



St. Kevin's



St Kevin's School

Hampton Park

2020

Annual Report to the School Community



Registered School Number: 1918

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Contact Details

ADDRESS	120 Hallam Road Hampton Park VIC 3976
PRINCIPAL	Jason Micallef
PARISH PRIEST	Rev. Fr. Des Moloney
SCHOOL BOARD CHAIR	Anette Fassioms
TELEPHONE	03 9709 8600
EMAIL	principal@skhamptonpark.catholic.edu.au
WEBSITE	www.skhamptonpark.catholic.edu.au
E NUMBER	E1349

Minimum Standards Attestation

I, Jason Micallef, attest that St Kevin'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.

12/04/2021

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

Our School Vision

At St Kevin's we are a Christ centred Catholic school. We endeavour to be a welcoming faith community that accepts all people and acknowledges the richness that we all bring to our community through a kaleidoscope of ethnic, cultural and linguistic influences. We enact the Gospel values and strive to be a community where people can experience the compassion and love of Christ. We support our students to integrate their faith and life, nurturing a love of justice and peace. At St Kevin's we aim to develop the whole person and to foster a culture of learning where all children reach their potential.

We strive to be a learning community where everyone can experience success in an inclusive, safe and respectful environment. Our focus on teaching and learning aims to prepare our students with knowledge, skills and attitudes for lifelong learning in a complex and rapidly changing world. We promote a culture of relationships which upholds the dignity of each person. We strive to ensure that all have a sense of belonging to our school community which is a place where teachers and students work together to collectively maximize learning opportunities for all.

School Overview

St Kevin's is a Catholic primary school in the Melbourne suburb of Hampton Park and one of two schools in the parish. The school was established in 1988 and has grown to become a highly regarded school with a strong reputation for being a welcoming and inclusive community where all are valued and appreciated.

In 2020, St. Kevin's had 542 students enrolled. Students are organised into 4 distinct developmental age groups with all classes apart from those in Prep (Foundation), comprising a composite two-grade configuration. For 2020, this structure included four Prep classes, seven Grade 1/2 classes, six Grade 3/4 classes and six Grade 5/6 classes.

A unique and celebrated characteristic of our school is our rich cultural and faith background diversity. St. Kevin's boasts the inclusion of 52 distinct cultures where for 78% of our students, English is not their primary language. Whilst we enthusiastically embrace other cultures and faiths we proudly celebrate our Catholic faith and traditions and teach a very contemporary Religious Education Program supported and encouraged by the Catholic Church and Education Office.

Fr Desmond Moloney is the Parish Priest of St Kevin's Parish Hampton Park and is a welcome presence in our school, supporting staff, students and parents in their faith formation.

The physical composition of the school and its buildings have undergone considerable growth and change over the years, with major refurbishments and building projects undertaken to improve the learning environment for the children in previous years. Our school consists of eight main buildings that include classrooms, administration areas, shared facilities such as a library and a large multipurpose hall. Our playground areas feature 3 separate adventure playgrounds, two sand pits, athletics track, long jump pit, 5 basketball courts, a combined soccer / football field and a large, grassed area. Our outside spaces also contain a modestly sized sustainable garden with fruit trees and vegetables.

The school is very well resourced to ensure the children have access to modern learning technologies and are able to work in collaborative and engaging environments. Our school has attractive and contemporary learning spaces, with a dedicated and experienced staff and committed families. We provide a safe, caring, and challenging educational environment that promotes learning and achievement for all students and where everyone is known and valued. The students are at the centre of all we do. We recognise and celebrate the diverse learning needs, interests, talents and cultures of our students and strive to offer a rich variety of meaningful learning experiences that will drive students to become innovative thinkers, great problem solvers and demonstrate a high level of social interest.

Principal's Report

The influences of an unprecedented global health emergency has certainly had a dramatic impact on the goals, priorities and actions of the school. However, we have been so fortunate as a community that we have managed to work our way through most difficulties. As we continue to negotiate our way through the disruptions and restrictions associated with COVID-19, I take this opportunity to report on our achievements and reflect on the way in which the St. Kevin's Primary School community has responded to supporting not only our children, but also each other during this time.

At the end of term one, we said farewell to Mrs Anne Marciniak, a much loved and cherished long-standing member of our team. Her retirement was celebrated with sadness and no shortage of gratitude for her contributions to our school in a career that spanned more than 30 years. Anne's legacy remains an integral part of the fabric of our school community and stands as an inspiration to each of us.

Implications of COVID-19 saw us move rapidly into a new era. In 2020, each staff member at St Kevin's demonstrated true professionalism as they faced the enormous task of adapting to teaching and learning in a world where educational norms as we know them were changing. Together, our staff transformed learning, almost overnight. They adapted to working and learning from home and then back at school again. They ensured that every student was provided with meaningful learning experiences that facilitated their continued growth while also supporting their wellbeing. At school, they adhered to new levels of hygiene and cleanliness. They maintained strong relationships with students, families and one another when physical distancing made things all the more difficult.

Despite the challenges of 2020, our students learning has progressed admirably, as reflected in their work output and assessment results. Teacher generated and standardised data indicate that the impact of COVID-19 has been limited and "learning gaps" minimal in most areas.

