



St Columba's
Primary School



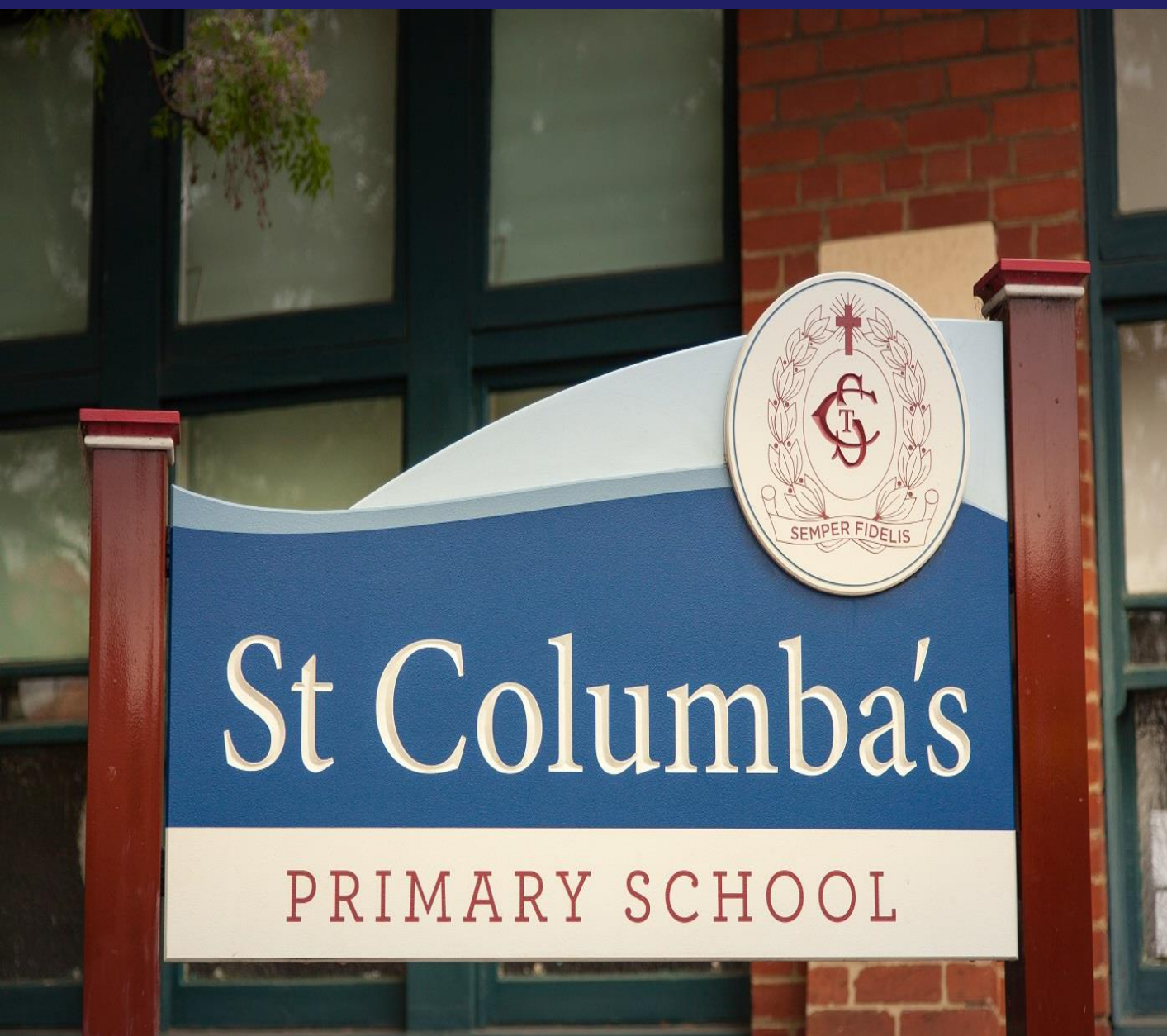
MELBOURNE
ARCHDIOCESE
CATHOLIC SCHOOLS

St Columba's School

Elwood

2020

Annual Report to the School Community



Registered School Number: 1070

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Contact Details

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Minimum Standards Attestation

I, Daniella Maddalena, attest that St Columba'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.

