of Care
- Risk Management - Excursions & Camps

- School Attendance Requirements

Consultation with the community

St. Monica's has continued to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.

The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via the school newsletter and website. A review of all Child Safety Standard documents will take place in consultation with the school board to ensure that they remain relevant.

Human Resources Practices

St. Monica's continues to implement Human Administrative & Human Resource practices to ensure its recruitment & performance management processes not only identify the most suitable candidates to undertake 'Child Connected Work' but fosters continual improvement in Child Safety practices.

To achieve this the school ensures that the following Human Resource processes have a child safety focus:

- Position advertisements
- Position descriptions
- Referee Checks
- Key Performance Indicators have a Child Safety focus
- Victorian Institute of Teaching Registration (VIT)
- Working with Children Checks & National Criminal Record Checks
- Screening of Casual Relief Teachers, Contractors and Volunteers



Leadership & Management

Goals & Intended Outcomes

To continue to develop a professional learning culture that is centred on continuous improvement of student learning outcomes.

- That an environment is created that supports and encourages teacher engagement.
- That professional development and teacher growth is based on student needs and the overall school goals.

Achievements

The school's response to the directives from the Victorian Premier involved the active collaboration between home, school and parish in support of its students, their families and the wider community throughout the pandemic. We were most proud of our collective efforts to ensure the continuity of learning during the unprecedented and most challenging times. The success of the student experience can be attributed to the exceptional response of the staff to leadership direction in support of all families. The following initiatives were implemented by the school:

- Onsite supervision in support of students whose parents were essential service employees, students deemed vulnerable, and students with additional needs identified by families and teachers as requiring the support of the school environment to complete learning tasks.
- Development of a Learning Portal for students across the school which provided a daily outline of tasks and activities appropriate to the age and stage of all students. The tasks provided enabling and extension prompts to support differentiation and included video recordings where content or skill was being taught.
- Access to online learning and teaching opportunities where students were able to engage in whole class and small group discussions, observe the teacher modelling what success looks like, ask clarifying questions, receive immediate feedback on their progress and have the learning either enabled with the support of scaffolds or extended to attain a higher level of achievement.
- Small group intervention programs offered online and led by classroom teachers, intervention staff, curriculum and learning diversity leaders.
- One-to-one support programs online led by classroom teachers, intervention staff, learning support officers, curriculum and learning diversity leaders.
- Preparation of student packs for families to collect at the commencement of each remote learning period complete with stationery items and learning materials. Also included in the packs were supports and scaffolds for planned units of work to support all students, and in particular, students with additional learning needs.
- Access to digital technologies (iPads and Laptop devices) to facilitate remote learning as well as ensuring families were supported to access the learning portal and any links attached to particular activities.
- Classroom Teachers and School Leaders made regular phone contact and Zoom conference calls with parents to check in on students as they progressed through the remote learning period.

Adjustments to the program were often discussed in support of the students' level of achievement and in response to mental health and wellbeing concerns raised

- Families were offered an opportunity to engage in the feedback and reporting process. This included a three-way reflection from multiple perspectives including the student's parents, classroom teacher and student's own thoughts and feelings on their development as a learner
- The School offered a formal Parent and Teacher Interview to provide feedback to parents and report on the level of achievement attained in each of the key learning areas and the identification of areas for improvement and future growth

The Catholic Education Commission of Victoria had identified the following priorities for schools in Term 4:

Priority 1 - Wellbeing and Equity

The wellbeing of every student is the highest priority. Our focus centred around encouraging and sustaining motivation for learning, re-engaging students and families and supporting the social and emotional learning of children alongside curriculum-based learning.

How did the school respond?

The school worked to provide the best possible arrangements to support the student experience. Teachers placed a significant focus on the wellbeing of students and planned opportunities for children to reconnect with their peers whilst gently re-engaging in formal learning. Class groups enjoyed chats under the shade of a tree, structured indoor play sessions, journal writing, brain breaks and a much more.

Curriculum and Learning Diversity Leaders worked with classroom and specialist teachers to identify areas of need and how best to support students to progress their learning.

Priority 2 - Learning and Excellence

Literacy and Numeracy remained a strong focus, with schools adapting their teaching and learning program in Term 4 to be responsive to student needs.

How did the school respond?

Some students were better able to progress in their learning in the remote and flexible learning environment while others maintained their rate of progress. For some students, despite their best efforts and those of their families and teachers, they did not attain a level of achievement for which we had hoped. It was critical that we supported all students to experience success and we therefore employed extra teaching staff to offer learning opportunities in addition to what is already offered by classroom teachers and school leaders. Literacy and Numeracy remained the primary focus across all year levels.

