



St Agnes' School Highett

2020

Annual Report to the School Community



Registered School Number: 1503

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Minimum Standards Attestation

I, Lachie Foott, attest that St Agnes' 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.

11/05/2021

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

Our School Vision

Our Vision

At St Agnes' School, we strive to inspire excellence in our students through an inclusive and challenging learning environment. We aim to be engaged with our community and express our Catholic faith through action.

Our Mission

We are faith-filled

We create an environment where students understand that their Catholic Faith and identity is the centre of all that we do. Students come to know their faith through understanding of the Gospels, the celebration of our traditions and being in relationship with God through Prayer, Liturgy and Action.

We care

We provide a nurturing, purposeful and rigorous learning environment where our students feel connected with their teachers and peers, and safe to take risks and make mistakes.

We have a holistic approach

We foster the development of the social, emotional, academic, spiritual and creative growth of every student.

We challenge

We empower students to be resilient, flexible and curious learners who enjoy a challenge, can apply a growth mindset and become proficient problem solvers.

We develop thinkers

We develop our students into critical thinkers and responsible communicators who can positively contribute to our ever changing, contemporary world.

We strive for improvement

We aim to further develop staff who value collaboration and are committed to providing high-quality, best-practice teaching and learning approaches to ensure that the needs of all students are met, wherever they are on the continuum of learning.

We are better together

We value and enrich positive relationships between students, staff, parents, parish and the extended community.

We value community

We create opportunities for all members of our community to lead and actively contribute to the achievement of the school's shared vision and mission.

School Overview

St Agnes' School is a co-educational parish primary school in the Melbourne bayside suburb of Highett. The school was first established in 1951 under the leadership and guidance of the Sisters of Our Lady of the Sacred Heart. Since 1983, the school has been under the educational leadership of lay principals. The school was initially located in a hall on Worthing Road, Highett before the current school site was established on Peterson Street in Highett.

We have a current enrolment of about 130 students, in seven straight classes of varying sizes. Current enrolment projections indicate that student numbers will grow to around 200 students in coming years. We have fantastic educational facilities, with 8 classrooms, a Library, Art Room, a Specialist Classroom and Multipurpose Hall. In 2009/10, the school embarked on a building program that saw substantial improvements to buildings and the grounds. During 2014 and 2015, some refurbishment was completed in classrooms and the Administration Area. The school has well developed plans to complete further refurbishments in these areas, which we aim to complete before the end of 2022.

St Agnes' School promotes gospel values and develops knowledge and understanding of Catholic faith, doctrine and tradition. We provide a comprehensive and inclusive curriculum built on essential skills and authentic contemporary learning that is interactive and innovative, allowing students to think critically, work creatively, analyse information and solve problems. We cater for a variety of learning styles, backgrounds, perspectives and interests through a range of extra-curricular programs such as Visual and Performing Arts, Italian, Sport and Camps.

The school is located on a hectare of land bound by four neighbouring streets. The enclosed site includes the school, the parish centre, Church and tennis courts. The physical dynamics of the parish complex contribute to a real sense of community that exists in our parish and school. The children in Years 3, 4 and 6 celebrate the sacraments of Reconciliation, First Eucharist and Confirmation throughout the year.

Our school comprises a diverse community. Students come from a range of social and cultural backgrounds and Highett remains an area that is undergoing change with many new families moving into the area and the rebuilding of residential housing. As such, students' individual needs are central to our focus at St Agnes'. Our teachers are extremely supportive of all students and are focused on delivering high-quality teaching and learning programs which are driven by assessment. The school has significantly invested in ICT infrastructure recently, with all students in Year 3-6 allocated a Chromebook and 30 iPads spread throughout Prep to Year 2.

The families in our school are extremely supportive and committed to seeing our students and school flourish. There is significant parental involvement in activities such as after school sausage sizzles, special celebrations such as the Mother's Day Liturgy and Breakfast and even the school Walkathon.

Principal's Report

This Annual Report to the School Community summarises what was a strong year for St Agnes' Primary School, Highett. After an unsettled 2019, the school benefited from a stable leadership structure, especially as we endured the challenges of two extended periods of lockdown and remote learning due to the Corona-virus pandemic. Our students, staff and parents did an exceptional job to collaborate around the learning of the children, to ensure they continued to make progress and were sufficiently supported during this time.