21/05/2021

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

Our School Vision

Our Values

Our motto, 'The little school with a big heart' represents St Columba's unique culture of care, empathy and respect for diversity. This emanates from parish life and our unique association with Sacred Heart Mission, which embody these core values as their central tenets.

Our Mission

As a Catholic school, we are called to act with compassion and empathy, to respect and care for our world and for the most vulnerable and to promote inclusion and provide community.

It is the village feel that captures the hearts of those who choose to enrol their children into St Columba's. The warmth and genuine nurturing environment that they see and feel as they enter permeates throughout the school and well into our community.

Our Vision

Now as we enter this next chapter of our school's history we see ourselves as a school for the future:

- A school that has a rich, relevant and engaging approach to learning and teaching while maintaining its tradition of care and wellbeing.
- A school where children truly flourish both academically and socially emotionally.
- A school that works together with its community as partners in education.
- A school where the 21st century is seen as an exciting new frontier where opportunities abound for each child in our care.
- A school that leads the way with sustainable practices and actions.
- A school that keeps at its heart the foundational tenets that it and the parish has been built upon respect, community, inclusion, care for our world and for the most vulnerable.
- A school that clearly sets its sights on providing learning that is engaging, rigorous, purposeful and meets the needs of learning for the future.
- A school that understands its place within the bigger global context and acknowledges and accepts the responsibility and challenges that come with this.

Our history is very much a part of who we are today and as we move forward we will strive to honour our past whilst embracing the challenge and excitement that 'St Columba's- a school for the future', promises our community.

School Overview

St Columba's, Elwood, was established under the direction of the Presentation Sisters in 1918. When it first opened on the corner of Glenhuntly Road and Normandy Avenue, it comprised only two classrooms with an enrolment of 48 students. Enrolment numbers have fluctuated over the years as demographic trends in the local area changed. However, since the beginning of the millennium, enrolments have grown and stabilized as the local area has become more attractive to young families wishing to live close to their place of work. 2020 saw 154 students in eight class groupings - Prep X 2, 1/2, 1/2, 3/4, 3/4, 5/6, 5/6.

The school facilities have grown and been updated regularly over the past nine years to create a very contemporary learning environment. With seven home-room spaces upstairs opening off two large common learning spaces, which includes the library, there is room for children and teachers to undertake a wide range of different learning and teaching activities. Furnishings are a mix of fixed and flexible and there is provision for rich and varied ICT & STEM learning including interactive TVs. Downstairs learning spaces include a hall, parish centre and a dedicated Before and After School Care Centre. There is also a separate art room. The playground has been upgraded to include a synthetic grass athletics track, climbing structure, cubby house, new adventure play equipment designed by the children and green spaces including a vertical garden, a kitchen garden and pergola. The playground provides good areas for sport, physical education and for play.

Our School Improvement Plan 2018-2021 has brought a focus to renewing our school vision and mission, focused on developing students who are more confident, motivated and engaged as learners and empowering staff to be high quality teachers whilst improving student learning outcomes. At St Columba's we provide students with a caring, supportive and safe environment, which aims to maximise their engagement, sense of belonging and connectedness to school. We actively promote a family-friendly environment and build strong community partnerships by welcoming and encouraging a wide variety of participation in the life of the school. We acknowledge that the family is the most significant influence upon an individual, and therefore, learning is seen as an ongoing partnership between home and school. Our belief is that when parents and the community are involved in school, the outcomes for our students are enhanced.

The programs of, and teaching in, St. Columba's school, support and promote the principles and practice of Australian Democracy including a commitment to: elected government, the rule of law, equal rights of all before the law, freedom of religion, freedom of speech and association, and the values of openness and tolerance.

