



# St Damian's School Bundoora

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 .....6
- Education in Faith .....9
- Learning & Teaching .....11
- Student Wellbeing .....15
- Child Safe Standards .....18
- Leadership & Management .....20
- School Community .....25

## Contact Details

ADDRESS	5 Settlement Road Bundoora VIC 3083
PRINCIPAL	Rosanna Piccolo
PARISH PRIEST	Fr Vincent Le
SCHOOL BOARD CHAIR	Mrs Vicki Gargaro
TELEPHONE	03 9467 8566
EMAIL	principal@sdbundoora.catholic.edu.au
WEBSITE	www.sdbundoora.catholic.edu.au
E NUMBER	E1252

## Minimum Standards Attestation

I, Rosanna Piccolo, attest that St Damian's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

26/04/2021

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

# Our School Vision

We Journey together, engaging with the present, shaping the future.

## School Overview

St Damian's School is situated in Bundoora, a multi-cultural area, catering to many families from a non-English speaking background. The dominant non-English speaking country of birth is China. Consideration continues to be given to the growing enrolment of EAL students, with staff trained in supporting EAL students. Families with a Chinese background continue to be supported via our two mandarin speaking Learning Support Officers. This has also ensured easier communication between home and school.

In 2020 the class groupings were as follows:

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

St Damian's School offers four (4) Specialist classes in Physical Education, Music, Dance & Drama and Visual Arts. Our Italian Program changed this year. It is now offered as an immersion program where all staff and students are on the same learning journey. Students and staff are supported by the Language Assistant who uses gestures (AusLan) combined with Italian phrases to help with learning the language. The approach used is very much one where students are encouraged to speak in Italian as much as possible and to use gestures to support the acquisition of the language. Games, songs and the learning of Italian phrases is done on a daily basis for 10 minutes per day.

The school also has a School Leadership Team, consisting of Principal, Deputy Principal, Religious Education Leader, Learning & Teaching Leader, Mathematics Leader, two Literacy Leaders and a Student Wellbeing Leader. Each Leader's role allows for the continual support to the teaching staff. This is achieved through regular input at Level Team meetings and within the individual classrooms. Regular Professional Level Team Meetings and whole school team meetings also provide another avenue for professional dialogue thereby strengthening and improving teacher practice. At St Damian's we provide quality education programs that encourage and support everyone to achieve personal excellence. We do this by offering learning programs that respect individual differences; are challenging and interesting; and develop life-long learning skills. The school offers a broad curriculum based on the Victorian Curriculum.

St Damian's offers extensive facilities, with well-developed gardens and playgrounds. We encourage all students to be responsible community members and globally-aware citizens. The students contribute to and participate in a 'Student Representative Council' with representatives from all class groups meeting on a regular basis.

St Damian's School regards parents as co-educators and warmly welcomes, values and encourages their participation. Consequently, parents are actively involved in many aspects of the life of our school. The St Damian's School Education Board is one formal opportunity for parents to be involved as the Board has specific areas of responsibility in its brief. Other opportunities are offered to all parents able to give of their time. The school highly values the enthusiasm, expertise and support of all families. The Parents and Friends committee are a highly active group in our school community. We are most appreciative of the ongoing parent support

and their generosity in providing the school with outstanding physical and curriculum resources. We encourage all parents, where possible, to be involved in a variety of ways including classroom programs, excursions, sports activities, family events and school celebrations.

## Principal's Report

Dear Parents of St Damian's School

On behalf of Father Vincent Le and the staff of St Damian's school, it is with pleasure that I present to you the Annual School Report for 2020.

As we all know, 2020 was a year like no other ever experienced. It started out as a normal school year, however there was general unease as more and more information filtered through regarding a virus which was causing major health issues in China. Unfortunately it was not long, only eight weeks into the school year, when Australia fell victim to this virus which had spread right across the globe. This Global Pandemic caused major disruptions to every aspect of our lives, including how we delivered curriculum to our students. The Federal and Victorian Governments' response was very decisive and impacted greatly on every sector forcing everyone to adapt to new ways of working and living to ensure the safety of all in our country, state and community.

One of the major responses to controlling the spread of the COVID 19 virus was to close schools and to transition to remote/online learning. This was definitely a very new space for everyone to navigate and understand. Many major challenges had to be met and resolved. Most importantly, schools had to quickly adapt to new ways of working still maintaining fidelity to their core work of providing a quality education for their students. Academic success for all was not the only point of need in this time, student and staff wellbeing was at the fore as schools grappled with the consequences of lock downs and the resulting isolation for many members of the community. The wellbeing of families was also a concern as many were forced to transition to working from home, facing the possibility of heightened conflict underscored by domestic issues, supporting children with a new way of learning and all the while working under the threat of the possibility of losing their jobs.