Our Parish and School farewelled Fr. John O'Reilly in July 2020 and on behalf of the school staff, students and parents, I would like to thank him for his commitment to our educational setting during his tenure in Highett. As we said goodbye to Fr John, we welcomed Fr Alan Fox. Fr Alan assumed responsibility for St Agnes' Parish and School from July 2020 onwards and we look forward to partnering with him to strengthen the connection between parish and school into the future.

Throughout 2020, one of the key goals was to stabilise the enrolment numbers at the school, after a sharp decline from 2018-2019. I am pleased to report that this has been achieved. With our largest cohort in the school graduating Year Six in 2020, it was imperative that we have a strong intake of Prep students heading into 2021. We look forward to welcoming 25 new students into our Prep cohort in 2021, which includes 20 new families. Through the Enrolment Maximisation Framework (supported by Catholic Education Melbourne), our staff and parents have worked collaboratively to raise the profile of our school and spread the good word about the wonderful learning community that we have to offer local families.

During 2020, another major achievement was securing financial support for our school's planned capital works. Catholic Education Melbourne are providing in excess of \$900,000 to support a refurbishment of seven ground-level classrooms in our school. The refurbishment will bring much-needed flexibility to our generous learning areas, as well as modernisation. This overall project cost will be approximately \$1.5M and will significantly improve the learning environment for our students and staff.

In November, we undertook our School Improvement Review. This review was initially scheduled for 2019, before it was postponed twice, to eventually happen at the end of the year. It was a terrific process for the school, as it provided all stakeholders with an opportunity to shape the future direction of the school. We thank our reviewer, Jan Hayes for the guidance and recommendations which have informed our school's four-year improvement plan.

As a school, we are very proud of the children and they continue to do well, inside the classroom and out. The focus for our school is on continued improvement, ensuring all students are experiencing academic growth and progress across the curriculum from year to year. We have a clear plan in place, some of which is outlined in this document, for continued focus on improvement in our teaching and learning practices.

During the school year, many sets of data are collected and analysed by the school, particularly student achievement levels at all year levels in English and Mathematics. We would usually complete a survey of staff and parents to gain a full understanding of how our key stakeholders feel we are performing, however this was not offered by Catholic Education Melbourne during 2020 due to the pandemic. A summary of the available data is contained within the Annual Report.

Lachlan Foott

Principal

School Education Board Report

In the words of children's author Allison Lester - "Are we there yet?"

I'm sure that we will all breathe a collective sigh of relief at the end of this year, one that has been challenging to say the least. I want to thank the people and highlight the work that has continued behind the scenes to ensure that St Agnes' Primary School has moved forward despite the challenges we have all faced.

First and foremost, on behalf of the school community I want to highlight and thank the teachers and staff for their commitment to our children this year. No-one signed up for the issues that remote learning dealt us; however, I believe that the efforts of the teachers, and parents, has ensured that our children's education was always paramount. Whether it be doing Zoom meetings from your car because the internet was down, balancing your own child's needs with the needs of yourself or working hours much longer than required by onsite learning, we say thank you.

The Education Advisory Board (EAB) has continued to meet this year like everyone else has, via the screen. There is always lots of discussion and I just want to highlight a few key areas that we have been working through with the school's leadership.

The School Review was postponed to November 2021 due to COVID-19 and has now been completed, with the EAB and P&F Executive Committee participating. One highlight that I received from the reviewer was the responses from the children who were also interviewed. The comment was around the maturity of the responses from the middle and senior years and how they articulated what opportunities they saw for the school going forward.

The school will be provided with a report containing Strengths, Opportunities and Recommendations. This will inform the School Improvement Plan which will guide school improvement for the next 4 years.

Remote Learning was always at the top of the agenda with the school's leadership always looking to improve this. The ability for the school to maintain the extension classes throughout this time was a real highlight of the program implemented.

A review of the school's End of Semester Reports was undertaken, and we will see these results shortly. The structure moving forward into Semester 2, 2020, the report will contain 3 main areas - achievement of children, work habits and teacher comments, which were considered most important to parents.

Worth highlighting is our position for enrolment next year. We look forward to welcoming 25 new preps along with 20 new families. This is testament to the work Lachlan Foott has undertaken in establishing an Enrolment Maximisation Framework and getting out into the community to promote the future of St Agnes'.