Principal's Report

Who would have thought that when the 2020 school year began that we would soon be in the grips of a global pandemic? In an instant all our well thought out plans and expectations for the year had to be cast aside. It was for a while as if we were building the plane whilst flying it. And overnight we were thrown into a whole new way of learning, teaching and communicating. A world that perhaps in education we had resisted stepping into fully but out of necessity we were forced to embrace as it became our new reality.

Despite the periods of remote learning this year our school has achieved some remarkable milestones. The remote learning experience was without doubt challenging but it also provided us with great insight into our children and the way in which they learn. We know some children flourished; they loved the autonomy, independence and flexibility. Others found the experience a little more difficult to access and navigate but none the less gave it their absolute best effort. We have had this year the rare opportunity to discover new things about the children we teach, to see them in a different light and through a different lens. And just like the children we, collectively teacher and parents, have also gained valuable insights about ourselves as learners and have seen firsthand the significant role we play in our children's learning at home and at school.

There are many key 'take aways' from this year and our community was able to provide us with much valuable feedback. The feedback received from the two surveys put out by the Parish Education Board during remote learning and the student surveys conducted on our return in term 4, highlight that the strength of our school lies in the fact that we care. The wellbeing of our students has always been central and at the heart of all that we do. We care about our students, each other, the planet and the most vulnerable. It is without a doubt the deep sense of connectedness and belonging that has gone a long way in assisting our students to continue to flourish and succeed this year.

This sense of connectedness of course extends to our community. We are very fortunate to have the level of support that we do from our parent community. The school could not operate nearly as effectively without the assistance of our parents and on behalf of the staff and students, I thank our parents very much for their time, expertise and effort. I would like to thank the Parish Education Board, the Parents and Friends Association and the Green Team for the work they do in assisting the school. We are very lucky to have such a committed group of parents who work tirelessly for the school to improve the environments and learning opportunities for the children here at St. Columba's.

We are very excited about 2021. We have so many wonderful initiatives planned for the year. Staff have spent considerable time planning and developing units of work that will maximise the learning opportunities for children next year. During 2020 we were very fortunate to work again with renowned literacy expert: Matt Glover (writing) and Professor of Mathematics Jo Boaler. We have seen wonderful growth across all year levels especially in literacy (writing) and in numeracy with many of our children working well above the standard in each of these domains. We will continue to focus our professional learning for teachers on Literacy, Maths and high-quality instruction and teaching throughout next year, along with student voice, agency and feedback to students that will specifically drive learning forward.

We are extremely fortunate to be able to continue to provide extra support to classrooms with our Learning Support Team, Differentiation Support Teachers and Curriculum Leaders. We are looking to really strengthen our commitment to personalising and differentiating our learning programs for students at our school in literacy and numeracy. So, by having extra teachers working alongside classroom teachers, we feel we are more able to target individuals at their *point of need*.

Our school has a strong emphasis on visual arts, music and the performing arts and we will continue to provide the children with a vast array of experiences throughout each term, our wellbeing weeks and especially during Term 3 with our School Musical. Our Physical Education Program provides students with the opportunity to participate and learn about a range of sports. It will be wonderful to reengage with the community sports programs for schools and our involvement with inter school sports and district events. We will also continue with the Team house events that we introduced during lock down as the children really enjoyed the opportunity these activities presented.

Extracurricular programs for 2021 will include lunchtime clubs, instrumental music lessons, opportunities for classes to perform at assemblies, incursions and excursions. All of the above factors contribute to the development of the whole child here at St Columba's which is strongly supported by our emphasis and commitment to Social Emotional Learning and wellbeing.

I would like to take this opportunity to thank the staff for their care, professionalism and nurturing of the children during 2020. I know that each staff member worked resolutely to provide the best education for each child. It is not by luck that we have such a committed group of teachers.

On behalf of the staff I would like to thank you, the parents, for your continued support of the staff here at St. Columba's.

I would also like to acknowledge the support that we receive from the parish. Thank you to Fr John and the parish team for their continued support and encouragement of the work that we undertake each day.