Priority 3 - Transitions

Term 4 was a critical period, particularly for the children moving from Kindergarten into Foundation and from Year 6 into Year 7. A key focus was to make every effort to ensure transitions occur as successfully as possible.

How did the school respond?

The school has always ensured that attention is given to the significance of transitioning into Foundation and Year 7. We have always implemented best practices and have been proud of our efforts to support students, however, in response to the restrictions imposed on schools we adjusted our practice accordingly.

Two committees were formed to consider alternative arrangements:

- The Year Six Transition and Graduation Committee was led by Mrs Samantha Kent in her role as Senior School Level Leader and supported by the Year Six Teaching Team.
- The Foundation Transition Committee was led by Miss Emma La Mari in her role as Foundation Level Leaders and supported by the Foundation Teaching Team.

The committees reported to the school's Leadership Team regularly and were supported to think creatively and problem solve with new and innovative ideas.



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

The unprecedented challenges experienced by the school in response to the pandemic resulted in the cancellation of professional development opportunities offered by external providers. Instead, the school drew on the expertise, skill and knowledge of its existing leadership team to support the teachers to navigate the remote learning experience for our students.

The school's Curriculum Leaders guided and supported teachers to deliver quality programs across the school and are integral members of the school's Curriculum Leadership Team. They are responsible for the planning and preparation of Professional Learning Community and Facilitated Planning meetings. Leaders work to support teachers through co-teaching and the modelling of strategies in classrooms to ensure all learning experiences are differentiated to meet the needs of all students.

The Professional Learning Community (PLC) meetings provided opportunities for building professional capacity by ensuring teaching and learning opportunities are aligned with current research and contemporary practices. Teaching Teams met to engage in evidence-based dialogue that identifies the level of student achievement and measures the effectiveness of the student experience. Teams were supported to incorporate and embed practices that focus on improving the level of achievement of all students in Mathematics and English.

Co-Teaching and mentoring opportunities were identified and planned for with a specific focus. In consultation with teaching staff, leaders would model, co-teach or observe practice. Feedback was offered to support classroom teachers to meet the needs and raise the level of achievement of every student. Working collaboratively with teachers during mathematics sessions, assisted Leaders to measure the effectiveness of the direction at PLC and Facilitated Planning sessions. Leaders grew in their understanding of individual students and were able to provide greater support to classroom teachers.

Teachers were supported by the school's Leaders to draw on assessment data and plan a differentiated curriculum. Leaders ensured that enabling and extending prompts were planned for and that the appropriate scaffolds and supports were in place to ensure every student experiences success.

Number of teachers who participated in PL in 2020

50

Average expenditure per teacher for PL

\$0

TEACHER SATISFACTION

School Leadership acknowledged the individual and collective efforts of each and every staff member who worked so well together to ensure the students' remote learning experience was the absolute best it could be. Staff response to leadership direction was phenomenal and all were commended on their preparedness to adapt to the flexible teaching arrangement in Term 3. Many expressed how proud they were of all that had been achieved by the school. The collective capacity to support the continuity of learning for the students of St. Monica's was most impressive and the impact on students and families was valued and appreciated.

Feedback from teachers highlighted the many achievements during the remote learning experience which required bravely leading and championing innovation. The planning of purposeful and engaging tasks and activities on the portal and leading live whole class and small group teaching sessions contributed to the students' experience. The adjustments made to learning and the differentiation of tasks, particularly for the most vulnerable, ensured all experienced success. Regular contact and 'check-in' chats with families was highly valued as was the timely feedback frequently offered to students. A willingness to learn and share new tech skills resulted in quality instructional videos and google slides that supported the children and their parents to understand what was required to be successful. Participation in Professional Learning Community Meetings, Facilitated Planning and Staff Meetings was valued as well as the contributions from those who also attended the Coronavirus Committee and Leadership Meetings. The support for the onsite supervision of students from teaching staff and the LSOs, who became seasoned supervisors, was essential to support our families. The many wellbeing initiatives worked towards supporting our students to remain connected to school and build positively upon existing relationships with their peers. Some of these included dress up mornings, sing-a-longs, silly hat days, games, class afternoon tea catch ups, drawing competitions, discos and magic shows just to name a few.