We said farewell to Fr O'Reilly this year and welcomed Fr Alan Fox. We thank Fr O'Reilly for his commitment to our school during his short time with us, his passion for the integration of School and Parish will be with us for some time. We wish him well in retirement. We look forward to engaging with Fr Alan in the future.

As you are aware, we farewell Sue Lema, Cecily Kerr and Bernadette Lynch this year. On behalf of the EAB, the parents and many past parents, I say thank you for your dedication to our kids' education and wellbeing. Unfortunately, COVID-19 may get in the way of an appropriate farewell, but we say thank you.

Thank you all members of the EAB for their contributions this year. Sally Forbes, who is also the EAB Representative to the P&F, Anton Duddy who works with the Enrolment Maximisation Team, Jason Greenhalgh, Rob Stewart and Matt Cherry. Thank you to Lachlan Foott; in his first year as Principal, he has provided leadership and vision for the future.

I would like to acknowledge Melissa Merrick for her service to the EAB over the past 3 years as she steps down. Melissa has been a great advocate for the parents and children throughout and has always brought a consistent and even approach to all EAB discussions. Thank you for your support.

I encourage you to look at all the social media platforms the school is now using and as you feel appropriate leave a positive review on Facebook/Google about our school. As a community we are very proud of our school, let's let others know this.

This is my last report as Chair after 3 years in the position and 4 years on the EAB. Thank you to you all for allowing me to hold this position on your behalf. I encourage you to get involved where you can, but most importantly raise any concerns or opportunities you may see with the school to your EAB representatives. The EAB is your voice to the school's leadership, please continue to seek them out.

I look forward to a very different 2021, where we can once again gather in the yard, and re-launch our social calendar.

Regards,

Myles Whelan

St Agnes' Education Advisory Board Chair

Education in Faith

Goals & Intended Outcomes

Goal

Strengthening the faith of all members in our school community, to be witnessed in our everyday lives.

Intended Outcomes

- That staff, students and parents express their faith through their actions and behaviours
- That students are engaged in the Religious Education program

Achievements

While 2020 presented challenges for the faith life of our school, there were a number of special moments which we are proud of. Our staff, led by our Religious Education Leader, were able to adapt with the conditions to explore our faith in different ways. Perhaps most notably, was how we managed to bring together online paraliturgies for Mother's and Father's Day, as well as other feast day celebrations. These were shared with our community, contributed to by all of our students and shared as online videos. We were also pleased to gather in a modified way to celebrate the Sacrament of Confirmation and Graduation Paraliturgy with our Year 6 students. Pleasingly, through our well-established remote learning program, our students were also able to engage with the Religious Education curriculum with their teachers, peers and parents.

VALUE ADDED

- Attendance and participation Parish Mass on Thursday mornings during Term 1.
- Whole school masses run by different classes with the local parishioners in attendance.
- Reconciliation Faith night with Year 3 students and parents.
- Reconciliation reflection/preparation day.
- Weekly prayer at staff meetings and sharing of Prayer Hub resources on CEVN for teachers to use.
- Shrove Tuesday - P&F making pancakes.
- Ash Wednesday Mass - Whole School.
- Mother's Day liturgy video shared with the community during remote learning.
- Social Justice day for the Winter Appeal for St Vincent De Paul led by the Year 6 Social Justice Leaders.
- Sharing of different prayers during the pandemic with staff and students.
- Term 3 planning Meeting - resources shared with staff to use in their units of work.
- REL attending level meetings to offer support and suggestions for a class liturgy at the end of the term.

- Year levels came together to create digital liturgies for Mary MacKillop and Feast of the Assumption.
- Father's Day liturgy video shared with the community during remote learning.
- Opportunity provided for staff to engage in prayer/liturgy using resources from Catholic Education Melbourne.
- Prayer during Class Meets across the school.
- RE curriculum planning in year levels, discussion around assessments and incorporating RE into different areas of the curriculum, such as writing prayers for writing sessions.
- Year 4's students prepared for the Sacrament of First Eucharist.
- Sacrament of Confirmation was undertaken by our Year 6 students.
- Whole School Christmas Carols was streamed online to parents and families, including a narration of the nativity called Born in a Barn.
- Graduation Liturgy for our Year 6 students and families.

Learning & Teaching

Goals & Intended Outcomes

Goal

To engage students through a differentiated and personalised approach to learning.

Intended Outcomes

- Student outcomes in Reading will improve.
- Student outcomes in Mathematics will improve.