Education in Faith

Goals & Intended Outcomes

To strengthen our Catholic Identity within the context of our contemporary world.

- That students' understanding of their Catholic identity will strengthen through encounters with a contemporary religious education.

Achievements

Due to COVID -19 and no CEMISIS data for 2020 we are unable to compare our data from 2019 to 2020. However, it should be noted that despite this our school maintained a strong focus on Education in Faith. Our priorities for the year were as follows:

To develop staff capacity to lead RE and model the Catholic ethos within classrooms and wider community

To develop teacher understanding of prayer and its use and teach the formal prayers eg. Morning prayer, Hail Mary, Our Father, Glory Be

To develop teacher and student understanding of church traditions and rituals and structure of the Mass

To use the Catholic Social Teachings to make explicit the connections between Catholic identity and Catholic traditions for children in and beyond the classroom.

To engage students in critical thinking and rich dialogue to gain a broader understanding of how the Catholic traditions and teachings sit in the broader world context.

To use the Religious Education Curriculum Framework, the Pedagogy of Encounter and to include explicit RE Learning Intentions, Success Criteria and assessments as part of Learning & Teaching

To provide formation to staff facilitated by Fr John

Throughout 2020 staff continued to work collaboratively to develop units of inquiry and learning experiences that were not only relevant, engaging but also sought to encourage students to think deeply about their world in light of our Catholic faith and traditions. This was supported and underpinned by providing relevant professional learning and dialogue amongst staff and making connections beyond the school, locally and globally.

Our data for staff, parents and students has always indicated a strong commitment to social justice and throughout remote learning we placed emphasis on connection and belonging to school and the community. Whilst much of what we would usually participate in was not possible we continued to be grateful as a community; coming together as a whole school weekly and as individual classes daily. It was also important that we continued as a school to acknowledge and reach out to those in need with a focus on maintaining our connection with Sacred Heart Mission in particular the aged care hostel, and those in our school and local community.

VALUE ADDED

- Professional learning for staff on prayer spaces facilitated by SRO RE consultant
- Student engagement in prayer spaces after Professional Learning
- Linking RE with our Units of Inquiry noting stand-alone units when required
- Units of Inquiry all have an RE line of inquiry where this is not possible the unit is taught as a stand alone unit
- During planning of Units of Inquiry the Catholic Social Teachings are discussed and used to provide explicit connections for the children between Catholic Identity and Catholic traditions
- Greater evidence of Scripture learning seen through assemblies and newsletter when year levels share their learning
- Due to COVID-19 all masses and sacraments had to be cancelled
- Prep prayer in PJ night was held via Zoom. A great turnout by families and linked to the current Unit of Inquiry
- Saint Columba's Feast day prayer session provided for classes to celebrate in class via Seesaw and Zoom
- RE Seesaw opportunities provided during remote learning
- Eucharist parent night held via zoom with Fr Elio Capra school and parish
- Year 4 Eucharist reflection day hosted and facilitated over zoom
- Thank you cards made by the children onsite and sent to allied health workers, Sacred Heart mission, Food hall and aged care, Fr John and Kinders and childcare with chocolates from the school community.
- Celebrated super heroes day to recognize the contribution of all our essential workers
- Care packages for vulnerable families sent
- A focus on the Season of Creation with staff and students
- With restrictions easing we were able to proceed with Confirmation and Eucharist in December under limited and restricted guidelines
- Remembrance Day commemorated online and hosted by Year 6 leaders
- Grandparents and special persons day celebrated online and acknowledged at assembly. Children participated in a letter writing activity .
- Establishment of Advent liturgies to take place in classrooms rather than assemblies
- Fr John hosted a formation session on 'Laudato Si' for staff
- Participated in Socktober

Learning & Teaching

Goals & Intended Outcomes

To increase student learning within an environment of high expectations and continuous improvement.