Given the challenges of the year, St Damian's school placed a strong focus on building teacher and leader's professional capacity. This was mainly concentrated in developing and strengthening staff's knowledge in the area of technology. The first remote learning period was prefaced with a week's school closure, sanctioned by the State Government, to enable teachers to prepare work for student's to access remotely. Much work was done in training staff in the use of the Google Suite for Education to enable them to use the various platforms effectively. Staff developed their skills in using Google Hangout to enable 'face to face' teaching, as well as understanding the possibilities of other applications on this platform. Staff also skilled each other on the use of Seesaw as a communication tool with parents. Each class teacher was given access to the emails of the families within their classrooms, so they could communicate with families. Students were given individual access codes in order to access work posted online. This work was done over the week just prior to the beginning of the Term 1 break so that all would be in readiness for the remote learning period beginning in Term 2.

Term 2 resulted in a mixture of remote and onsite learning for students as the Health authorities monitored the situation. Students whose parents needed to attend their workplace were accommodated at school with supervision provided whilst remote learning was happening onsite. During the latter part of the term, the younger children were allowed to return to school, with the older students returning two weeks later. School resumed relatively normally and all was going well, until the Health Authorities responded to another COVID outbreak with yet another, more severe, lock down from the beginning of Term 3. This again necessitated another short period of school closures to allow schools to prepare again for remote learning. St Damian's teachers refined their practice at this point and as a school the decision was taken to ensure that

students maintained their learning. This second period of lock down, saw teachers online more frequently with their students as they tried to mimic a normal school routine of whole class and small group teaching opportunities. Wellbeing became a focus as we supported the students' Social and Emotional learning.

Fortunately, lock downs ended as the virus was contained and the students returned to onsite learning for Term 4. Obviously, many restrictions were in place and St Damian's school developed and followed their COVID Safe plans to keep everyone safe. I would like to acknowledge how grateful we were to our wider school community, the parents especially, who worked with us throughout this challenging time. Their co-operation and support enabled our school to be a safe environment for all. We thank each family most sincerely.

While we were facing the challenges presented by COVID 19, St Damian's continued with business as usual. Our school continued in its work as a member of Cohort 2 in the Learning Collaborative working with the Eastern Region Office and facilitated by Dr Lyn Sharratt. All the work was done online as Lyn continued to support us from Ontario, Canada. The Principal together with the Learning and Teaching Leader and the two Literacy Leaders entered into this work which focused on putting "Faces on the Data". In order to provide further support, the Literacy Consultant from the Eastern Region Office, maintained regular contact with the Literacy Leaders to support their work with the teachers. This also enabled teachers, notwithstanding the challenges of COVID, to keep each individual students' needs in the forefront when working with them remotely.

In 2020, in the midst of a global pandemic, our school embarked in the Leading Languages immersion program. This was a new way of assisting students to develop another language, namely Italian for our school. I must commend the Language Leader for her commitment to ensuring that the children, despite the remote learning periods, could still participate in this opportunity. The Language Leader, made contact on a daily basis for 10 minutes, with each class and presented simple Italian phrases through songs, gestures and games. Many students made amazing progress in acquiring this new language.

During 2020 the staff were also encouraged to further develop their professional practices and many professional learning opportunities were made available, the majority conducted online. The most practical and effective professional learning came from within the school, as staff skilled in the use of technology mentored other staff. This sharing of knowledge and skills helped to reinforce positive relationships across the school. Teachers also continued to clarify their understanding of personalising learning to cater for the individual needs of each student, most especially those requiring additional assistance. The NCCD (Nationally Consistent Collection of Data) continued to be an area of focus as staff continued to maintain accountability through their documentation process which outlined how adjustments were made to support students with additional needs. Learning Support Officers were a major driver in this area during remote learning periods as they maintained online contact with individual or small groups of students to support them in their learning. Parent Support Group meetings were regularly held online with parents as a support for them as they also struggled to support their children.

St Damian's school has a very strong and committed parent community who provide outstanding support in many facets of school life. I wish to thank all the parents for their contributions to, and support of, our school. The School Board members who have played a great part in ensuring our community has a voice in the school, even through the lock downs. The members of the P&F for their continuing strong presence in the school and most especially for their tireless efforts to raise funds. Whilst fundraising was suspended, this group continued to plan for the future.



I also thank our very hardworking and totally committed staff for their care and guidance of our students. Most especially, for their continued efforts under very difficult circumstances, to ensure that they supported their students both academically and emotionally. I am especially grateful and proud of the wonderful partnerships between parents and staff who work so well together for the benefit of all the students in our school. This was most evident in 2020 as we shared some of the worst experiences in time.

Fr Vincent, our Parish Priest, continues to be involved in the life of the school through his involvement with the School Board and regular interaction with the staff and students through liturgies, Sacramental Preparations, and with various members of the school leadership team. His leadership, ministry and guidance is appreciated and welcomed by all in the school community.

Our aim for the future is to continue to extend a warm welcome to all families, acknowledging that we can all play a valuable role in the life of our school and the education of our children.

I look forward to the 2021 school year when we can provide a quality education for all within a safe and welcoming environment. I continue to look forward to working together with all associated with St Damian's as we continue to strive to develop our vibrant learning community.