St Kevin's Primary School enjoys a strong relationship with our parish. Despite the parish having also experienced considerable disruption due to COVID-19, collaborative efforts with our priests, parish team and our sister school, St. Francis de Sales Primary School, have ensured our Yr 3, 4 and 6 students were able to continue their preparation for receiving the Sacraments of Reconciliation, Eucharist and Confirmation. I take this opportunity to thank Fr Des and Fr Dong for their support of our school throughout the year. I also thank each of the class teachers involved in the 2020 Sacramental Program as well as the members of the Leadership Team, especially Coralee Brobyn our Religious Education Leader, for their work in this area. Thank you to families for your support, especially when last minute changes were needed!

We've learned this year that life can be challenging and as in previous years, the mental health and well-being of our students and staff remains our highest priority. We know that building resilience ensures long term success and is critical on both a personal and community level. The level of care, concern and genuine love members of the community show towards one another inspires me each day. Together, we give visible expression to Gospel values and are true witnesses of Jesus in our world.

I thank our St Kevin's parents and caregivers for supporting your children and staff during the time when children were learning from home. While home learning was not without its challenges, you showed enormous commitment to working in partnership with staff to ensure our children continued to flourish. You are amazing!

As Principal, I have never been prouder than I have been in 2020. I want to state very clearly that our staff team is extraordinary. They went above and beyond in 2020. I have said it many times and in many arenas, St Kevin's "did" COVID-19 as well if not better than any other school, in large part due to our staff; and they did it all while balancing considerations for their own family and personal needs. We owe them a great debt of gratitude.

I especially want to acknowledge our ongoing Deputy Principal Miss Belinda Rowlands. Her commitment and unwavering support in 2020 has been truly remarkable. Our passage through 2020 has been made easier and smoother because of her.

The road travelled in 2020 has certainly been challenging. Without doubt, the year has seen the St Kevin's Primary School community at its strongest, rallying together to carry one another through and stay connected during a time of physical disconnection - a time of cancellations, postponements and restricted access to school. As Principal, I continue to be incredibly proud to lead this great school and feel so very grateful to do so alongside our wonderful students, staff, parents, caregivers and community members.

At St. Kevin's we stand together!

Jason Micallef

Principal

Parish Priest's Report

It did not take long in the school year before St. Kevin's School community began to face the challenge of restrictions and then periods of lockdown that became part and parcel of 2020. A tremendous amount of work was necessary, particularly in the initial phase, in order to make the transition to online learning. Great application was made by the staff as a whole, and, individually, significant personal commitment. Aably led by (Mr.) Jason Micallef, in his first year as Principal of St. Kevin's School, he sought to support and encourage the staff. Effective adaptation to a new approach was important, and, even more, to seek ways of further development. The staff responded appreciatively to the leadership team.

Stronger connections also occurred within the whole school community. Communication with families went to a new level, largely generated by the school administration and teachers, with parents being engaged and providing their feedback. A wonderful, heart-warming feature by St. Kevin's School at a point when children were permitted to return to the classroom was to have a huge outdoors banner welcoming everyone back to school. Well done to all for a superb effort in terms of the education offered and the building of community.

Fr. Desmond J. Moloney

Parish Priest

Education in Faith

Goals & Intended Outcomes

GOAL:

- Continue to develop the whole-school curriculum plan to incorporate the Religious Education Curriculum Framework for CEM schools within the two-year curriculum cycles.

STRATEGY:

- Engage the Horizons of Hope, RE framework to inform the curriculum teaching and assessment processes.
- Review RE Assessment procedures and agreements in light of CEM Review.

Achievements

Teachers began the year by deliberately making links between the Religious Education Curriculum and the content areas taught through Inquiry in Term 1. Extensive period of lockdown however made this a challenge to continue as curriculum content delivery was greatly reduced to focus on Literacy and Numeracy skills.

In light of the global health emergency, our Education in Faith priorities pivoted to ensure that strategies were relevant and aligned to addressing emerging priorities. As such, our goals for 2020 were primarily about:

- Staying agile and flexible
- Keeping our Catholic identity alive and our faith community connected while we were apart (couldn't come together for Mass, prayer sessions, etc).

As a result, we maintained that our Catholicity should be visible and ubiquitous in all interactions with each other, students and families.

Some of our achievements included:

- Continuation of Sacramental preparation for students in Year 4 and 6 with Family reflection nights moved to an online platform and facilitated by the Presentation Sisters. This was a great initiative and involved 100% of all our sacramental families participating via video conference over a number of evenings.
- In an effort to bring our community together in prayer and worship, we introduced the weekly Community Prayer. Hosted by our Religious Education Leader, this short online liturgies involved teachers students and families all participating and contributing to prayer online. Average attendance was impressive with over 100 individual connections from remote locations. Feedback from families was overwhelmingly positive and students looked forward to the Community Payer each week.
- In a similar vein, staff participate in prayer each week online. Rostered staff members would prepare a pre-recorded online liturgy designed to provide teachers with an opportunity to find a moment in their busy schedule for reflection and prayer.
- The leadership team attempted to continue the work of the original goals of our school in this area and commenced a process of designing a planning tool that infuses Religious Education into the integrated content subject units. Teachers used this later in the year when beginning to plan units for 2021.