- That growth in literacy outcomes will improve
- That growth in numeracy outcomes will improve
- That student are more confident, motivated and engaged learners who experience success

Achievements

The focus during 2020 has been to embed practice in both literacy and numeracy and to continue to improve literacy and numeracy outcomes, with the staff undertaking professional learning in these areas during the year. The school during 2019 performed extremely well in all areas of English and showed significant gains in the area of Mathematics. We were particularly proud of our achievements in NAPLAN 2019, where our school showed significant growth in all areas.

Other areas of achievement included:

- Regular sharing of practice by staff at staff professional learning meetings and PLCs
- Numeracy tracker PD and teachers implementing Numeracy Tracker P-6
- Completed and shared 'Spelling Scope and Sequence'
- Spelling intervention small groups in targeted areas of the school
- Specific focus on phonics Read Write inc (Junior) and SMART (3-6) spelling introduced across the schools
- Professional learning with Matt Glover for all staff on writing and ongoing P/I to ensure these practices are embedded in our literacy practice specifically writing
- Continuation of Years 3- 6 students' involvement with the Port Phillip EcoCentre -expert in residence- STEAM Clean the Bay in an online capacity during term 2 & 3
- Fountas &Pinnell has been implemented across the school P-6
- Working with extension and intervention students (Maths & English) across school
- Focus on data analysis at PLCs- SPA record keeping updated with all current data
- Attended and participated at the Port Phillip Council and Eco-Centre Sustainable School's festival
- Participation in Australian Mathematics competition
- Participation in APSMO Math Olympiad competition
- Review of the Assessment schedule
- Read, Write, Inc: for at risk students 1/2
- Sustainability leader and year 6 students attended Kids teaching Kids

- Explored data trends from past 3 years as part of review to identify what actions are need in the future
- Team planning and whole school planning for Inquiry
- Support in planning time to ensure new structures are adhered to, and improvement and co-ordination in literacy record keeping (teachers, differentiation support teachers, LSOs)
- Mandarin and Art teachers connect Inquiry concepts to their lessons and term overviews.
- Improved tracking of our literacy intervention programs and liaison between aides and teachers.
- Regular meetings re: intervention/ extension and children's needs assessed frequently to ensure fluid groupings
- Staff attended Southern Digital Network, SWIF, RE, SWB and diversity throughout the year
- Whole school planning of Inquiry/RE units at the end of each term
- All testing Essential assessments, PAT analyzed and discussed during planning and PLCs with an emphasis on improving learning outcomes for individuals and across levels
- School leaders (literacy, teaching and learning, wellbeing) attend planning throughout the year
- Regular monitoring and review of all intervention programs
- Regular Running Records updates to ensure reading targets set are being met
- Continue pre & post testing for Maths concepts to inform teaching and differentiated tasks
- Learning Walks conducted weekly by Principal and joined by staff throughout the term
- Peer to peer observations completed throughout the year best practice and staff professional learning. These had a focus of literacy.
- Professional learning for staff with regards to NCCD, collection of data, analysis of data, evidence, maintenance of data, moderation of data, how to determine level adjustments, ongoing monitoring of adjustments, growth and accountability
- Creation of 2021intervention and extension timetable and rationale
- Mathematics leader modelled lessons and small groups in 1/2 area
- Begun a new extension program in middle school Math Games
- Math leader meets and discusses options with Math DST, ensuring small group targetted intervention and extension is happening
- Essential Assessment Literacy & Numeracy is up and running from 3-6
- 3-6 using read works to support comprehension program
- Revisited agreements around writing lesson structure, writing expectations and the place of Grammar in Context within a Matt Glover writing approach
- Collected baseline data on engagement and agency in writing practices for SWIF goal: To maximise student engagement, self-efficacy, and agency in writing
- Reviewed assessment policy with staff at the beginning of the year
- Collected necessary ROL data from P-2 and discussed use of data with junior years teams