Rosanna Piccolo

## Education in Faith

### Goals & Intended Outcomes

- To build a deep understanding of Catholic Social Teaching
- To strengthen our Catholic Identity

### Achievements

Despite the challenges of 2020, Education in Faith at St Damian's School continued to provide opportunities for the school community to continue to strengthen and develop our Catholic Faith. This was supported by the competent leadership of our Parish Priest Father Vincent Le and our Religious Education Leader who has both a Masters of Religious Education and a Masters of Theological Studies.

As a faith community we focused 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 followed the theme, 'We are the Hands, Heart and Voice of Christ,' which linked in with our Vision Statement. Both the theme and the Religious Education units of study were incorporated and reflected in all our inquiry learning during the year. Throughout 2020, we continued to embed the school prayer in our everyday life at St Damian's. This prayer opportunity was continued throughout the remote learning period and served to help the students centre themselves for the day's learning. We encouraged families to join in with their children during this prayer and meditation time.

#### Sacramental Programs

Unfortunately due to COVID 19 restrictions and the subsequent lockdowns, our Sacramental Program was significantly impacted. However, we were fortunate to have had the opportunity to offer our parents a formation evening facilitated by Maria Forde, before COVID 19 restrictions took effect. This formation evening enabled the families to revisit their Faith beliefs, traditions and rites and therefore support their children in their preparations to receive the various Sacraments.

The Year 3 students were able to receive the Sacrament of Reconciliation in house and in class cohorts. This was in line with our COVID Safe Plan and compliant with Government regulations. Unfortunately, parents were not able to be present during these times, however they did receive a photograph of their child receiving his/her certificate from the parish priest, Father Vincent. This small gesture was very much appreciated by the families.

The Sacrament of Confirmation was conferred on students in Year Six in December by Father Vu, who officiated in Father Vincent's place due to his absence attributed to health concerns at the time. The Confirmation Candidates attended the Church service in strict adherence to Government guidelines regarding religious services. This meant that only the Candidates, the Sponsor and the two parents were able to attend per Candidate. The service was simple but respectful and meaningful to the students and their families.

Unfortunately, the First Eucharist Sacrament was not able to be celebrated and this was deferred until the following year.

## VALUE ADDED

- Embedding school prayer - prayer used at all whole school events, staff meetings and within the classrooms and during remote learning periods
- Further embedding of Prayerful Meditation - Student School Leaders lead the community in this contemplative prayer by providing a focus based on the Gospel
- Effective preparation of students for the Sacraments,
- Adult faith formation session facilitated by Maria Forde
- Celebrations of the Sacrament of Confirmation in December and the Sacrament of Reconciliation in June Religious Education Leader facilitating learning for all staff via Zoo, this Professional Learning focused on assessment
- Religious Education Leader enhancing and strengthening staff knowledge, understanding and confidence when designing, implementing and assessing the Religious Education Curriculum
- Religious Education Leader enhancing and strengthening staff Catholic Identity through faith formation sessions
- Religious Education Leader facilitating staff learning on Catholic Social Teachings,
- Religious Education Leader enhancing and strengthening staff knowledge, understanding and confidence related to Liturgical celebrations in order to promote deeper connections with the rites and rituals contained within the Catholic Tradition
- Religious Education Leader planning with staff in teams via Zoom
- Religious Education Leader attending Catholic Education Office Network Days and other Professional Development via Zoom to support Religious Education pedagogy

## Learning & Teaching

### Goals & Intended Outcomes

- To build teacher capacity to use assessment data to drive teaching
- To maximise learning growth for all students

### Achievements

#### Literacy

- Two Literacy leaders (F-2 & 3-6)
- Fortnightly Professional Learning Team Meetings (PALMS) conducted online via Google Meet and Zoom over the course of the school year
- Fountas and Pinnell BAS Reading Comprehension testing Years 3-6
- PM Benchmark testing P-2 (Reading and Comprehension)
- PAT R testing used as an additional tool to assess comprehension in years 2-6
- Provision of Reading Recovery at 0.5
- Continued implementation of Prep-Year Six Assessment schedule
- Professional development for leadership (Faces on the data - Lyn Sharrat) continued online
- Regular Supported Planning delivered online for teachers provided by Literacy Leaders
- Developed Data Walls P-6 using, Alpha Assess, PatR & NAPLAN
- Leaders continued to "visit" remote classrooms as part of the support provided during the remote learning period.
- Learning Support Officers worked online to support individual or groups of students with additional needs
- Staff P.L. to support online learning due to COVID 19 lockdowns
- Staff P.L. focus on digital platforms for remote learning including Seesaw, Google Suite for Education
- Responding to the needs of teachers on digital resources including EPIC, Wuschka, FUSE
- School Leaders (Literacy, Learning and Teaching and Principal) involved in Eastern Region Office Learning Collaborative offered online
- Investigated intervention framework and postponed to 2021
- Fountas & Pinnell Literacy resources purchased for Yr 3-6 to complement BAS Assessment