Achievements

With the absence of NAPLAN and School Improvement Surveys in 2020, we have limited data on our students achievement. The data we do have available however, illustrates that our students have continued to achieve at a high level in key learning areas.

As a school, significant emphasis has been placed on the improvement of our teaching and learning practices in the areas of Reading and Mathematics, with the expected outcome being that student outcomes will improve. One of the key indicators for future academic success, is achievement level in the area of Reading in the early years of primary education. Our Prep, Year 1 and Year 2 students have achieved pleasing results, especially given their age group was one of the most 'at risk' during remote learning.

Also outlined below are our Year 2-6 student achievements in On Demand; a standardised, online, adaptive assessment platform. The data below indicates that across almost all year levels of our school, our students are achieving above or well above the expected level in Reading comprehension and Number & Algebra.

STUDENT LEARNING OUTCOMES

Percentage of Students at Text Level Benchmark - Prep December 2020

Level 1+ - Our school 100% of students - All schools 93.1% of students

Level 5+ - Our school 100% of students - All schools 70% of students

Level 15+ - Our school 55% of students - All schools 24.7% of students

Level 20+ - Our school 33% of students - All schools 18.1% of students

Level 26+ - Our school 0% of students - All schools 10.2% of students

Level 28+ - Our school 0% of students - All schools 7.5% of students

Percentage of Students at Text Level Benchmark - Year 1 December 2020

Level 1+ - Our school 100% of students - All schools 99.1% of students

Level 5+ - Our school 100% of students - All schools 95.2% of students

Level 15+ - Our school 100% of students - All schools 79.3% of students
Level 20+ - Our school 100% of students - All schools 66.2% of students
Level 26+ - Our school 50% of students - All schools 46.5% of students
Level 28+ - Our school 50% of students - All schools 39% of students

Percentage of Students at Text Level Benchmark - Year 2 December 2020

Level 1+ - Our school 100% of students - All schools 99.8% of students
Level 5+ - Our school 100% of students - All schools 99% of students
Level 15+ - Our school 100% of students - All schools 94.5% of students
Level 20+ - Our school 100% of students - All schools 90.2% of students
Level 26+ - Our school 78% of students - All schools 77.3% of students
Level 28+ - Our school 57% of students - All schools 70.1% of students

The above data sets show a strong our students in Prep, Year 1 and Year 2 achieved very pleasing results in Reading during 2020, exceeding the "All Schools" percentages in all but 2 of the 18 metrics.

On Demand - Standardised, adaptive online assessment - Reading comprehension

Year 2 Expected Level 1.9 - School Level 2.18
Year 3 Expected Level 2.9 - School Level 4.39
Year 4 Expected Level 3.9 - School Level 4.68
Year 5 Expected Level 4.9 - School Level 5.39
Year 6 Expected Level 5.9 - School Level 6.61

This data set shows that on average, our students are achieving above the expected standard in Reading and in some year levels, the achievement is well above the expected standard.

On Demand - Standardised, adaptive online assessment - Number and Algebra

Year 2 Expected Level 1.9 - School Level 1.99
Year 3 Expected Level 2.9 - School Level 4.11
Year 4 Expected Level 3.9 - School Level 4.92
Year 5 Expected Level 4.9 - School Level 4.82
Year 6 Expected Level 5.9 - School Level 6.28

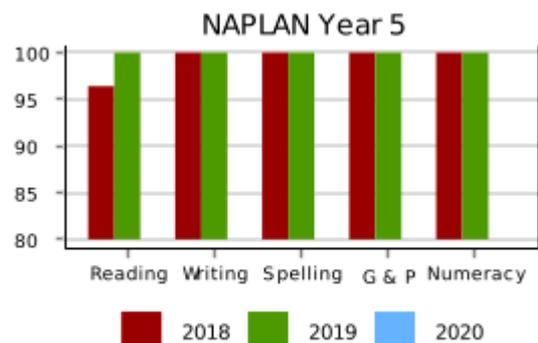
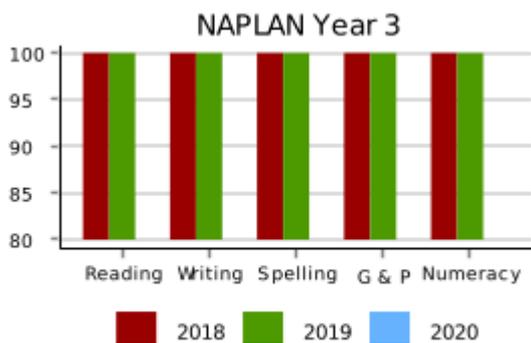
This data set shows that on average, our students are achieving at or above the expected standard in Number and Algebra.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	100.0	0.0		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	100.0	100.0	0.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	100.0	100.0	0.0		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	96.4	100.0	3.6		
YR 05 Spelling	100.0	100.0	0.0		
YR 05 Writing	100.0	100.0	0.0		

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

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

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



Student Wellbeing

Goals & Intended Outcomes

Goal

For students to feel a sense of safety and to be respectful, resilient and confident learners.