- Implemented Read, Write, Inc and SMART spelling approach with clear guidelines to support student spelling development
- LSO meeting focused on using Read, Write, Inc and SMART spelling so that LSOs can support student spelling needs
- Began weekly Library lessons with each class/year level to support love of reading, Library skills and literacy skills
- Purchased texts in a variety of languages spoken by students at home (Spanish, German, Mandarin, Dutch etc.)
- Purchased decodable text set for Prep year level
- Subscription to Epic!Books, Vooks, Storybox online, ReadWorks
- Completion of 3 page overview with attention to specific units of writing and reading strategies
- Greater use of my numeracy and sunset math to increase student personalised learning and differentiation
- Revision of yearly overview post remote learning to reflect learning moving forward
- 4 teachers (mainly from junior area) attended Jo Boaler Mathematical Mindset PD in July
- National eSmart Week was celebrated across the week with various tasks provided on Seesaw
- Go-Girl Go for IT for Year 5 girls
- Matt Glover professional learning - two staff PLs and team planning on developing student's abilities as writers and teachers capacity to teach writing
- Each classroom teacher received a copy of 'Sparks in the Dark'
- Staff professional learning over Zoom focused on reflecting on writing practices and sharing best practice
- Professional learning provided to staff re the use of Essential Assessment to assess reading
- Professional learning provided to 1/2 team on use of the numeracy tracker
- Purchase of Library Books and take home reading materials to support student access to texts
- All teaching staff read 'PYP: From Principles into Practice' and reflected on messages/takeaways from text including learner agency, importance of language, meaning of inquiry, essential elements etc.
- Programme of Inquiry was adapted in light of COVID19 to reflect learning that would be significant, relevant, engaging and challenging (hence students who are motivated, engaged and able to experience success)
- Teaching staff attended Kath Murdoch inquiry session through VicPYP Network - Focus: agency
- Early years staff attended Kath Murdoch course - Inquiry in the Early Years
- All teaching staff attended VicPYP Network TeachMeets
- Senior teachers attended VicPYP Network session on PYP Exhibition

- Purchase of Tailsman 2 series to support needs of specific 3/4 students (especially during remote learning)
- Learning diversity leader attended VCAA webinar- Aboriginal Perspectives in STEM
- National Science week was celebrated with various science experiments/task via Seesaw
- Celebrated Bookweek
- Interrelate proceeded online
- All teachers attended the PYP session with Kath Murdoch on utilising the ATLs
- P-2s hosted Love the outdoors day in recognition of students returning and the need for social interaction and engaging in play.
- Intervention meetings held to discuss cohort and appropriate use of support since the return of student onsite
- Reports - moved to eLearn
- School gained its eSafety compliance
- Purchase of picture story books linked with numeracy P-2
- Ordered concrete materials teachers noted as need to be restocked after remote learning
- Signed up for 2021 Math Games and Math Olympiad program

STUDENT LEARNING OUTCOMES

With no NAPLAN data available for 2020, the directions for the school in 2021 have been based on data such as: Literacy (Early Years, PAT, Fountas & Pinnell) and Numeracy (Numeracy tracker, PAT). We have also drawn on direct feedback from staff, students and the remote learning feedback to assist with developing actions that would address the areas we felt were key in moving our school forward in 2021.

Academic data in 2020 shows no significant learning loss for the majority of children during the remote learning period. This was the case particularly in the middle and senior school. In fact, in some areas children have made significant gains; this was particularly the case with spelling where we have seen a jump in the spelling age of the majority of children 3-6 since the introduction of the SMART spelling approach. During the remote learning phase, we opted for small, targeted teaching groups over zoom for reading, writing and mathematics, and we believe this approach contributed to the stable results during this time. Having small zoom groups allowed for greater differentiation and personalisation of programs and meant that we could target those children deemed at risk by increasing the number of times they were seen by a staff member. Overall, our data indicates continued growth in reading, writing, spelling and maths across the school Prep - Year 6.

With no CEMSIS data this year, we decided to produce our own surveys for the staff and children Years 3-6 to complete. The surveys confirmed the upward trend that we have seen over the past few years. This is very pleasing, as we have worked hard to continue to grow particularly in areas of Collaboration, Feedback and Teamwork.