#### Mathematics

- Appointment of new Mathematics Leader as Maternity Leave replacement, Foundation - Year 6
- Fortnightly Professional Learning Team Meetings (PALMS.) conducted online via Google Meet and Zoom over the course of the year
- Facilitated planning online with teams

- Continuation of modified ENRP Mathematics Testing for Foundation Year
- Continuation of PAT Maths Testing Year One to Six, twice a year.
- Mathletics online resource continued in Years One to Six
- Continuation of embedding the importance of growth mindset
- Leaders continued to "visit" remote classrooms as part of the support provided during the remote learning period.
- Learning Support Officers worked online to support individual or groups of students with additional needs
- Staff P.L. to support online learning due to COVID 19 lockdowns
- Staff P.L. focus on digital platforms for remote learning including Seesaw, Google Suite for Education
- Maths - APSMO Problem Solving year 3-6 competition
- Responding to the needs of teachers on digital resources including FUSE and other relevant resources

### **Overall Curriculum**

- Regular Support Group meetings for students requiring additional support
- Additional time allocated to Learning Support Staff to assist students
- Mandarin speaking LSO worked extensively with staff and parents during information sessions and learning discussions
- Provision for Staff Level Teams to plan weekly online during remote learning period
- Provision for Staff Teams to plan on a termly basis to cater for student learning
- Protocols reinforced for online meetings, facilitated and team planning processes strengthened
- Supported planning in teaching teams held via Google Meet timetabled with curriculum leaders
- Continued implementation of Foundation - Year Six Assessment Schedule
- Contemporary practices enhanced through professional learning for all staff via weekly PALMs
- Google Apps for Education (GAPE) and other online platforms embedded throughout the school during remote learning period
- All Students in Year F-6 assigned Google accounts and email addresses to facilitate online learning
- Commissioning of four year Five students and one teacher as FIRE Carriers -(Aboriginal Reconciliation) that work with FIRE Carrier lead teacher to develop their learning.
- Further strengthened staff capacity to plan using the Victorian Curriculum and the Horizons of Hope

- Regular curriculum 'showcases' for parents, highlighting students' learning done online
- Annual Sports Day held in Term 1
- Bi-annual Learning Conversations to discuss student progress in learning conducted online
- Camp Experiences provided for Year 4-6 students offsite in Term 1
- Camp Experiences for F-2 provided onsite in a COVID Safe manner
- Digital technology devices made available to all families requiring these for remote learning
- School Closure day in February focused on Student Wellbeing facilitated by Dave Vinegrad
- ViVi training for staff to support digital technology Learning and Teaching
- P.E Lessons, Art, Dance & Drama and Music were delivered as online modules and students encouraged to engage with teachers online and complete assigned tasks.
- Delivery of the Italian program was done daily online by Italian Language Assistant via games and songs and reinforced greetings and simple phrases using both simple phrases and gestures
- Inquiry Learning continued via remote learning and students met with teachers over a week and then work was assigned for students to complete
- Feedback on work undertaken by students was provided by teachers on a regular basis. Families were encouraged to work together to research information and then present their understanding in creative ways.
- Year 6 Graduation conducted outdoors which included a simple prayer service, awards and general presentations to students.
- Year 6 Big Day Out was held in an indoor venue under COVID Safe conditions and meeting all compliance regulations

## STUDENT LEARNING OUTCOMES

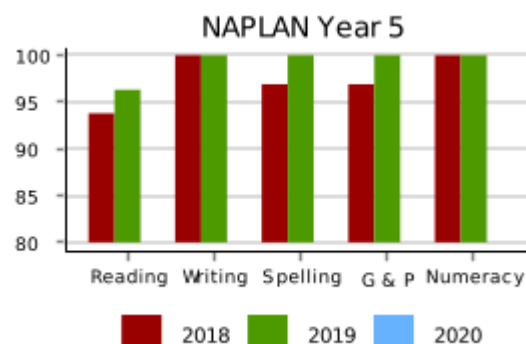
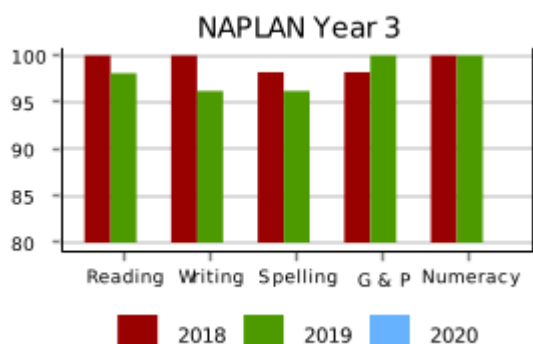
Due to COVID 19 Lockdowns and the subsequent remote learning periods many modifications to our Assessment Schedule needed to take place. However, assessment of student learning and outcomes was still undertaken using PatM, PatR, Fountas and Pinnell Benchmark Kits and Alpha Assess for Juniors. Teachers continued their daily teaching online in both small group settings and whole class lessons. Through these classes, teachers were able to continue with their assessment of student learning using running records, online assessment tasks, 1:1 assessments also were done online in reading ,writing and mathematics sessions. Once school resumed in Term 4, teachers were able to implement the assessment tools as per our school's assessment schedule to determine student success in learning during the remote learning period. Intensive teaching was applied in Term 4 to address those students who had not made sufficient gains in outcomes.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	98.2	100.0	1.8		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	98.1	-1.9		
YR 03 Spelling	98.2	96.2	-2.0		
YR 03 Writing	100.0	96.2	-3.8		
YR 05 Grammar & Punctuation	96.9	100.0	3.1		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	93.8	96.3	2.5		
YR 05 Spelling	96.9	100.0	3.1		
YR 05 Writing	100.0	100.0	0.0		