VALUE ADDED

- Catholic identity is evident and celebrated in the grounds, entrance and throughout the classrooms
- Increasing numbers of staff supported to complete Accreditation to Teach Religious Education
- Regular Class Masses with Buddy classes (Term 1 only due to Covid)
- Priest lessons are planned in collaboration with teachers and timetabled with all classes (Term 1 only due to Covid)
- Sacramental Family Workshops held online with students, staff and parents
- Carols by Sunlight presented by the students, created as a video and sent out to all families
- Staff prayer each Wednesday morning (or held virtually)
- Embracing Social Justice leadership for all students through the curriculum and in Leadership positions
- Religious Education Award for Grade 6 student at Graduation
- Assembly Awards based on Gospel Values and School Vision
- Regular scripture and prayer focus in assemblies
- Restorative Justice used in establishing and maintaining positive relationships
- Community Prayer sessions held through Google Meet during lock down

Learning & Teaching

Goals & Intended Outcomes

Goals:

1. For teachers to plan instruction that challenges all students at different stages on the Number & Algebra learning continuum.
2. Further extend teacher capacity in the application of data.

Intended Outcomes:

- 1a. Confirm the measures to be applied to tracking growth for individual students.
- 1b. Build teacher capacity through access to current research (with support of CEM).

- 2a. Use data to identify and analyse trends and gaps in student achievement. (PAT, Fountas and Pinnell, OBS Survey, ARCOTS, Essential Assessments, NAPLAN)
- 2b. Use data to identify areas for growth for all students.
- 2c. Build teacher capacity to teach for growth.
- 2d. Increase the school growth for students in higher levels

Achievements

Our focus as a school continues to be very explicitly to enable all students to be literate and numerate at the level commensurate with their ability and to ensure that growth for all students is tracked and monitored. Continuous assessment using tools which are nationally consistent, and using student work, informs our evaluation of growth. The collaboration of all teachers to analyse assessment evidence so that we are speaking the same language of growth is the touchstone of the way in which we view our achievements and challenges.

2020 was the second year that St. Kevin's was involved in the *Direct School Support Mathematics* program offered by CEM. Staff from CEM worked directly with our teachers at each level to support them in further developing their curriculum knowledge and engaging in professional learning linked to differentiation of the Mathematics curriculum. We are very proud of the fact that we continued to upskill and build our teachers' capacity throughout the lock down periods in 2020, through remote professional learning sessions. The focus of these sessions changed from the original planning, in order to suit the changing conditions of remote teaching. Teachers worked with CEM staff to focus on how to differentiate and challenge all students in a remote teaching environment.

Even though 2020 brought with it many challenges for teachers, we worked hard towards building teacher capacity in the application and analysis of data. Teachers worked in teams to further extend their understanding of formative and summative assessments and discuss ways of gathering data about student achievement in a remote learning environment.

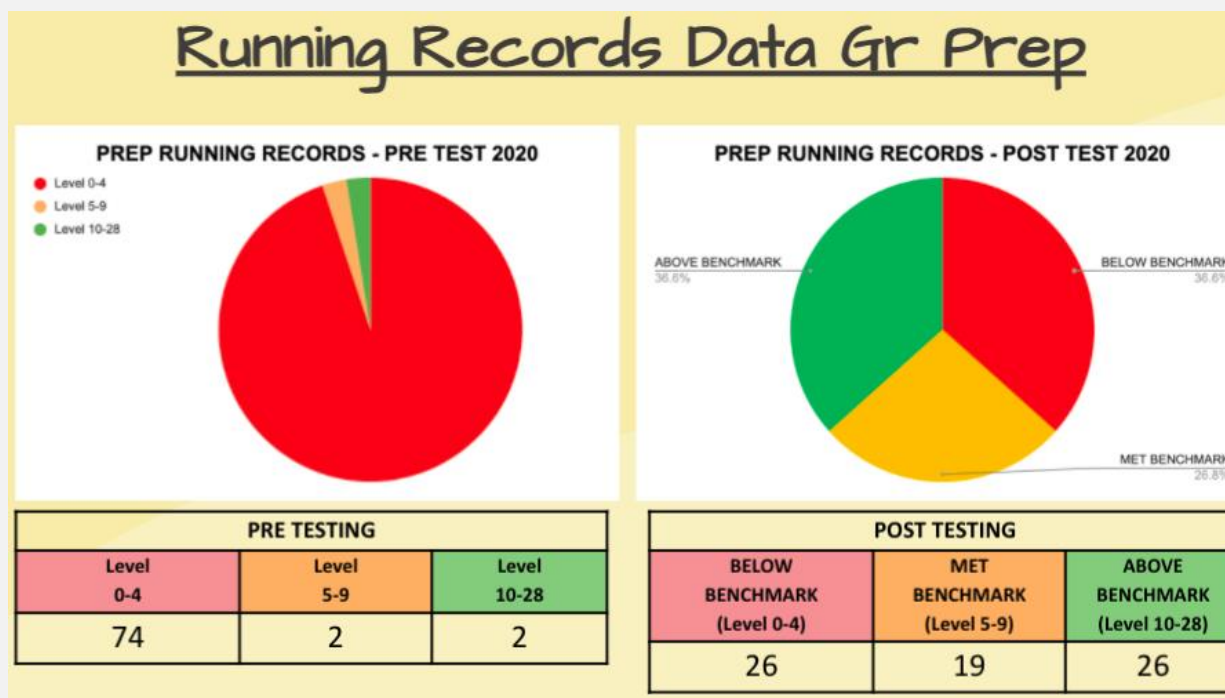
A range of assessments were used in 2020 to gather data about students' achievements and track growth - PAT (Progressive Achievement Tests), Running Records, ARCOTS (Reading assessment), Essential Assessment, Ob Survey (Reading). Through our work with the CEM in Mathematics, we identified a need to change the way in which PAT assessments in both Mathematics and Reading were administered. This meant that we gathered data from Grades 1-6 in these areas and could compare our results to expected achievements for students of the same age, however data to show growth will not be available until the end of 2021. The use of SPA Platform to import and view data has been effective.