Intended Outcomes

- Students feel safe and valued at school.
- Students demonstrate confidence and resilience in all aspects of their learning.
- Students take responsibility for their learning and actions.

Achievements

In the absence of school improvement survey data, we have relied on other means of communication regarding our success in the Student Wellbeing Sphere. Our Parent Satisfaction Survey's referenced in the Parent Satisfaction section of this document indicate that our student's and their family's wellbeing was well-supported during what is the most challenging period the education sector has faced in decades. As a school, we made a conscious effort to ensure our students had the opportunity to practice 'gratitude regularly, to assist them in staying focused on the positive things in their lives. Overall, our students reported being healthy and happy during 2020.

VALUE ADDED

- Teacher planners reflect a focus on the 3Rs (Resilience, Respect, Responsibility) to start the school year.
- Year 6 speeches at the beginning of the year to select leadership positions.
- Resilience Survey completed with Year 5 students for Bayside Youth Services.
- During remote learning in Term Two, Year 3-6 had daily morning Google Meets to run through the outline of the day and activities. There were also midday check-ins for questions and follow-up on learning activities.
- Middle and Senior School introduced daily Reading, Writing and Mathematics lessons to support students in remote learning during Term Three.
- In Term Three, Prep-Year 2 classes introduced weekly whole class meetings to check in with friends and feel connected to their classmates.
- Reading and Mathematics small group sessions were also introduced to support students learning.
- Fortnightly newsletter sharing Wellbeing support.
- Regular, scheduled teacher/family meetings during remote learning for teachers to check in with students and parents to understand how the school can support them best.

- Celebrating R U Ok Day?
- Student Wellbeing Leader met with teachers in a Level planning meeting to check in on students wellbeing and how support could be offered.
- A Wellbeing Night was held for families to discuss "5 Secrets during difficult times". This was well-received with over 50 families from school and in the community logging into the online meeting.
- Termly review of PLPs during PSG meetings to support students with additional needs.
- Gratitude and Mindfulness were included in lessons throughout the week.
- Celebration of World Teachers Day.
- Wellbeing focus for the first week returning to onsite learning.

STUDENT SATISFACTION

While we do not have any qualitative data sets to demonstrate our student satisfaction levels, it is evidenced by the strong attendance rate and engagement levels during remote learning. Our students were online regularly with their teachers, participating in discussion with peers and completing the set work to a high level.

STUDENT ATTENDANCE

In the Parent Handbook, procedures are outlined to parents as to expectations for absent children.

- If children are sick, parents are required to phone or email the school.
- If children are absent for more than two days without notice the school will contact parents.
- If there is a pattern of non-attendance, the Principal and Student Wellbeing Leader will meet with the parents.
- The school monitors school absences and attendance by sending out text messages at 10.00am each day.

During remote learning, our teachers continued to mark the roll as normal. Staff would have visibility through regular Google Meet lessons and also through using a communication app, SeeSaw.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	79.4%
Y02	77.8%
Y03	71.4%
Y04	70.9%
Y05	63.6%
Y06	69.9%
Overall average attendance	72.2%

Child Safe Standards

Goals & Intended Outcomes

To provide a safe and supportive learning and social environment at St Agnes'

- To bring about cultural change in understanding about child safety and child safety protocols and procedures in our school community
- To be fully compliant with Victorian requirements in relation to Child Safe School requirements

Achievements

- In 2020, our school was certified compliant with all areas of the VRQA Child Safety Standards.
- St Agnes' has developed a St Agnes' Code of Conduct for all our community, a school Child Safety Policy and Child Protection obligations document.
- St Agnes' adheres to expectations in the 7 Child Safety Standards.
- The staff have been trained in understanding the Child Safe Schools requirements and aspects of this. Updated information and feedback were provided at regular staff meetings and is available on our Staff Portal.
- The community have been informed and consulted at the Education Advisory Board, at various parent meetings and in school newsletters.
- There is extensive information and support about St Agnes' as a Child Safe Schools on the school website.
- New human resources practices such as more extensive document recording and sign in procedures for parents and visitors have been implemented.