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

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

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



## Student Wellbeing

### Goals & Intended Outcomes

- To develop an understanding of how teacher-student relationships impact on student learning
- To maximize learning growth for all students

### Achievements

Some achievements in the area of Student Wellbeing in 2020 included further developing students capabilities in Social Emotional Learning. Given the challenges that COVID 19 Lock-downs presented, many students found the isolation and the uncertainty of what was ahead a challenge. Teachers focused on supporting their students by providing opportunities for them to develop their Capabilities within the Victorian Curriculum. A major focus was placed on developing resilience, with a particular emphasis on managing emotions, stress management and help seeking, which are particular features of the Respectful Relationships initiative. To help support parents, information and education about these topics were included in the weekly newsletter.

In weeks one and two of Term 1, 2020, St. Damian's continued with the initiative SWELL (**S**tudent **W**ellbeing) Week. The goal of SWELL Week was "to build positive relationships and connections within the school community so that learning achievement and emotional wellbeing can flourish." The week consisted of many class level and whole school activities which heavily promoted Social and Emotional Learning with an emphasis on the value of Teamwork and Relationships and the clear links to student improvement. The three school expectations of: Do your Best, Help Others Succeed and Respect the Environment were explicitly taught throughout the week. A Wellbeing Journal was also used F-6 by each student and teacher in which to reflect and add all their SEL work. The journal was introduced the previous year and intended to be passed on with the student as they progress through the different year levels.

As part of SWELL Week Student Wellbeing Surveys were introduced and administered to each class by a school leader. The statements included in the survey were:

1. My teacher knows me
2. My teacher listens to me
3. I feel safe in the classroom
4. I feel safe in the yard
5. I have many friends at school
6. My parents know about my learning at school
7. I find learning interesting

This data was collated and analysed by each class teacher in a staff PALM (Professional and Learning Meeting) in Term 1 and a goal was set by each teacher which aimed to improve on their teacher/student relationships. The survey was administered again in Term 4 (October) and this enabled teachers to look for growth in their own practise and gave them the opportunity to continue to explore how positive teacher/student relationships impact on student learning.

Also in Term 1, during the first lock-down, the school celebrated and acknowledged Harmony Day. The children were asked to dress in different coloured/patterned socks to highlight that even



though 'different' we are all the same. It highlighted and celebrated cultural diversity within our school and wider community. The teachers and students participated online acknowledging the day by discussing the importance of Harmony Day, as well as taking part in activities which involved the students reflecting on the key message: "Everyone belongs", reinforcing the importance of inclusiveness to all Australians. The senior student Wellbeing Leaders also created "Harmony Day" videos highlighting the important message of "we all belong". These were posted to families by the classroom teachers.

Throughout the two lock-down periods, students were offered opportunities to inter-act as a whole class and participate in various activities, including creating dance routines, creating videos for classmates and the school community to view and enjoying P.E. activities to help them keep active as well as art activities to support their creativity.

### VALUE ADDED

- Regular, ongoing learning for Student Wellbeing Leader
- Relationship Management Process continued to be implemented across the school
- Student Wellbeing Leader actively supporting implementation of SEL strategies for classroom teachers
- Continuing of professional learning delivered online for all staff relating to social and emotional learning, in relation to the Respectful Relationships
- Student Wellbeing Core Team met regularly online to develop resources and strategies to support teachers
- Continuation online of Prep and Year Six 'buddy system' to support our transition to school and student leadership program
- Daily Meditation continued online before the commencement of lessons
- Student Wellbeing Leaders continued to promote online SEL within the school.

### STUDENT SATISFACTION

Even though the CEMISIS survey was not conducted in 2020, our school was able to survey families regarding their experiences during the remote learning periods. Through these surveys we were able to ascertain that students had felt challenged during this time. Students were out of routine and needed to adjust to doing school at home. They missed their peers and even though contact was established through regular online meets they missed the social aspect of school. Many struggled and needed parental support to manage their work which was provided online and parents reported that at times it was difficult to keep them focused and engaged in their learning. Students enjoyed remaining connected with their teachers via the regular meets.

Students with additional needs felt very supported and their learning progressed well as they maintained contact with their Learning Support Officer and their classroom teacher. Through

the online contact they were supported with their learning and were not distracted by other students, which resulted in them being more focused and motivated.