All teachers took part in data analysis CLT (Collaborative Learning Team) meetings, where student data and work samples were analysed and moderated.

Throughout remote learning in 2020, we ensured that all students had access to a device to ensure consistency in their learning, loaning out 220 Chromebooks to students. Teachers used a range of online tools to engage students in their learning remotely and researched alternative programs to support their teaching. Raz kids, Readworks and Wushka were some programs which we subscribed to

STUDENT LEARNING OUTCOMES

Running Records - Preps

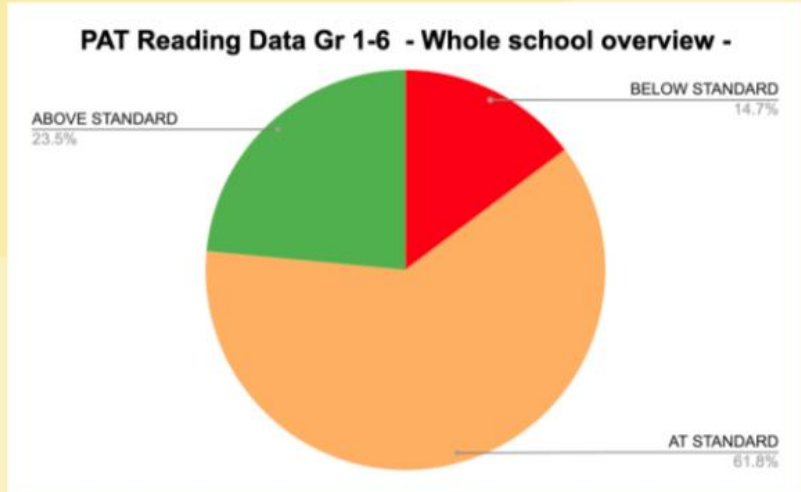


PAT- Reading

PAT Reading Data Gr 1-6 - Whole school overview -

BELOW STANDARD	AT STANDARD	ABOVE STANDARD
69	289	110

85.3% of children from Gr 1-6 are at standard or above standard on PAT Reading



PAT Reading Data Gr 1-6



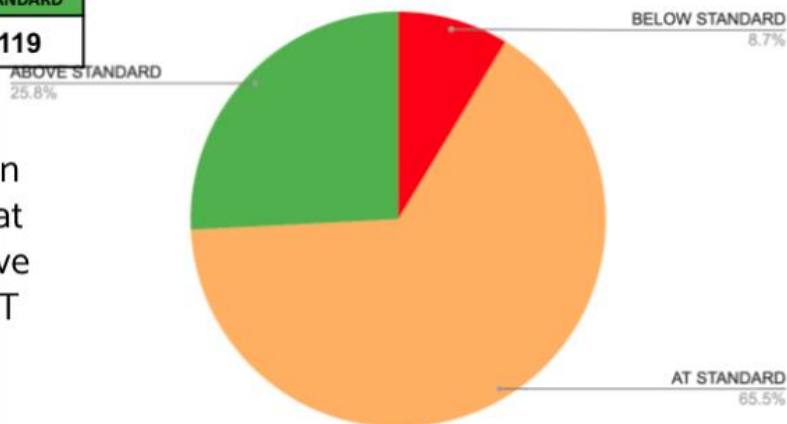
PAT- Maths

PAT Maths Data Gr 1-6 - Whole school overview -

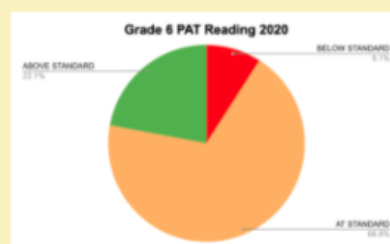
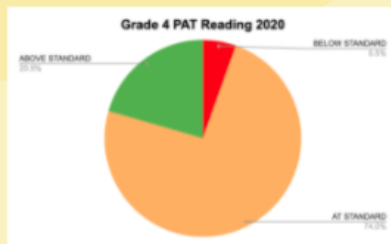
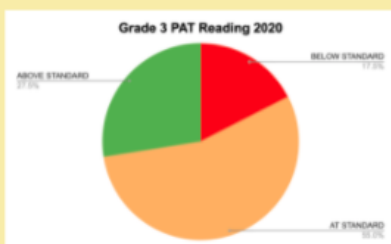
BELOW STANDARD	AT STANDARD	ABOVE STANDARD
40	302	119

