



2014 Annual Report to the School Community

ST DAMIAN'S CATHOLIC PRIMARY SCHOOL BUNDOORA



REGISTERED SCHOOL NUMBER: 1656

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Minimum Standards Attestation

I, Rosanna Piccolo, attest that St Damian's 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 2007 (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 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015

Our School Vision

“Alive in the Spirit, we journey together, engaging with the present, shaping the future.”

School Overview

St. Damian's Parish Primary School was established on 26th April 1966. From its beginning, St. Damian's School developed under the care of the Sisters of the Order of St. Clare (Poor Clares), who came from Sydney. Sister Angela was the founding Principal. Much of what is commonly referred to as the "Spirit of St. Damian's School" was established during those foundation years by the Order of St. Clare Sisters.

The first lay teacher joined the staff in 1968. The first lay Principal was appointed in 1983, the same year that the Order of St. Clare Sisters concluded their work in the Parish and returned to Sydney

The school opened with an enrolment of forty children. Growth was rapid during the subsequent years with enrolments reaching 550 pupils in 1977 and peaking at 780 in the early 80's. There was a gradual decline in enrolments during the 1990's as the demographics changed with numbers decreasing to 455 pupils. However, we are now experiencing a slight increase in enrolments with the student population numbering 477 in 2014.

In 2014 the class groupings were as follows:

Foundation	- 3 classes
Year 1/2	- 5 classes
Year 3/4	- 5 classes
Year 5/6	- 5 classes

St Damian's is situated in a multi-cultural area, with our data indicating that 33% of the population in the St Damian's catchment area born overseas. 29% of the families are from a non-English speaking background and the dominant non-English speaking country of birth is China.

In 2014 St Damian's School was in the final phase of the 2011-2014 School Improvement Plan. The school underwent a cyclical review process in the five spheres of schooling to develop a new School Improvement Plan. This plan sets the directions for the next four years based on the strengths and challenges as identified through the review process.

Principal's Report

Dear Parents of St Damian's School

On behalf of Father Vincent Le and the staff of St Damian's school, I am pleased to present to you the Annual School Report for 2014.

The 2014 school year marked an important period for St Damian's School as the school underwent a Review Process. The Review presented our school community with the opportunity to reflect on the work achieved over the past four years in the five spheres of School Improvement: Education In Faith, Learning and Teaching, Student Wellbeing, Leadership and Management and School Community. This in turn enabled the school to look forward and set directions for the next four years, building on those achievements identified as strengths and to target areas identified as challenges. It was pleasing to note that the review process identified many positive features and sound practices that contributed to those achievements, as well as recognition for the approaches that support high levels of positive student outcomes. The school climate was characterized by a strong focus on students and a commitment to improvements in learning and teaching practices.

Testament to the school's commitment to continuous improvement was evidenced in its undertaking the Change 2 process. This process has a paramount influence on School Improvement as it enables a strategic approach to be used to improve staff capacity focused on improving student outcomes. I commend each member of staff of this community, as well as the school leadership of the time, for their commitment, enthusiasm and excellent work ethic. Their dedication to school improvement has resulted in a shift towards more collaborative and cohesive practices within the school.

At St Damian's we continue to recognize the importance of students being provided with authentic, current and global learning opportunities. To support this thinking students engage with a variety of cross-curricula priorities, especially in the area of Aboriginal Perspectives through our FIRE carriers (Friends Igniting Reconciliation in Education) initiative. To help support student learning staff are also provided with opportunities for furthering their knowledge and learning in this area through participation in the Lake Mungo P.D. offered to staff at the beginning of each year.

Special highlights of the year were the annual sports day, the Carols evening, the *Learning Journey* evening for parents with the major highlight being the School Production titled "*Together As One*" held in August.

I look forward to the 2015 school year as we continue to build on the work commenced in 2014. I am very excited and feel very privileged to be part of this vibrant learning community whose aim is to provide an education based on excellence.