Throughout this all, the most outstanding aspect was the support staff offered to each other. The pandemic presented a large challenge to meet the needs of our students through remote learning and we also came up against additional unforeseen challenges within our school community. There were those amongst us who experienced hardship too difficult to express in words and often shared how the support of their colleagues made all the difference.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	95.0%
--------------------------------	-------

ALL STAFF RETENTION RATE

Staff Retention Rate	97.9%
----------------------	-------

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	37.9%
Graduate	27.6%
Graduate Certificate	6.9%
Bachelor Degree	69.0%
Advanced Diploma	37.9%
No Qualifications Listed	10.3%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	51.0
Teaching Staff (FTE)	37.1
Non-Teaching Staff (Headcount)	11.0
Non-Teaching Staff (FTE)	9.0
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

To develop community partnerships which foster authentic relationships within our local and global communities.

- That stronger connections between school families and the parish continue to be developed.
- That student engagement in the local community will improve.

Achievements

Our school endeavoured to build genuine and authentic partnerships between school, home and parish to develop a strong sense of belonging and connectedness to this community. Although the Victorian Premier slowly relaxed restrictions for the general public, the direction for schools, however, remained firmly in place and our adherence to the Catholic Education Commission of Victoria guidelines was non-negotiable. We had to think creatively and problem solve with new and innovative ideas. We managed to achieve a balance with our adherence to Covid-19 restrictions and our desire to maintain community connection.

As we were not able to gather as a wider school community in 2020, all major school events were cancelled. However, in an effort to support our students and their families to remain connected, the school offered opportunities for community engagement including activities such as:

- Access to quality teaching and learning opportunities planned and prepared by the staff to ensure continuity of learning during the lock down
- Regular phone contact with families to check in on the wellbeing and learning progression of each child
- Class and year level social gatherings via zoom
- themed morning meetings where children were encouraged to dress in simple costumes, e.g. silly hats and crazy socks
- Online Magic Show and Virtual Disco in acknowledgment and recognition of St. Monica's Feast Day
- Parent Mental Health and Wellbeing sessions led by external providers
- Whole School Mass (online)
- Whole School Assemblies (online)
- Whole School Jigsaw Puzzle provided to each family
- Parent Workshops with focus on supporting child to read and write

Year Six Celebration Day

Upon return to onsite learning, the school formally acknowledged and celebrated the end of the primary school journey for the Year Six Students. The students participated in a Celebration Day followed by a Graduation Mass and Ceremony. On that special day of celebration, we set aside all regular formal learning tasks and activities to create an event for the students to have lots of

fun with their friends. They were encouraged to wear casual clothes and enjoy plenty of school based activities that contributed to the excitement of the Year Six Celebration Day. Equipment was supplied by *Action Events* who ensured CovidSafe practices were implemented and worked to transform the Senior Yard.

A 'fish and chip' lunch was organised by the teachers and a colour run was planned for the middle of the day. Students enjoyed the excitement of being covered by coloured powder as they ran the track while also dancing and singing along to music.

Year Six Graduation Mass and Ceremony

We once again exercised a great deal of creativity to ensure the Graduation Mass and Graduation Ceremony could proceed. In order to adhere to the restrictions in place, schools were directed to ensure that only the graduating students and the minimum amount of teaching staff were present. For the first time in our school's history,

parents were not permitted to attend the Year Six Graduation. We therefore decided to live-stream the event directly to their homes. We employed a professional audio-visual company to ensure the best possible sound and picture quality for the enjoyment of all. Families will also receive a recording as a memento of the special event.

Foundation Orientation

The Foundation Teachers, with the support of the school's Leadership Team, prepared and organised orientation sessions designed to support each child's transition from kindergarten to school. We set up positive experiences to ensure all felt a sense of belonging and familiarity with their new learning environment. We provided opportunities for the children to interact with St. Monica's staff and with other children who were also starting Foundation the following year. We worked to support the formation of relationships and reduce any anxiety and stress about starting school.

As a part of the Transition Program, we invited parents to participate in two parent information evening sessions where they heard from a range of people who spoke about the many dimensions of school life. At the first session, parents were officially welcomed by Fr. Tony Feeney and Ms Christine Lo Giusto, Acting Principal. This was followed by a focus on School and Community Engagement where parents were enlightened about the various groups in the school that support the "Parents as Partners" program. The Foundation Teachers guided a session that supported an understanding of the Foundation experience, including school readiness. Our Religious Education Leaders, Mrs Gaye Mifsud and Ms Mary McPherson led the second session and began the evening with prayer, followed by a session focused on Religious Education & Faith Development. We also explored Wellbeing and Learning Diversity at St. Monica's and how the school supports all students to experience success. We also offered the opportunity for the forging of relationships amongst parents when the large gathering was split into smaller groups.