PAT Maths Data Gr 1-6 - Whole school overview -

91.3% of children from Gr 1-6 are at standard or above standard on PAT Maths



PAT Reading Data Gr 1-6



SUMMARY

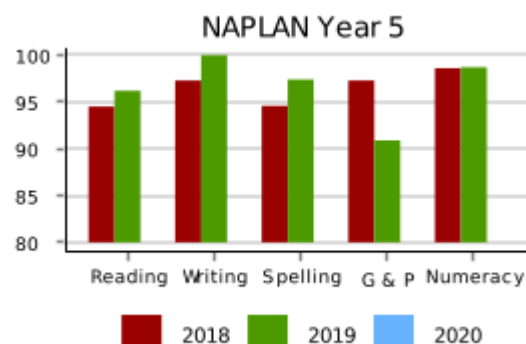
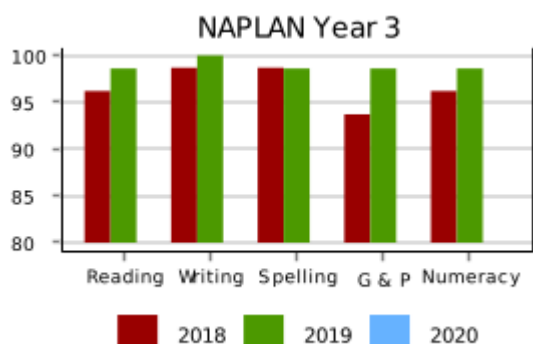
Despite being at home for much of the year, every child who engaged in remote learning maintained their growth in the areas that were taught and measured.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	93.7	98.6	4.9		
YR 03 Numeracy	96.2	98.6	2.4		
YR 03 Reading	96.2	98.6	2.4		
YR 03 Spelling	98.7	98.6	-0.1		
YR 03 Writing	98.7	100.0	1.3		
YR 05 Grammar & Punctuation	97.3	90.9	-6.4		
YR 05 Numeracy	98.6	98.7	0.1		
YR 05 Reading	94.5	96.2	1.7		
YR 05 Spelling	94.6	97.4	2.8		
YR 05 Writing	97.3	100.0	2.7		

* 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: Develop measures and tracking processes for the school's wellbeing priorities

Intended Outcomes:

- Identify the specific wellbeing value add domains to be measured and the tools to be used for tracking
- Continue to identify and monitor all Wellbeing Initiatives, lunchtime activities etc
- Continue to build capacity of teachers to make appropriate adjustments to support students
- Continue to support teachers and LSO's to evaluate and monitor effectiveness of adjustments
- Continue to support teachers and LSO's in capacity to teach effective pedagogy for adjustment

Achievements

We are very pleased with our progress in building and maintaining positive authentic relationships across the community. All year levels set parent partnership goals.

This helped us to ensure that there is a strong sense of hospitality and invitation with all families to engage in the educational process in a way that is accessible for them. The

processes we have in place to develop a positive environment in all areas of the school have proven to be very effective. They include our Social Emotional Classroom

programs (Bounce Back), lunchtime activities, Better Buddy, expanded student leadership opportunities, Restorative Practices and Pathway to Resolution.

An expanded Core Wellbeing Team, consisting of a range of staff representatives, oversees the learning support program across the school. They planned to meet weekly but due to the COVID this did not occur. The team was going to look at evaluating student needs, referrals, policies, PSG's, funding and professional development needs. A balance of the meetings foci was shared between student services and wellbeing. A leadership wellbeing team was also set up to track and discuss families and students to support their wellbeing needs. They met on a regular basis either weekly or fortnightly depending on the term.

Due to COVID there were a number of processes implemented to support students and their families to transition into remote learning and help support their engagement during online learning. Due to COVID we realised there was a great need to implement this support for our families and staff. Individual student check ins were also conducted regularly with either at risk students or disengaged students to help assist their wellbeing and their remote learning.

For the second round of Remote learning as a school we decided to only focus on the core areas of learning (Literacy, Mathematics and Religious Education) as well as a big wellbeing focus. This allowed families to spend time together and have some wellbeing time each day to help support

the mental health of students as well as parents. We also had each Wednesday as a Specialist day where the students have Specialist lessons and then teachers could meet for planning and organisational purposes.

As well as student wellbeing, we found that staff wellbeing was of great importance to our teachers and staff. Many initiatives were implemented to support them through the first and second rounds of remote learning.

The following is our evaluation of the student wellbeing goal from our annual action plan 2020:

- Efforts have commenced to track attendance at lunchtime clubs such as Lego Club
- Attendance throughout Remote Learning was monitored closely and personalised support provided where issues were identified
- eXcel was used to map out what our school has been doing with some links made to the annual action plan
- Documentation was kept for Speech Pathologist and school counsellors
- Medical needs PD was undertaken by staff members

VALUE ADDED

- Provision of counselling, psychological and assessment services at the school
- Provision of Speech Pathology at the school from an outside agency as well as from the CEM
- Lunchtime activities include Lego Club, Card Club Gardening, Art Classes, Sporting Activities, Library Classes, Robotics, Better Buddies program and Choir
- Tracking of students at lunchtime for safety reasons
- Wellbeing Lego Club held each lunchtime to help support students with social needs and that may need time away from the playground
- Remote learning lunchtime activities such as drawing, social chats- 'Snack and Chat', jokes, etc
- Wellbeing Wednesday activities for parents and students
- Wellbeing days- no official school work required to be completed - many wellbeing activities offered for students and families to do on these days
- Wellbeing Leadership Meetings on a regular basis focussing on health and wellbeing across the school.
- Mindfulness Activities and professional learning planned for staff meetings.
- eSmart and Better Buddies program
- Implementation of Social skills and Peaceful kids programs for 3-4's