Rosanna Piccolo

Education in Faith

Goals & Intended Outcomes

- To strengthen the Catholic identity of the school
- To engage students in a rich and relevant education in faith
- That faith-based values will be lived and modelled
- That students will be actively engaged in all aspects of Religious Education

Achievements

Education in Faith at St Damian's in 2014 saw many opportunities for the school community to continue to strengthen and develop our Faith. This was supported by the competent leadership of our Parish Priest Father Vincent Le and our Religious Education Leader who has a Masters of Religious Education. As a faith community we focus our attention on the faith formation of all in the community through the provision of the Religious Education Curriculum based on the resources recommended through the Catholic Archdiocese of Melbourne. To complement these resources we also adopt an annual theme, which for 2014 was *'We are the Hands, Heart and Voice of Christ,'* which linked in with our Vision Statement and is reflected in activities across the school throughout the year.

Sacramental Programs

The students in Year 3 received the Sacrament of First Reconciliation in March and the Year 4 students received the Sacrament of First Eucharist in August. First Reconciliation was celebrated during the evening with families and other family members invited to support the candidates. First Eucharist was celebrated during four weekend Parish Masses. The First Eucharist preparations included, a day of reflection for students and a workshop evening session where students were joined by their parents to further enhance their preparation for the reception of this Sacrament.

The Sacrament of Confirmation was conferred on students in Year 6 by the Episcopal Vicar Monsignor Martin Ashe. Part of the preparations for this Sacrament included a Reflection Day for students facilitated by their teachers and a workshop evening sessions for both candidates and their parents.

The parents were invited to support their children in their preparations to receive the Sacraments through participation in formation evenings facilitated by Paul Spence and attended by Father Vincent and staff from the school. The students receiving Sacraments during the year were also invited to participate in Presentation Masses where they were prayed for by the Parish Community and accepted as Sacramental Candidates.

All of the sacramental programmes were well supported by both Parents and the School/Parish community.

VALUE ADDED

- Regular whole school Liturgies to celebrate Feast Days and other special occasions
- Year Level Masses supported by family and friends
- Further embedding of Prayerful Meditation – All members of the school community meditate daily and at the same time
- Effective preparation of all students for the Sacraments, including meaningful workshop evenings and reflection days
- Adult faith formation sessions facilitated by Paul Spence and Denise Arnel.
- Celebrations of Reconciliation in March, Confirmation in May and Eucharist in August
- Celebration of St Damian's Feast Day with a Liturgy and activities for the community
- Professional learning for all staff related to the Enhancing Catholic School Identity Project (ECSI)
- Professional learning for all staff in relation to dialogue in Religious Education
- Religious Education Leader planning with staff in teams
- Continued learning for students about Social Justice and 'Outreach' activities within the school such as the 'Marketing for Samoa' day which was the result of student learning and taking action to make a difference to the lives of others
- Regular support of many charities including Caritas, CatholicCare, Project Compassion and St Vincent De Paul.

Assessment Procedures

The ongoing assessment of student learning is an important component of learning and teaching. The assessment process is supported by purposeful and meaningful tasks which allow students to demonstrate their understanding and knowledge as well as reflect on their participation and articulate better their beliefs.

In 2014 we continued to assess Religious Education across the school using the CEO Tracking Tool. Teachers also moderated samples of student work using this tool which looks at the four elements of Faith Development. This opportunity also enabled teachers to support their planning of lessons with a focus on inquiry learning as a means to delve into the Church's teachings.



Learning & Teaching

Goals & Intended Outcomes

- That students will be stimulated and engaged in their learning
- That student performance in Literacy be improved
- That student performance in Numeracy be improved.
- To improve student engagement and learning

Achievements/Value Added

Literacy

- two Literacy leaders (F-2, 3-6)
- participation in the Learning Assessment Project (L.A.P.)
- literacy action plan documented
- provision of Reading Recovery at 0.6
- fortnightly Professional Learning Team Meeting (P.L.T.)
- facilitated planning in teaching teams timetabled with curriculum leaders
- continued implementation of Prep-Year Six Assessment schedule
- celebration of literacy/ numeracy/book week
- professional development for leadership
- literacy resources purchased and updated

Mathematics

- Mathematics Leader (0.6 time allocation)
- fortnightly Professional Learning Team Meetings (P.L.T.)
- continuation of modified ENRP Mathematics Testing for Foundation Year
- continuation of PAT Maths Testing Year One to Six, twice a year
- participation in the Australian Mathematics Trust Competition for Year Three to Six
- Year Five and Six student participation in northern zone 24 Game Tournament
- professional development for Leader
- mathematics resources purchased and updated