The school's Foundation Teachers visited children and early childhood educators at kindergarten. These visits provided an opportunity for the school's staff to observe and interact with the children in their familiar setting and discuss strategies to ensure every child is set up for success.

The school offered three online small group sessions, with the fourth and final orientation session being held onsite. Families received a special transition pack, complete with items to support the orientation session activities. The contents of the pack were explained at the Parent Information evenings.

Parish and School Working in Partnership

The mission of our Catholic school is always to support the growth and development of students who are challenged to live the Gospel through words and actions. Through the school's Religious Education program, students are guided to develop a knowledge and understanding of Catholic Social Justice Teachings. Each year the Year 6 students elect a group of their peers to lead the student community as Social Justice Captains. The Religious Education Leaders support the Social Justice Captains to raise awareness of, and to fundraise for, various Catholic charities, including the Society of St Vincent de Paul, Caritas Australia and Catholic Missions.

Over many years the school has developed a close relationship with the Queen's Park Nursing Home. For the residents, the visits provide opportunities for companionship and friendship and for the students, an opportunity to develop their empathy for, and relationships with some of our senior citizens. The connection to the nursing home is particularly strong and important because many residents are members of our Parish community. Senior students visit the residents several times throughout the year. Unfortunately this program was temporarily suspended in response to the pandemic.

An integral part of St Monica's Parish and School community is the acknowledgment of the importance of gathering for Prayer and Liturgical celebrations which enhances our understanding and experience of our rich Catholic Tradition. It is through these celebrations we are nourished by the sharing of the Eucharist and opportunities for prayer and reflection.

The Religious Education Leaders work collaboratively with the priests in our parish, classroom teachers and other relevant staff to plan and prepare for these celebrations which include weekly class or buddy masses, whole school masses to celebrate significant feast days. Each month during the school term there is a Family Mass celebrated at one of the weekend parish masses. Religious Education Leaders, teachers and families work together to plan and prepare for these masses in partnership with the parish.

Other significant events in our school year are acknowledged in conjunction with the parish through whole school masses and assemblies. These include masses for the beginning and end of the school year, as well as significant feast days. Major Church seasons are celebrated through whole school experiences. Ash Wednesday is recognised through attendance at the parish mass for the Year 3 - 6 students and Foundation - Year 2 students participate in a paraliturgy together and receive the ashes.

Holy Week is commemorated through a whole school paraliturgy reflecting on the key events of Holy Week and is planned and presented by the Year 5 teachers and students under the guidance of the Religious Education Leaders. In the lead up to Christmas, the Nativity story is presented every second year by the school students in conjunction with a Christmas Carols night. Parents and grandparents and other family members are welcome to attend these events.

Sacramental education begins in Foundation and continues throughout the student's time at St Monica's through the Religious Education program. As part of St Monica's Parish, the school supports students and their families to prepare to receive the Sacraments of Reconciliation in Year 3, Eucharist in Year 4 and Confirmation in Year 6.

Parents attend Sacramental information sessions which are facilitated by the Parish Priest and supported by the Religious Education Leaders, Principal and Deputy Principal. Parents and students attend a workshop for each of the Sacraments, facilitated by the Parish Priest and supported by the Religious Education Leaders, Principal, Deputy Principal and the class teachers of the relevant year level.

At various times throughout their preparation for a sacrament the students and their families are invited to attend one of the weekend parish masses. The first mass is for the family to return their enrolment form for the sacrament. Subsequent masses are opportunities for the parish to acknowledge the students preparing for the sacrament and for the students to receive a prayer card and a medal (relevant to the specific sacrament).

The celebration of each of the Sacraments occurs in the Parish Church and the Parish Priest and Parish staff are supported by the school to organise these celebrations.

Throughout the year we have continued our focus on the development of community by:

- Providing greater opportunities for student engagement with the local community, such as the Moonee Valley Council and the local Nursing Home.
- Encouraging ongoing parent participation in the curriculum (e.g. guest speakers, classroom helpers)
- Facilitating opportunities for parents to view and engage in learning experiences, ranging from classroom displays to 'showcase' learning events.
- Exploring ways that our Inquiry can be authentically linked to community engagement.
- Supporting the endeavours of various parish groups, especially the "Vinnies" Group.
- Engaging with the wider community through our partnership with parents



PARENT SATISFACTION

Remote Learning Parent Survey Data

The school offered the opportunity for parents to provide feedback on their child's first remote learning experience. The school was proactive in its response to the feedback and initiated strategic improvements to enhance the experience in time for the second lockdown.

Below is a summary of the data gathered from the 391 responses.