- Kool Kidz Rock Music Lessons Grades 1-6 (Term 1)
- Chess Competitions for all students in Year 3-6
- House Teams and a significant increase in Student leadership opportunities
- Student/class led assemblies, including principal news and stars of the week
- Attempts are made to monitor and cater for student needs in terms of uniform, breakfast, lunch etc to enable all students to participate fully in the education program
- R U OK? Day activities across the school
- Wellbeing Matrices
- Staff wellbeing - activities, prayers, suggestions, staff meetings, wellbeing days
- Videos created by our counsellor to support families
- Weekly Peaceful Kids Family Activities slide and videos
- Student Wellbeing page on all the level's Blogs
- Remote Learning birthday calls to students
- Bedtime stories - Facebook videos with teachers and staff reading stories for families
- Calling of all families regularly (at least every 2 weeks) for check in and tracking of this for our records on Google Sheets
- Regular Email to parents for family check ins
- Thank you packs for families including prayer, magnet and lollies for families and students
- Staff social wellbeing meeting weekly
- Prep 100 days celebrations

STUDENT SATISFACTION

- Exit tickets/ survey for student to complete at the end of the day's activities/lessons during remote learning
- SeeSaw and Google Classrooms- displaying of work and feedback given to students
- Reflections on their remote learning experiences

STUDENT ATTENDANCE

The attendance of all students every day is a high priority for our school and we regularly communicate this in a variety of ways: Prep enrolment interviews, assemblies, Parent/Teacher/Student interviews, newsletters and orientation sessions. Our attendance rate is steady at 91%. Some families at the beginning of the year traveled overseas to their home country for special occasions which is well understood (pre COVID often our families take this

opportunity at the end of the year). With extended holidays or known absences, a letter is required in advance.

- Families are required to report in for non-attendance and state reasons. Teachers follow this up on a weekly basis. The school communication App FlexiBuzz assists families to report in a timely way. They are also advised by an SMS that we have not received their absence notification. This information is stored in Nforma
- A register is kept of all attendance/non-attendance/punctuality and teachers flag concerns to the families first, then leadership. Family conferences will be held where there are concerns, which inhibit development of student growth. In exceptional circumstances of school refusal the school works very closely with the families to support return to school. These strategies are personalised to the student and family context. We have very few incidents of this nature. Our principal concern is attendance and late arrival with some families and we worked steadily to address these. The significant absences are highlighted in the semester reports and incentives are offered for full attendance through the newsletter, in classrooms and school assemblies
- The School Community is regularly advised about the Guidelines from the Victorian Government and the Catholic Education Melbourne Office
- Registered post personalised letters sent to individual families with students that have a high number of absences to highlight this to the families and help support them in attending school more regularly

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	91.4%
Y02	92.7%
Y03	93.4%
Y04	92.3%
Y05	93.5%
Y06	93.1%
Overall average attendance	92.7%

Child Safe Standards

Goals & Intended Outcomes

Goal: To have a genuine focus on child safety and wellbeing during COVID-19

Achievements

During COVID-19 and remote learning, St Kevin's had a large focus on student safety and wellbeing. As a school we developed a system that allowed teachers and LSOs to have check in calls, emails, etc. with every family on a very regular basis. This allowed the school as a whole to have direct contact with students, parent and families and check in on them in a number of areas, such as academic, social emotional, wellbeing and safety. From this contact students and families were referred to the wellbeing team for further check ins, support or anything else required.

- Executive Leadership Team and policy development, Parish Priest
- Audit policies to include: safety of children from culturally and linguistically diverse backgrounds, and children with a disability, Esmart Policy, Enrolment Policy, Excursion Policy, Wellbeing Policy, ICT Responsible Use
- Risk Management policies and procedures upgraded Incursions and Excursions
- Identifying responsibilities for leadership staff to supervise the embedding of all strategies
- Meet with Parish Priest fortnightly to update, review and identify actions.
- Agenda item in Board, SDC and Parish Priest Meeting
- Website development of Standard Risk Register Plan
- * The embedding of policies and commitments into every day practice
- * Professional learning of teachers, non-teaching staff and volunteers
- * Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'

Teacher Training

- Revisit the Child Safety Policy to include the Organisational Culture and protection responsibilities regarding Institutional Care.
- All staff trained in and have completed the Mandatory Reporting Module
- Reportable Conduct Training
- PROTECT manual revisited
- * A core team gained training on the new government reforms for child information sharing schemes ready for implementation in 2021 (CISS & FVISS)
- * Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and student management, the duty of care, and reporting requirements.

Community Consultation

- Standing Item in Newsletter to address Child Safe Standards
- Education Board Standing Item
- Prep Orientation Sessions advise all families of Child safe Rules
- Parishioners advised of CSS in Parish Pastoral Council

Human Resource Practices

- Employment Practices and Referrals have standing item questions
- Volunteers trained in Risk Management

Risk Management

- Risk management policies and procedures audited and upgraded for all visitors
- Working With Children Check recording and login process
- CCTV used in the new building project to cover surveillance of all gates, exits and entrances
- Signs on gates to add a layer of security across the school
- Line of sight i
- Risk Assessments on incursions and excursions and for some individual students with medical needs always thought about and take into account when other services are on organisations

Empowerment

- All staff trained in the Empowerment Standard at the beginning of the Year so that the program can continue to be delivered in a systematic way across the school and in a manner appropriate for each Grade level.

Leadership & Management

Goals & Intended Outcomes

Explore the support required by teachers and teams to differentiate

Develop systems of support and professional learning to scaffold school-wide engagement with coaching and mentoring.

Achievements

2020, was a year when the leadership and management of our school was never more important and where our ultimate goal, despite our best intentions to honour our School Improvement Plan, was to see the achievements of previous years protect us from the inherent difficulties of a community in crisis. Our primary goal was to ensure that protocols and systems of support were maintained or adapted to not only ensure the continuity of education for all students, but also keep all members of our community connected, protected and supported throughout the changes to routines, interactions and location of work.