Overall Curriculum

- Regular Support Group meetings for students requiring additional support
- Additional Learning Support Staff employed to assist students
- Introduction of Visual Arts Program to complement Specialist Programs offered
- Selected staff members attended professional learning targeting Autism Spectrum disorder, visual impairment and strategies to manage challenging behaviours
- Provision for Staff Teams to plan on a termly basis to cater for student learning
- Protocols developed for meetings, facilitated and team planning processes strengthened
- Facilitated planning in teaching teams timetabled with curriculum leaders
- Personalised Learning strengthened in all classrooms
- Further professional learning for all staff relating to Aboriginal and Torres Strait Islanders Histories and Cultures and P.L. around Exploring the Culture of Thinking;
- Commissioning of four student and two teacher 'FIRE Carriers'. procedures adopted to ensure consistent assessment and organisation of assessment practices
- Further developed ICT skills ensuring staff utilise online educational spaces as part of the curriculum to enhance student engagement
- further strengthened staff capacity in the Australian Curriculum and AusVELS through PL meeting
- regular curriculum 'showcases' for parents, highlighting students' learning
- 'learning journey' for parents continued

STUDENT LEARNING OUTCOMES

The tables below indicate the NAPLAN benchmark results over the 2012-2014 years.

The 2014 data indicates that 100% of students in Year 3 achieved the National Benchmarks in Reading, Writing, Spelling & Grammar and Numeracy. In Year 5 100% of students achieved the NAPLAN benchmarks in Reading, Spelling and Grammar & Punctuation. 96.7% reached benchmark in Numeracy and 95% reached the benchmark in Writing.

Writing

- In Year Three, Writing NAPLAN results from 2012 to 2014, indicate there has been an upward trend of 1.4%.
- In Year Five, Writing NAPLAN data indicates that there was a 3.8% increase from 2012- 2013 however; there was a -5% decrease in 2014.

Reading

- Year Three Reading results fluctuated during the subsequent three years of 2012-2014 with a 1.5% increase in 2012, a -4.3% decline of performance in 2013 and a significant 4.3% increase in 2014.
- Year Five Results have also fluctuated, however the results have remained fairly steady with an -11.3% decline in 2013 and then a significant improvement of 9.9% in 2013 which improved further in 2014 with a 1.4% increase.

Numeracy

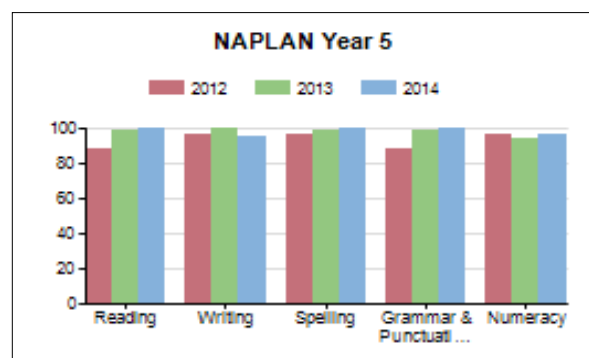
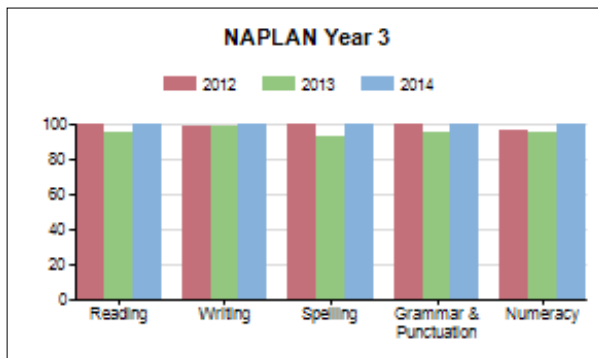
- From 2012-2014 the Year Three data reflects consistent growth over time. There has been a steady increase with -2.9% in 2012 reducing to -1.4% in 2013 and a significant amount of growth in 2014 with a 4.3% increase.
- Year Five results in Numeracy show a fluctuation in results with 1.0% in 2012 followed by a slight decrease of -1.7% in 2013 and then an increase of 2.3% in 2014.