There has been a strong focus on:

- The embedding of policies and commitments into every day practice
- Training of teachers, non-teaching staff and volunteers
- Consultation with the community
- Human Resources practices
- Student participation and empowerment strategies
- Child safety - Risk Management approaches

Leadership & Management

Goals & Intended Outcomes

Goal

To create an environment characterised by a shared vision, focused on continuous improvement and a strong sense of leadership for all stakeholders.

Intended Outcomes

- That staff, parent and student empowerment will be strengthened through the decision making process
- That staff learning will be strengthened

Achievements

Throughout 2020, there were some significant achievements in the Leadership and Management Sphere.

Most notably we:

- Successfully organised and ran a Staff Retreat in Torquay during March, with a focus on School Review and Team Building.
- Successfully transitioned to ICON and Shared Services in June and July.
- Were included in the Catholic Education Melbourne Enrolment Maximisation Framework to maximise enrolment numbers. With a strong enrolment for Prep in 2021, we have stabilised the enrolment numbers at the school and are looking grow.
- Undertook and completed our VRQA Compliance and School Improvement Review in November. This was participated in by staff, students and parents.
- Secured Supplementary Capital Funding support from Catholic Education Melbourne to commence our capital works (refurbishment).
- Reduced excess staffing to bring our staff budget in line with our funding entitlement.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
Description of Professional Learning undertaken in 2020
<ul style="list-style-type: none">• School Governor's Briefings• Southern Region Principal Network Meetings• Southern Region Religious Education Leaders Network• School Wide Improvement Forum• Southern Region SWPBS/PBL Network• Deputy Principal Networks• ICON briefings for Principal and Admin team

- PAT data analysis
- Regular Professional Learning Team meetings with Teaching and Learning focus
- Behaviour Support Plans Professional Learning
- Child Safety Standards
- Reading Recovery Network
- Southern Literacy Leaders Network
- CEM Smart Goal session
- ARCOTS Briefings
- Mandatory Reporting
- Reportable Conduct Scheme
- Information Sharing Briefings
- Learning Diversity Network Meetings

Number of teachers who participated in PL in 2020	22
Average expenditure per teacher for PL	\$467

TEACHER SATISFACTION

During 2020, our staff worked tirelessly through the changing circumstances presented by the pandemic. There were difficulties, but there were also major success stories. We did not capture staff feedback in any formal capacity, that were proud of their efforts. At the end of Term Two, when we planned for a second stint of remote learning, our teachers flagged the following as the successes from Term Two:

- Interventions that were running
- Literature circles
- Midday meets for clarification
- Preparation
- Planning released early
- Routine - 9am meet, midday
- Learning Support Officer availability/connectedness
- Parent check-ins
- Working across year levels
- Planning and collaboration - team approach
- Pre recorded videos
- Whole school online assembly
- Our approach and structure

The reason these have been included in this section of our Annual Report, is because it illustrates that our staff were connected with the work they were doing and committed to the best possible outcomes for our students and families. Our remote learning approach certainly evolved from this point onwards and it was only through the commitment of our staff, that we were able to achieve a high level of success. As the Principal, I am very grateful for the work of the staff throughout 2020.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	88.9%
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ALL STAFF RETENTION RATE

Staff Retention Rate	68.0%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	15.4%
Graduate	15.4%
Graduate Certificate	15.4%
Bachelor Degree	92.3%
Advanced Diploma	15.4%
No Qualifications Listed	0.0%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	21.0
Teaching Staff (FTE)	12.9
Non-Teaching Staff (Headcount)	7.0
Non-Teaching Staff (FTE)	6.2
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Goal

To strengthen the relationships between the school community and the wider community.

Intended Outcome

- That the school enhances the community connectedness and promotes an outward facing school culture.

Achievements

One of the major strengths of St Agnes' is the community spirit that is present. Our students, teachers and parents all love being involved in the life of our school. In many ways this was dearly missed during 2020. We did however make an effort to continue to connect all stakeholders during periods of remote learning. One of the most notable achievements was our weekly online, whole school assemblies. Our students, together with the parents and teachers, would gather online for weekly presentations from classes, awards and birthday certificate presentations. Also at these assemblies our Year 6 leaders would explain some of the student competitions that were running.