**STUDENT ATTENDANCE**

In the case where students are absent from class, school policy dictates that parents are expected to inform the 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. this expectation and practice continued throughout the COVID 19 lock-down periods where students were attending classes online.

Where students are not in attendance at roll call in the morning and no notification has been received from the parent, then contact from the school office is immediately made with parents to determine the child's whereabouts and safety. If students are absent for an extended period without notification to the school then in the first instance the class teacher contacts the parents or where necessary the Principal makes contact.

During lock-down, where students failed to attend the remote learning sessions, the Principal, once informed by teachers, made immediate contact with families to ascertain the reason for the absence. Where contact was not able to be established and the absence continued, the Principal called Child First or in some instances DHHS .

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.0%
Y02	95.8%
Y03	95.9%
Y04	92.4%
Y05	95.8%
Y06	93.8%
Overall average attendance	94.8%

## Child Safe Standards

### Goals & Intended Outcomes

- To ensure the wellbeing of all students by building a culture of child safety and protection
- To build a stronger and more consistent approach to preventing and responding to child abuse

### Achievements

The Child Safety Officer attended specific P.L. on Child Safety and then reporting back to staff thereby updating the knowledge of all.

Staff refreshed knowledge of Child Safety, reviewed School Policy, Code of Conduct, Reportable Conduct Scheme on the first day of school year.

Further implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'. Staff encouraged to familiarise themselves and better understand this resource.

Throughout 2020, St Damian's School continued its work in the area of Child Safety acknowledging the importance of embedding policies into every day practice. This work was most pertinent during the COVID lock-downs as we were acutely aware of the isolation of many families and the inherent dangers therein.

As a school community there is a commitment in the belief that everyone connected with our school can help children be safe and that keeping children safe is everyone's responsibility.

We continued consultation with the parent body through School Board Meetings which continued online. Through these meetings, discussions were held around the safety of all in our community with a particular emphasis on our students. Information was disseminated to the wider school community via the school Newsletter. Online information sessions for prospective families also included information sharing of the Seven Standards and an explanation of how the school managed Child Safety. These helped to build an understanding of the individual and collective responsibilities of our school community to protect the safety and welfare of our students.

Throughout 2020, we were very aware of the needs of some of our vulnerable students and continued to review and strengthen the many policies and procedures already in place to ensure everyone understood how as a school we worked to protect the safety and wellbeing of our students. Staff completed the eLearning modules on Mandatory Reporting and the Disability Standards. Given the extensive periods of remote learning, much work was done on keeping students safe while using online resources. Cybersafety became a focus for students and staff as everyone in the community worked towards using technology, internet sites and APPs safely and responsibly.

To this end, teachers also worked with their students on reinforcing expectation of their behaviours in line with the school's Code of Conduct with particular emphasis on the use of digital devices, and online sites. Parents were invited to also participate in these sessions to help support their children in this space.

Our school has a range of policies in place, to support Child Safety practices, many of which are available on our website:

- Mandatory Reporting Policy

- Staff Code of Conduct
- Parent Code of Conduct
- Volunteers/Contractor Code of Conduct
- Student Wellbeing/Respectful Relationships Policy
- Supervision Policy
- Volunteers/Contractors Policy
- Visitors Policy
- Critical Incident Policy
- Excursion/Incursion & Camp Policy
- E-Smart Cyber Safety Policy
- ICT User Agreement Policy
- Anti- Bullying Policy
- Child Safe Policy
- Child Friendly version of Child Safe Policy
- Reportable Conduct Policy
- Privacy Policy
- Grievance Policy
- Reporting Obligations Policy

## Leadership & Management

### Goals & Intended Outcomes

To build leadership capacity in all staff

To develop and sustain a strong professional culture across the school

### Achievements

Our highly skilled and committed teaching staff continued to be focused on providing a quality curriculum for all students despite the challenges that COVID 19 presented and the transition to remote learning. Their focus continued to be on tailoring learning programs to personalise the students' learning aimed at maximising student engagement and improving student outcomes.

In 2020 a significant emphasis was placed on supporting all staff, students and families to manage the periods of remote learning imposed on schools. This transition to online learning involved intensive professional development for all staff as they grappled with the challenges of maintaining relationships with their students online and catering to their wellbeing and learning needs. The Learning Support Officers, continued their work with students on NCCD and other students who required major support with their learning. Their work complemented the work of the classroom teachers. The Reading Recovery Literacy Intervention support also transitioned to an online model with the use of online reading resources.

Members of the school Leadership Team made it a priority to be available to support teaching staff in their work during remote learning and onsite periods.