Spelling

- Year Three Spelling results indicate huge fluctuations with 1.5% increase in 2012, decreasing by -7.1% in 2013 and then improving significantly in 2014 by 7.1%.
- Year Five results show a steady upward trend with results of -2.4% in 2012, then an increase of 2.4% in 2013 and continuing into 2014 with a 1.4% increase

Grammar & Punctuation

- Year 3 results show an increase of 2.9% in 2012 with a -4.3% decline in 2013 followed by a 4.3% improvement in 2014.
- Year Five data indicates a significant improvement between 2012 and 2013 from -8.5% to 9.9% increase which increased further in 2014 with 1.4% improvement.



The overall positive results have been due to the focussed and targeted approach taken within the school. Teachers have effectively used data to identify areas for improvement.

Student Wellbeing

Goals & Intended Outcomes

- That there is a common and agreed understanding and a consistent approach to management of student behaviour.
- That knowledge, skills and behaviours in social and emotional learning are improved.
- To improve the wellbeing of all students.

Achievements

Students' achievement was constantly monitored so that each individual was supported to work towards achieving their full potential. For those students identified as requiring another level of support, outside agencies and Support Services from the Catholic Education Office are utilized to tailor to the students' specific needs.

As a school we have developed sets of procedures for on-going monitoring and evaluation of behavior management across the school using the Restorative Practice approach which has a common purpose and method. Through the development of a clear set of positive school wide expectations students gain clarity of what is expected of them. Pro-social skills are explicitly taught and reinforced as well as acknowledged across the school. This focus on SEL helps us to continue to employ a pro-active approach to support students with managing their own behavior.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 1	92.95
Year 2	94.38
Year 3	94.38
Year 4	94.35
Year 5	94.24
Year 6	93.43
Overall average attendance	93.96

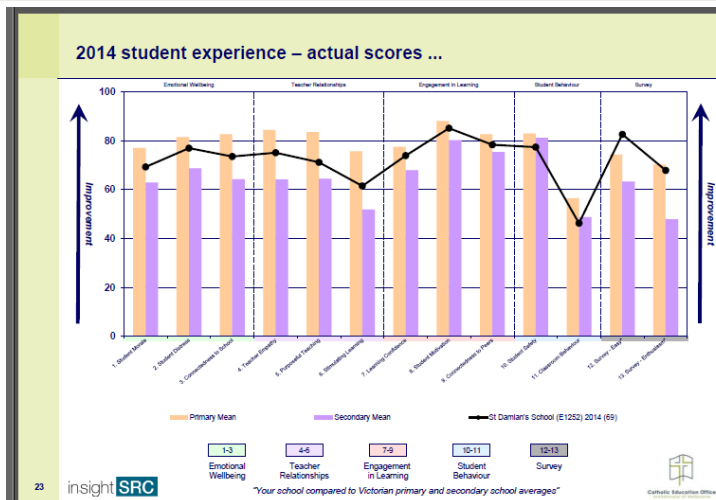
If students are absent from school there is a school expectation that parents inform school in writing of the reason for the absence.

If parents know in advance that their children will be absent there is an expectation that they notify the school of the reason and the expected number of days of absence.

If students are absent for an extended period without notification to the school the teacher or principal contacts the parents.

VALUE ADDED

- *Student Wellbeing Leader completed her Masters Studies in the area of Student Wellbeing*
- *Regular, ongoing learning for Student Wellbeing Leader*
- *Teacher undertaking Masters Studies in the area of Student Wellbeing*
- *Seasons Program continued*
- *Daily Meditation continued*
- *Continuation of lunchtime clubs such as gardening, ICT, art and craft, outdoor games and dancing*
- *Continuation of Prep and Year Six 'buddy system' to support our transition to school and leadership program*
- *Provision of more extra-curricular activities such as school choir, school band, Kelly Sports, Primary Music Program and Footsteps Dancing*
- *Student Representative Council strengthened*
- *Student Wellbeing Core team continued*
- *Student Support team continued*
- *Provision of a residential school psychologist from NIRODAH*
- *Numerous resources purchased to support the Student Wellbeing area*
- *Professional learning for all staff relating to social and emotional learning*
- *Professional learning on 'Restorative Practice' for staff*
- *Further embedding of the restorative approach into our school*



STUDENT SATISFACTION

The student data indicates that students feel connected to school and are reasonably highly motivated to learn. They have a strong sense of belonging and student morale is quite high. The data also strongly indicates that students' believe teachers were very empathetic and met their learning needs through purposeful teaching.