Some of our achievements included:

- The development and introduction of a range of communication mediums such a new staff portal, social media platform.
- A weekly bulletin from the Principal was also introduced as a way of summarising all the important reminders and points of interest. This was also a platform for acknowledging, thanking and congratulating individuals for jobs well done and important announcements.
- School Development Committee (leadership team) continued to meet through the year on a weekly basis. These meetings shifted to a group video chat during period of lock-down.
- Staff Meetings also continued to occur weekly and shifted to online group video meetings where required.
- On two occasions, staff were invited to participate in a wellbeing checklist.
- The development of appropriate policies to support our work through an unprecedented health emergency. For example: OHS for Working from home and the Infection and Disease Control Policies.
- The development of an iterative approach to developing a Remote and Flexible Learning Program which was focused on ensuring continuity of learning and capitalising on the skills and strengths of the wider staff group.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

The following is a list a range of the Professional Learning activities that staff have undertaken in 2020.

- Child Safety Laws
- Agile Learning Sprints
- Agile Learning Leadership
- Mathematics Data Analysis
- Differentiated Teaching Practice
- First Aid and CPR
- OHS Induction
- Anaphylaxis Management Training
- Infectious Disease Control / Personal Hygiene
- Mental Health and Wellbeing
- Collaborative Leadership Training for the School Development Committee
- Mandatory Reporting
- Staff Conference covering the following topics such as: Psychological Safety, Introduction to Psychological Safety, Cognition, Emotion and Instinct, Effective Communication, Conflict Resolution
- NCCD Training for adjustment management and Personalised Learning Plan design
- Pedagogy of Encounter training in Religious Education
- EAL tracking to enhance the teaching of students with English as the additional language
- Report writing linking with SEESAW
- Numeracy: Enabling and extending training
- Digital Technology Training
- Certificate 4 for Learning Support Officers
- Religious Education Network
- Student Wellbeing Network
- School Wide Improvement Forum
- Learning Diversity Network
- Digital Education Network
- Deputy Principal's Network
- Principal's Network

Number of teachers who participated in PL in 2020	62
Average expenditure per teacher for PL	\$515

TEACHER SATISFACTION

Staff have undeniably faced the most challenging year of their careers. Faced with the task of maintaining learning continuity and fulfilling the ever expanding breadth of professional responsibilities amidst a global health crisis has been nothing short of inspirational. However, it comes at a high risk of potential burnout and negative consequences for their mental health, let alone job satisfaction.

Pleasingly, staff have indicated anecdotally and via an internal opinion survey that they have felt supported, encouraged and looking back, feel a great sense of pride at what they have accomplished.

Of those that completed the Staff Wellbeing Check in Surveys and Snapshot Reviews of Remote and Flexible Learning, we can see the following highlights for Teacher Satisfaction in 2020.

- 100% all staff members felt supported by leadership. They believed that leadership had a good understanding of the challenges teachers faced and supported them with appropriately.
- 100% of staff indicated they had improved in their use of technology as a learning and teaching tool with 85% of staff indicating that there were implications of this new skill development that would be used beyond a Remote learning environment.
- 87% of staff also indicated that they felt their partnership with parents was stronger than ever and that working collaboratively with them was of great support to achieving the over all learning goals for the students.
- 91% of staff indicated that they felt they had a voice throughout the experience and that their participation on reviewing each iteration of the Remote Learning Program was beneficial.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	86.6%
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ALL STAFF RETENTION RATE

Staff Retention Rate	94.9%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	17.5%
Graduate	10.0%
Graduate Certificate	2.5%
Bachelor Degree	65.0%
Advanced Diploma	22.5%
No Qualifications Listed	5.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	50.0
Teaching Staff (FTE)	39.6
Non-Teaching Staff (Headcount)	14.0
Non-Teaching Staff (FTE)	15.5
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Ensuring our students, staff and parents remained connected as community throughout remote learning.

Achievements

The partnership between home and school has always been a strong feature of the St Kevin's community. Whilst a significant part of the school year was spent physically apart, the importance of a strong home-school relationship was maintained. Clear communication from the school throughout the whole remote learning experience was a strength. This included advising how the school would continue to educate students and provide support to families. Chromebooks and iPads were lent to families who required them to enable equity of devices to support learning for all students. Teachers and leadership were in regular telephone and email contact with families, providing support and feedback. Records of the contact made were stored centrally, ensuring all families received this support.

Being physically apart meant doing things differently. Our weekly assemblies became digital productions, with each rostered class taking responsibility for developing content and communicating their learning. Sometimes there were surprises included, such as a video of the staff lip synching to "See You Again" and a slide show of staff photos with #wemissyou on each one. This was uploaded to a private YouTube channel and shared with families via SZ App, our communication tool. To maintain our spiritual nourishment, weekly community prayer times were held on Google Meet at a time when no classes were scheduled. This allowed all families to participate, which many did with attendances reaching over 120.

A school Facebook page was created as another way to engage with our community. Students were able to submit photos of their learning which were then shared on the page for the wider community to respond to. Twice a week at 7pm, a bedtime story time was hosted on Facebook. Teachers chose a book and rostered themselves on to read this either through a prerecorded video or going 'live' on Facebook

A new website was also launched during the year. The new platform provided video tours of the school, interviews with staff, students and parents and allowed potential families to experience the St Kevin's approach to education in a virtual way. It is also much more user-friendly and contains more comprehensive information than the site it replaced.