Supporting Students to Experience Success

- *25% of families suggested that they needed to support their child/ren all of the time*
- *Most parents felt adequately equipped with the appropriate knowledge and skills to help their child/ren*
- *Balancing working from home whilst supporting learning proved to be most challenging*
- *Instructional videos from classroom teachers were most supportive*
- *Set tasks were clear and easy to understand*
- *Parents were supported by teachers, who often responded in a timely manner*
- *Task instructions were, at times, targeted to the adult audience and required further explanation to the child*
- *Families were spending a greater amount of time attending to tasks than the recommended time for completion*
- *Parents preferred to access the Learning Portal the night before*

Student Learning

- *Learning tasks and activities were appropriately challenging, meeting students at their point of need*
- *88% of parents believed their child/ren experienced success*
- *Children were able to engage in the learning with increasing independence*
- *Parents would like to see more fun, hands-on experiences*
- *Parents expressed preference for more small-group and one-to-one sessions with teachers*
- *Parents encouraged greater opportunities for live whole class teaching throughout the day*
- *Some parents requested less work to minimise pressure increase time for other activities including play and exercise*

Teacher Feedback

- *32% of parents were extremely satisfied with the feedback teachers offered students about their work*
- *4% of families were not satisfied with the feedback opportunities offered by teachers*
- *Parents requested greater clarification on their child/ren's academic success and, in particular, areas for improvement*
- *Parents were mostly satisfied with the type of feedback about their child/ren's achievements*
- *Parents appreciated the more personalised and timely feedback*
- *Children were more motivated to improve the quality of their pieces of work when required to submit their work as per the request of classroom teachers*

Teaching and Learning Opportunities and Understanding Expectations

- *Daily morning Google Meets with the classroom teacher and live teaching sessions were the most valued out of all teaching and learning opportunities*
- *Small group teaching and one-to-one session were viewed as valuable opportunities to support more targeted teaching and learning*
- *Detailed written instructions on the Learning Portal and those accompanied by voice recordings, proved valuable in building the capacity of children to work more independently*
- *48% of children clearly understood what was required of them to experience success; no parent reported that their child did not know what was expected of them*
- *All parents, with varying degrees, were aware of their child's daily expectations*

Differentiating Learning to Meet Individual Needs

- *53% of families reported that the learning was just right for their child, while 35% responded that, at times, the learning was either too hard or too easy*
- *64% of parents agreed or strongly agree that the learning portal tasks met their child/ren's learning needs*
- *Parents shared that it was often challenging for parents to manage work and support junior school students to complete set tasks*
- *The tasks on the portal were, at times, dependent on parent help even though they were mostly at the child's level*
- *Some children benefited from the predictable and familiar expectations, while others found the repetitive daily activities tedious particularly as their enthusiasm for remote learning waned towards the end*
- *Greater focus on student wellbeing was suggested*

The previous learning portal was reviewed and improvements were identified to support all students to achieve even greater success. The tasks and activities were further differentiated and learning was organised to provide more opportunities to practice skills. There were additional teaching and learning opportunities offered where students were encouraged to participate with a higher level of interaction with their teachers and peers, learning from and with one another. Teachers once again provided timely feedback and do their best to support and guide you along the way.

Curriculum Leaders continued to work intimately with teams to assist in the planning of work that was aligned with the Victorian Curriculum and was engaging students to be appropriately challenged. Learning Diversity Leaders once again offered their invaluable support, regularly contacting parents to assist students who require adjustments to the learning. Our Specialist teaching staff enriched the experience with a variety of engaging activities that encourage growth and develop in other ways.

Much time was invested in the preparation of laptops and iPads for distribution as well as library books and home readers for collection. The student packs contained all necessary resources and materials for learning.



Future Directions

St. Monica's Parish Primary School will undergo review in 2021. The review process will be supported by Melbourne Archdiocese Catholic Schools (MACS) and will provide an opportunity for the school to reflect on its performance in relation to the policies, practices and procedures that are in place. The review ensures a continuous, collaborative process through which a school community identifies the strengths and weaknesses of the organisation and uses the information as a basis for making deliberate, positive, cohesive and observable changes in measurable student outcomes.

The School Improvement Framework rubric will support the staff to identify how well it is achieving in each of the five key spheres and where it might be able to improve. The five spheres include: Leadership and Management, Religious Education Dimension, Student Wellbeing, School Community and Teaching and Learning. The staff will draw on evidence

The school's appointed reviewer, Ms. Judith Gurvich will assist in the identification of school goals in the School Improvement Plan and set priorities that will help shape the student experience and the work of the school for the next four years.