Throughout 2020 we continued to use our school data to identify students point of need and curriculum delivery was modified accordingly. School Leaders were present at all planning sessions and worked alongside staff to ensure that assessment of student learning was effectively used in the very different landscape in which we were operating during 2020. We continued to focus on our school's NAPLAN data which identified Reading as an area needing improvement and work continued, albeit online, with the Eastern Region Consultants to target continued improvement in this curriculum area. Four members of the Leadership Team also continued their work within the Learning Collaborative. The team consisted of Learning and Teaching Leader, P-2 Literacy Leader, Year 3-6 Literacy Leader and Principal. The work undertaken through this collaborative was based on the work of Dr. Lyn Sharratt. The focus of this work in 2020 was to better support teachers in their work with their students. Case Management Meetings were identified as the next step for our school. This strategy focused on identifying students who required modification to the curriculum to enable them to achieve success in learning.

2020 also saw the implementation phase of the Leading Languages initiative offered through CEM. The Language Assistant, with the support of the Language Core Team and the assigned coach began implementing this new way of learning Italian. Notwithstanding the challenges, students began this immersion program in Term 1 onsite and then continued throughout the remote learning period to experience Italian via simple phrases alongside gestures. Under this initiative classroom teachers and the Language Assistant together with the students began to use the Italian language. During the remote learning period, families were also encouraged to join in with the lessons, which were delivered on a daily basis for 10 minutes.

In 2020 we identified the following as achievements in Leadership and Management:

- Beginning of Year Chat between staff and principal to establish professional goals and to identify relevant professional learning to support staff development
- 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
- Professional Learning in Term 1 for all staff with Dave Vinegrad in the area of Behaviour Management
- All staff developed skills and supported one another in the use of various digital platforms to deliver curriculum online
- Learning Support Officers also attended school based professional learning, delivered online, to familiarise themselves with various digital platforms to support student learning
- Focused weekly Professional Planning Team meetings continued online and centred on using student data to continuously improve student outcomes
- Learning Support Officers weekly meeting with Learning Diversity Leader transitioned online to help them gain a better understanding of how to meet the needs of students with additional needs during remote learning
- Strategic supported planning sessions with curriculum leaders during level team meeting planning
- Focused weekly Leadership Team Meetings transitioned online
- During Remote Learning, staff wellbeing check were done with staff by Leadership Team who had developed a communication tree.
- Regular staff check in via Google Classroom done by Principal, daily at first then weekly, this provided an opportunity for staff to discuss issues/concerns and for other staff to support
- Whole staff released in levels each term one day per week during remote learning to ensure consistent planning and delivery of curriculum across the level
- Process for induction continued online to support new staff
- Mentor assigned to Graduate teachers to support them in their first year of teaching and to achieve full registration with VIT. Mentor supported online
- Staff in positions of Leadership attend Network Meetings online in the following areas:- Mathematics, Literacy, Wellbeing, Deputy Principal, Learning & Teaching, Student Services, Religious Education and Principal
- School Closure days at the beginning of the year allowed for First Aid training, Emergency Management Training, and were used as opportunities for the whole staff to work on developing a consistent and cohesive approach to teaching and learning with a focus on Reading.
- Learning Collaborative with Lyn Sharratt as facilitator continued online
- Staff trained in managing Anaphylaxis and Asthma
- Digital Technologies became a priority and staff worked on familiarisation of different platforms

- The School's Digital Tools were assigned to families who could not access remote learning due to lack of resources
- Annual Review Meeting in Term 4 with Principal to assist with appraisal and feedback

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

Description of Professional Learning undertaken in 2020

Professional Learning activities that staff have undertaken in 2020 are:

- Leadership Programs for school Leaders
- First Aid, Asthma & Anaphylaxis training - 42 staff
- Ongoing Administrative Training associated with ICON for new Bursar & Administration staff
- Emergency Management Professional Learning - 42 staff.
- Eastern Region Professional Learning for Leaders - 8 staff
- Zone Network Meetings for Religious Education, Deputy Principals, Literacy, Mathematics and Learning and Teaching Leaders held online from Term 2
- Administration PL done online
- Memberships of various professional organisations, e.g. PEETA, Drama Vic, etc
- Learning Collaborative - Lyn Sharratt (4 staff) done online
- Graduate Support and mentoring (VIT)
- Google Suite PL
- PL on a Suite of digital platforms - Seesaw, Wushka, Google Classroom, Use of Google Docs, Google Hangout, Zoom, Jamboard, etc
- In house PL with Religious Education Leader, Literacy Leader, Wellbeing Leader
- Mathematics PL for all teaching staff with Michelle Klooger (Monash University)
- Behaviour Management PL with Dave Vinegrad
- Continuing contact for Language Assistant in the Leading Languages Professional Learning
- PL on Child Safety for Child Safety Officer

Number of teachers who participated in PL in 2020	32
Average expenditure per teacher for PL	\$600

**TEACHER SATISFACTION**

St Damian's teachers and support staff reflected on the remote learning periods which eventuated as a result of COVID 19 lock-downs. During these reflections, they were able to identify the many challenges they had overcome and the skills they had developed to enable them to deliver curriculum and support their students' learning during this time.