Special events were also celebrated remotely. Mother's Day and Father's Day were celebrated by inviting parents along to the morning class Google Meet, the 100 days of Prep celebration was a whole day extravaganza of events culminating in a remote disco. eSmart week involved a family eSmart evening.

Wellbeing was a core focus of the remote learning experience. Tea and Talk sessions were held where families were invited to join a Google Meet for support or just a chat. This was well attended. On several occasions, there were whole school Wellbeing Fridays where no new school work was set and families were encouraged to undertake activities focused on caring for themselves. RU Ok Day focused on wellbeing activities rather than the regularly scheduled lessons.

Throughout the remote learning, school remained open for students of families meeting the government mandated criteria. This allowed these students to maintain time for school work and families to undertake their essential employment.

When we returned to school, clear and explicit communication was provided regarding our Covid safe practices as well as logistical information regarding pick up and drop off. Staff willingly undertook additional duties to allow for the arrival and departure of students in a Covid safe manner. A thank-you pack was provided to families after the first period of remote learning which included a fridge magnet, principal award and a treat.

Surveys of families after the first remote learning experience informed the approach taken for the second period. Google Meet times were adjusted and all students had access to a device rather than sharing one per family. The learning focus remained on wellbeing, English, Mathematics, Religion and specialist subjects. Specialist subjects were also all scheduled on a Wednesday. This allowed a midweek refresh from regular class work and enabled specialist teachers to be available on one day for students to contact and ask questions if required.

The return to school in term four was welcomed by all in the community. School was not the same without all of its students and teachers present. Although the Covid restrictions meant parents were unable to attend many of the regular end of year events, we continued to adapt and do things differently. The traditional Carols by Sunlight were recorded by classroom teachers and shared digitally with families. The end of year Mass was streamed to classes and families as the capacity of the Church was limited. Our Grade 6 graduation Mass was celebrated and recorded during the day and then released to families at a set time that evening to allow families to share in this milestone moment. We were also able to support placements of TAFE students to allow them to complete their required practical hours and assignment requirement to achieve their Certificate 3 in Education Support. Families expressed their appreciation for all the staff efforts in a variety of ways. There were many letters and cards received as well as a number of special lunches organised.

It may have been a different year, but by doing things differently we were able to offer a wide variety of opportunities for families and staff to engage with each other.

PARENT SATISFACTION

Throughout 2020 The leaders and teachers aimed to remain as agile as possible so that as circumstances changed, we could move swiftly and decisively to ensure continuity of children's learning. By also placing an emphasis on clear transparent communication through a range of mediums like email, social media, instant messaging and newsletters, we were able to keep families in the loop and feeling connected with their school community. As a result, the parents and carers expressed a deep appreciation for our efforts with numerous emails and messages being sent to the staff that showed their high levels of satisfaction with how our school adapted.

What follows are examples of the kinds of feedback we received via email from a range of parents:

"I just wanted to say how happy I am that my children are at such beautiful school. I've always said what a beautiful nurturing environment St Kevin's offers to its families, but I felt that even more today than ever before!"

"It's been a difficult time for all of us parents and teachers, however throughout it all I felt the support, guidance and encouragement provided by our school. The hard work that the teachers have put in this remote learning program is admirable."

"Communication with the families was also fantastic. We were always kept informed about what was happening which gave us the reassurance we need in this uncertain times."

"I appreciate your help and a big THANK YOU to all the teachers for their continued hard work and dedication in assisting us throughout Remote Learning. It has been a very rewarding experience."

"After working in Pakenham last week and seeing the disorganisation of other schools Re - Pick Up and drop Off along with the level of education difference between other schools and our fabulous St Kevin's I'm so pleased that our Kacy got a St Kevin's Education during ISO, A very BIG thanks, and please hold your heads high."

"We are so blessed to be a part of the St Kevin's Primary school. We really appreciate all the time and hard work put together by Principal, Deputy Principal, all the teachers and staff at school with such amazing works to keep us all together and safe. Many, many thanks to everyone working restlessly, especially during school drop-offs and pick-ups even on bad weather days!"

"I just wanted to email you to say THANK YOU, and how much my family has appreciated what the school, you and Belinda and all the teachers have done for us. I have really appreciated all the communication since the end of last term, all the support from the teachers, and the kindness and love that I have felt from the school."

"I was so surprised and amazed at how she (the teacher) is with her class. Not only is she very calm, but the way she handles her students at her Google Meets is incredible! I thought to myself at the first google meet, if she is like this at a Google Meet, I can imagine how she would be in class! She is incredible. You can tell she respects her students and her students respect

her back. The way she speaks to them, the way she gets them to engage and listen and participate during the Google Meets is seriously amazing."

"Teachers certainly need to be praised for being on the frontline and for continuing to educate all children. We have both felt well-informed and reassured that sending Peter to school, particularly in the last few weeks, was the right thing to do for his learning. The communication from you and staffs on the action and direction of St Kevin's has been nothing but superb. So Thank you."

"We are sending this email to let you know how grateful we are to you and your staff in St. Kevin's for all the support you have given us in the first week of our children's learning from home.(bring on more weeks!) All of you have put 100% in putting up the works for this remote learning."

These examples alongside the verbal comments and written cards of thanks we received were truly humbling and indicated that our attempts to support our families as best we could were well-received and made a positive difference in their lives. We look forward to continuing the important work of strengthening our partnership with parents into the future and maintaining a high standard of effectiveness.