Other notable achievements in this area included:

- Parent Information Night to start the school year.
- Whole School Welcome Picnic in February.
- Promotion of school in surrounding areas; real estate boards, posters at local businesses and kinders.
- Year 5 visit to local Kinder.
- Attendance and participation Parish Mass on Thursday mornings.
- Whole school masses run by different classes with the local parishioners in attendance.
- Staff Commitment mass.
- Parent helper meetings
- Virtual tour of the school during pandemic.
- Winter Appeal for St Vincent De Paul.
- Weekly assembly
- Remote learning survey to parents
- Remote weekly assembly
- Student-led competitions during remote learning - Art Competitions, Plant Growing
- Remote celebration of Prep 100 days
- Enrolment Maximisation Framework working group

- Education Advisory Board continued to meet and discuss the governance of the school throughout 2020.
- Fortnightly newsletter
- Online Wellbeing Parent evening focused on resilience
- Introduction of School Instagram page
- More interaction of student work and achievements on Social Media
- Whole school Christmas Carols streamed to families
- Graduation Paralitury and celebrations
- Prep - Year 2 Swimming program
- Year 5-6 Beach Program
- Connection with local RSL for Poppy Appeal, Remembrance Day
- Social Media Timetable for input from teachers

PARENT SATISFACTION

Our parent community were surveyed twice during the year, regarding remote learning; once at the end of Term Two and again at the end of Term Three. Overall, our parents were very satisfied with the remote learning approach offered by the school, specifically the way it was structured and the support provided to families to enable success. This is evidenced by the overall satisfaction survey scores from parents, out of ten:

- End of Term Two - Overall Parent Satisfaction 8.3 out of 10
- End of Term Three - Overall Parent Satisfaction of 8.85 out of 10

The school was very proud of the way we developed our remote learning program throughout 2020. All of our staff were extremely flexible and adaptive to the circumstances, ensuring that we were able to support the students and their families through a challenging time.

Some parents comments from the Term Three Remote Learning Parent Survey are listed below:

- *The extra Google Meets, especially for the younger levels and the continuous Meets and online support for the older levels! Good communication and straightforward learning packages for the younger levels! Good work team at St Agnes'.*
- *Teachers accessible, break out groups for kids at different learning stages.*
- *Feedback from teachers on progress and drafts of work.*
- *Daily work outlines on Google Classroom to help students with organisation.*
- *The small Maths and Reading groups were good and my kids enjoyed them.*
- *Clear daily timetable, more engagement with committed meets. More interesting and diverse range of topics and activities covered.*

- *The increased online contact and teaching between staff and students and the regular catchups between teachers and parents.*
- *The added screen time with teachers and the workload was appropriate. Having the lessons lined up to facilitate extension learning was a great benefit.*
- *Teachers were on-line helping students in their studies. Students were able to see their friends on Google Meets and communicate with them.*

Future Directions

In 2021, we commence the next school improvement phase and plan. Our goals and intended outcomes are listed below, for the four priorities.

Priority 1 Goal To strengthen the Catholic Identity of our school community in the context of a lived experience.

Intended Outcomes

- That staff, students and parents explore and express their Faith through their learning, behaviours and actions.
- That students are engaged in the Religious Education curriculum.
- That staff confidence in planning and delivery of the Religious Education curriculum is increased.

Priority 2 Goal To engage students through a differentiated and personalised approach to learning, with consistency of pedagogy across the school.

Intended Outcomes

- That student outcomes in Reading will improve.
- That student outcomes in Mathematics will improve.
- That approaches to learning in Reading and Mathematics are consistent and delivered as agreed.

Priority 3 Goal To create an environment that enables students to be resilient, connected and confident learners, while embracing the diversity of others.

Intended Outcomes

- That students demonstrate confidence and resilience in all aspects of their learning.
- That students embrace the diversity of others.
- That students experience voice and agency through their learning.

Priority 4 Goal

To embed a culture of cohesion, consistency and collaboration amongst all staff.

Intended Outcomes

- That clarity and accountability around roles/responsibilities for all staff will improve.
- That staff collaboration around the school's improvement strategy will increase.
- That improved consistency around whole school practise will occur.
- That staff are empowered to be leaders and learners.