Many noted that developing and maintaining good communication strengthened the relationships with the families, This facilitated better co-operation between school and home and enabled the students to receive the support needed to help them navigate the challenges of online learning. Parents felt listened to and supported and were reassured that they would receive assistance when required. For many teachers the notion of team work and collaboration with colleagues during remote learning was very important as they also struggled to become familiar with the various online platforms. Staff planning was important to ensure consistency across year levels and collegial support very much valued and appreciated.

Another highlight for teachers was the realisation that students require various levels of support, dependent upon the tasks set and their level of competency. This helped them to better understand how to differentiate and scaffold work to ensure success for all learners.

All staff felt that notwithstanding the challenges of remote learning, that it was a wonderful opportunity to further build collegial relationships, to extend their skills in the use of technology and to ensure that home and school partnerships are fostered.

#### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	92.7%
--------------------------------	-------

#### ALL STAFF RETENTION RATE

Staff Retention Rate	76.6%
----------------------	-------

#### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	40.9%
Graduate	22.7%
Graduate Certificate	22.7%
Bachelor Degree	77.3%
Advanced Diploma	45.5%
No Qualifications Listed	0.0%



STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	39.0
Teaching Staff (FTE)	28.5
Non-Teaching Staff (Headcount)	14.0
Non-Teaching Staff (FTE)	13.7
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

- To develop an understanding of partnerships that support student learning
- To strengthen our Catholic Identity

### Achievements

Notwithstanding the challenges that COVID 19 and the subsequent lockdowns presented, St Damian's School was able to offer a wide variety of activities and opportunities albeit many of them being virtual or online accessed remotely. During 2020 the following achievements and ongoing practices ensured we could offer our Community ways in which to remain connected and foster a spirit of unity.

- Continue to adhere to charter and guidelines for the Education Board
- Education Board Meetings transitioned to Zoom meetings
- Active Parents' & Friends' Committee
- Continued focus on building links between school and parish community.
- Staff commissioning included in the opening school year Mass.
- Transition program linked to local pre-schools and kindergartens continued online
- School tours conducted by Principal and by appointment strictly adhering to COVID Safe Practices
- Community organisations and free programs delivered via School Sport Victoria to students, onsite in Term 1 e.g., Tennis
- Continued parent education opportunities -e.g. Faith Development Evenings and Literacy parent helper support course in Term 1
- Celebration of learning occurred online where parents could discuss with their children all that they had achieved during the year
- Learning Conversations in Term 1 onsite and Term 2 online to discuss student progress and needs
- Support group meetings, with parents and where applicable with outside agencies, onsite in Term 1 and transitioned to online meetings for remainder of the year. These PSG meetings provided extra assistance to students with additional learning needs.
- Fortnightly school assemblies continued virtually from Term 2, families sent link to participate online, school student leaders with the support of staff, initiated these opportunities for the community
- Community invited to the Book Week Celebrations provided virtually - students encouraged to dress as a favourite character and activities provided for families to participate in together.

- Celebration of Harmony Day done online, students invited to wear different socks to highlight diversity - "we are all different, but really the same", students participated in various activities provided by the teachers.
- Communication with parents during remote learning period occurred via different platforms, e.g. the school newsletter, school website, email and electronic application 'FlexiBuzz', Seesaw, Google Classroom, Zoom and Google Hangout, Facebook, each of these served to strengthen communication across the school
- To further strengthen connection and community bonds, staff created 2 videos for parents to view, these highlighted what was happening during remote learning. Teachers and families were invited to contribute to its development
- Opening the Doors Foundation supported during NAIDOC week
- Prep 100 days of Learning celebrated online with the school community
- Digital Devices were made available to all families requiring support during the remote learning periods
- Supervision of students onsite provided for essential workers, including access to OHSC services

## PARENT SATISFACTION

Our school completed the survey as provided by Catholic Education Melbourne in the latter part of 2020. The survey questions were centred on the experiences of families and students during the remote learning periods.

Many of our families contributed to the survey and the responses indicated that many felt positive with the way in which the school managed the remote learning for the students. A number of ways had been identified as being helpful for their children, namely that regular communication with the teacher was appreciated and that the teachers provided a good balance of online and other activities. Receiving regular and timely feedback and allowing students the time to complete set tasks was also appreciated, however some were concerned that perhaps at school students did not always complete work due to time constraints. Many parents noted that students took their learning seriously and respected their teacher's expectations.

However, the main negative expressed from parents was around the lack of social interactions and the isolation of remote learning. Parents felt that the students missed being with their peers and that they missed the social aspect of school. Another concern expressed was that students could not benefit from peer learning and, they missed being able to collaborate with their peers. However, many were grateful that the students were able to see their peers regularly on a daily basis via class hangouts. Another concern expressed was on the time spent on screen and the fact that students were out of routine.

However, some parents reflected that one of the positives to come out of the remote learning experience was that they now had a better understanding of how children learn and how they

are taught new concepts. This knowledge and understanding has helped them to better support their children.

Overall, the consensus was that, even though much was done by the school and the families to support the students during the remote learning periods, the physical school environment was a better place to learn than home.