The Student data also indicates a concern regarding classroom behaviour. It could be surmised therefore, that a small number of students across levels may at times require extra intervention which would impact on class and playground interactions and influence perceptions.

Leadership & Management

Goals & Intended Outcomes

- To develop an effective professional culture
- That organizational health (empathy, clarity, engagement and learning) will improve

Achievements

Our highly skilled and committed teaching staff continued to be focused on providing a quality curriculum for all students. Their focus on tailoring learning programs to personalise the students' learning was aimed at maximising student engagement and improving student outcomes. In 2014 we identified the following as achievements in Leadership and Management:

- All staff encouraged to undertake professional learning to develop skills and improve teaching practice in accordance with the School Improvement Plan and specific needs of staff
- Focused weekly Professional Learning Team
- Strategic approach to weekly Learning and Teaching Meetings
- Focussed Leadership Team Meetings
- Appointment of Visual Arts Specialist to enable whole team planning
- Increase in number of teaching staff undertaking the responsibility of leading and managing school and community projects
- Regular facilitated planning in teams
- Whole staff released each term, in levels to ensure consistent term planning
- process for induction strengthened
- Staff in positions of Leadership attend Network Meetings in the following areas:- Maths, Literacy, Wellbeing, Deputy Principal, Learning & Teaching, Student Services, Religious Education and Principal
- School Closure days were used as opportunities for the whole staff to work on the Review Process.
- Regular meetings and participation in community networks
- Successful completion of the School Review which led to the identification of strengths as well as areas for future development.
- A team of staff trained in the Change 2 Process to lead an area of change and development in line with the School Improvement Plan.
- School Psychologist onsite and outside agencies to support students with identified needs.
- School Leaders support teaching staff through coaching and mentoring to assist with development of best practice
- Principal and Deputy Principal participated in Women Leaders Connect project with aim of supporting Women in Leadership
- Annual Review Meeting with Deputy Principal and Principal to assist with appraisal and feedback

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2014

- Restorative Practices
- Literacy Assessment Project (LAP)
- Leadership Programs
- Mathematical and Numeracy Programs

- Mathematics Leader Training Yrs 3-6
- ACHPER P.E. Conference
- Principal attended Conference focused on Sustainability
- Deputy Principal Conference
- Staff Conference at Amberley
- Learning & Teaching Personalised Learning P.D.
- Reading Recovery
- Aspiring to Principalship for Deputy Principal
- Administrative Training
- EMQ Emergency Training
- First Aid Training & Anaphylaxis refresher course
- OHS Training
- ICON Training
- e-Learning training
- Student Wellbeing
- Lake Mungo experience –two staff
- Eastern Region Networks Professional Learning
- Whole Staff P.L. with Ian Lillico – Raising resilient boys and girls
- Mentor and Graduate Training

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

42

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1,640

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

70.97%

STAFF RETENTION RATE

Staff Retention Rate

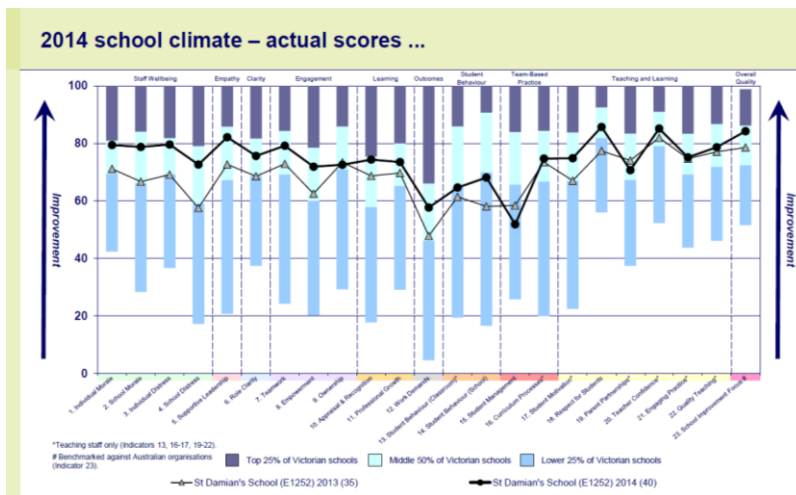
82.14%

TEACHER QUALIFICATIONS

Doctorate	0.00%
Masters	29.63%
Graduate	22.22%
Certificate Graduate	11.11%
Degree Bachelor	70.37%
Diploma Advanced	59.26%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	42
FTE Teaching Staff	34.600
Non-Teaching Staff (Head Count)	13
FTE Non-Teaching Staff	8.651
Indigenous Teaching Staff	0

TEACHER SATISFACTION



Our school climate data has continued to show growth in many areas. There is particularly strong growth in Staff Wellbeing and Role Clarity. The data reflects a positive tone in the school and that staff feel that there is teamwork and collaboration in working together. This then translates into staff empowerment and professional growth where there is a sense of satisfaction with their ability to provide a quality education for their pupils. The data also suggests that staff feel supported by the school to provide an engaging curriculum which motivates students to learn.

In the area of student behavior, the data suggests that the staff feel that the processes and methods employed by the school are having a positive influence in supporting students to manage their own behaviours as there is a slight upward trend in this area both in the classroom and across the school.

As a staff we are continually working towards building a positive, professional culture particularly in developing a better team engagement culture. We believe that increasing staff morale stems from staff having a greater sense of ownership of their performance and feeling supported to continually improving their practice.

School Community

Goals & Intended Outcomes

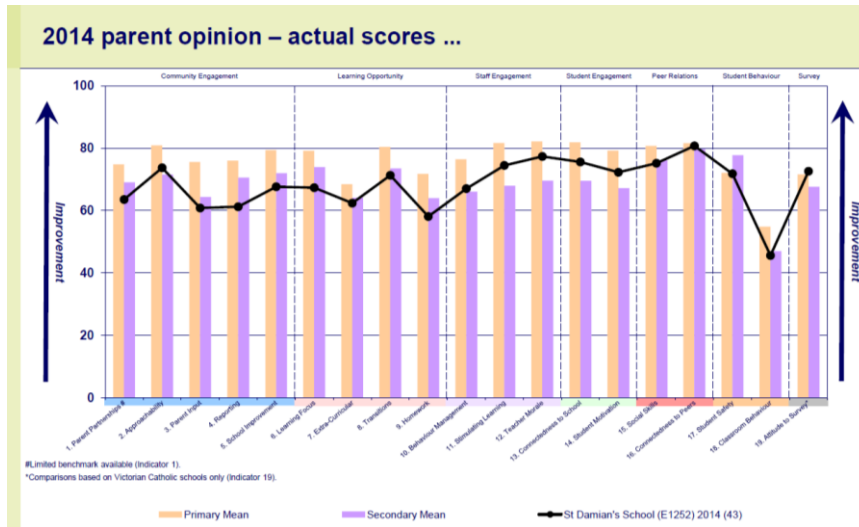
- **That the students' engagement with the wider community will be strengthened**
- **To strengthen the links between the school, the parish and the wider community.**

Achievements

St Damian's School continues to offer a wide variety of activities and opportunities for the school and wider community to interact. During 2014 the following achievements and ongoing practices ensured the smooth running of our school in the area of School Community:

- Continue to adhere to charter and guidelines for the Education Board
- Strong and active Parents' Committee
- Continued focus on building links between school and parish community e.g. Prep year welcome Mass and sausage sizzle,
- Transition program linked to local pre-schools and secondary schools and Orientation programs across the school
- Open Days held during Catholic Education Week
- Community Program linked to local secondary schools, e.g. Parade College
- Pre-Service Teachers from ACU working with experienced teachers from our school
- Work Experience students from around the local area.
- Continued parent education opportunities –e.g Mathematics evening, Cyber Safety, Faith nights, Literacy parent helper support course, Human Development evening.
- Additional 'curriculum' show cases for parents
- 'Learning Journey' evening for parents
- Successful implementation of the Community Arts Project linked to School Performance
- Parental support of school programs, through classroom helpers program, etc.
- Support group meetings, with parents and where applicable with outside agencies, to provide extra assistance to students with additional learning needs.
- Attendance of parent community welcome at fortnightly school assemblies
- Continued focus on social justice issues both in the community and globally
- Regular support of charities and appeals such as Caritas, CatholicCare, Project Compassion, St Vincent De Paul
- Participation in parish Masses and other parish events
- Multicultural celebrations incorporated with Book Week
- Involvement in wider community events such as entertaining residents at Vasey House & Bundoora Extended care
- Participation in local council (Whittlesea) Sorry Day
- 'Walk Safely to School Day'
- Parent participation in classroom programs, sausage sizzles, class Masses, open days, school tours, assemblies, sporting events, incursions and excursions
- Successful and well attended' Grandparents, Family, Friends Day'
- Biannual parish fete
- Communication with parents via the newsletter, school website, email and electronic application.
- Continuation of using school app. 'Tiqbiz' to strengthen communication across the school

PARENT SATISFACTION



The parent survey in 2014 continued to show improvement in community attitude to the school with the majority of indicators showing an upward trend. This indicates that families felt better connected with the school, felt more comfortable in approaching staff and that there was a sense of satisfaction with the direction the school was taking.

The survey also indicates a parent perception that staff morale was good and that the teachers were committed to improving their work to improve student engagement. The data also indicates that parents felt reasonably satisfied with the school's ability to provide a safe learning environment, however, the lower results in student behaviour may have stemmed from perceptions related to instances where students have required extra support to better manage their behaviour on yard or in the classroom.

The main area that reflects parent concern is around classroom behaviour. This may be the result of a perception that some students require a higher degree of intervention to manage their behaviour within the classroom. This will require further exploration to help determine what underpins these perceptions.



Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	215,203
Other fee income	192,558
Private income	36,875
State government recurrent grants	841,342
Australian government recurrent grants	2,883,093
Total recurrent income	4,169,071
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	3,035,825
Non salary expenses	529,515
Total recurrent expenditure	3,565,340
Capital income and expenditure	Tuition
Government capital grants	
Capital fees and levies	350,874
Other capital income	25,942
Total capital income	376,816
Total capital expenditure	164,725
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	600,949
Total closing balance	423,813

Note that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.

Future Directions

We acknowledge all members of the St Damian's Community who continually work together to provide the best possible learning outcomes for our students. The efforts of students, parents and staff were combined over the 2014 year to drive improvement in student learning and outcomes for all.

At St Damian's we will continue to focus on ensuring that all students are being offered a contemporary education that is tailored to their individual needs. We acknowledge that our School Vision, "Alive in the Spirit, we journey together, engaging with the present, shaping the future" needs to be revisited regularly and its message promoted more actively so that it becomes a lived reality.

Social and Emotional Learning will continue to figure prominently in our school and be given a high priority to ensure that it is embedded in the traditions and culture of the school. As a staff we will continue to develop a common understanding of the philosophy and process of Restorative Practices so that this practice becomes entrenched in the school.

Strategic professional learning opportunities, will be promoted to staff to ensure all staff members are familiar with contemporary pedagogy. We anticipate that this will result in further student engagement and the strengthening of a personalised curriculum that responds to students' needs. Consistent planning structures will be enhanced to support staff in providing appropriate learning outcomes for students.

Leadership and Management will focus on providing the support to staff necessary for them to build personal capacity and knowledge so that they feel empowered to develop purposeful and authentic learning opportunities for their students. We recognize that leaders new to their roles require particular support in the form of a school-based induction process. This is necessary to provide them with the skills to support and mentor colleagues. Greater emphasis will be placed on providing avenues for the appraisal and recognition of all staff. Professional learning teams will be constantly reviewed in terms of their purpose and relevance. Opportunities will be provided for both formal and informal feedback. As a whole school community we look forward to furthering staff capacity, especially in the area of using online educational spaces to benefit student engagement and outcomes as we continue on our learning journey together.

At St Damian's we believe that working in partnership with parents is central to positive student outcomes. Our focus will be on providing a welcoming community where parents feel supported and have a sense of belonging. Further opportunities will be provided for consultative and collaborative decision making within the community. A wider variety of communication channels will continue to operate and to be extended. Community connectedness will continue to be strengthened. We will seek new avenues to further engage our parents and wider community.