Our School Improvement Plan, which was written at the end of our last review three years ago, cited these areas (collaboration, feedback and teamwork) as areas for future growth. As such they have played a significant role each year in our Annual Action Plan and have formed the basis of Professional Learning for staff. Feedback is the area we have highlighted for further growth. As stated above, whilst it is an area of strength and much has already been done in this area, we see the potential for improvement. This is especially so because during 2020 we saw the value of timely feedback and how powerful it can be in ensuring the partnership with families and family engagement.

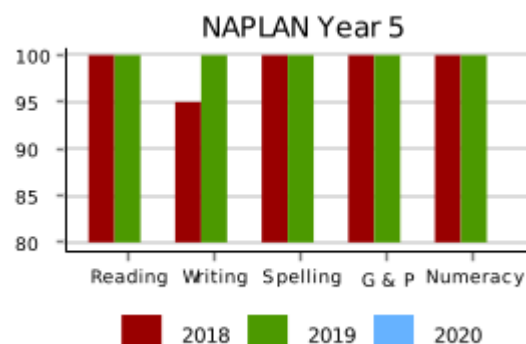
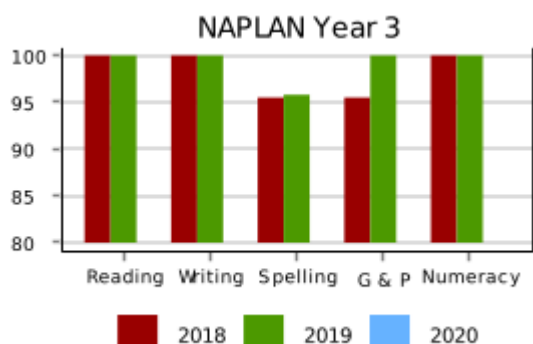
The data from our Year 3-6 children indicates our students feel very connected to school, are motivated to learn, have confidence in their ability to learn and are connected to their peers. We were concerned given all the time away from school, but our children have shown themselves to be resilient and many seemed to have developed a greater appreciation for the school and their peers. In the survey, students responded that they felt a deep sense of belonging in terms of school and the majority stated the best thing about a return to school was being with their classmates. In our 2021 AAP, we have focused on engagement, student voice and student safety. These priorities also reflect in our commitment to pursuing authorization as an International Baccalaureate (IB) Primary Years Programme (PYP) World School, with learner agency central to IB philosophy. The survey reinforces and upholds the emphasis we place on social/ emotional learning and engagement in learning within the school.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	95.5	100.0	4.5		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	95.5	95.8	0.3		
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	100.0	100.0	0.0		
YR 05 Spelling	100.0	100.0	0.0		
YR 05 Writing	95.0	100.0	5.0		

* 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 encourage and support our students to flourish and thrive in a contemporary world.

- That increased student connectedness to school and peers will promote confident, motivated and engaged learners.

Achievements

During 2020 the focus has been on continuing to build on connectedness to peers and school. We believe that academic accomplishment is strongly linked with a rigorous SEL education program. To ensure that SEL is embedded across the school we have linked it very closely with our Learning and Teaching goals. At St. Columba's we use programs such as Bounce Back and the Berry St Model to help facilitate learning in this area. In 2018, we established St Columba's Kids peer support program, this has continued to evolve and is firmly cemented in our school's philosophy and ethos. It is a powerful way of assisting all students to feel like they belong.

During Remote Learning, it was vital that we kept the connection to school alive and that we celebrated as a class and as a school as often as we could. Whilst we could not all be in the same place all at once we could still share in the achievements of individuals, cohorts and the school as a community albeit remotely. That is why throughout the pandemic we maintained our weekly assemblies, the School life 101 podcasts and our morning zooms in acknowledgement of this. Just being able to see one another goes a long way in helping to maintain the bonds, connections and relationships that we take for granted when at school. With this in mind during Remote learning 2.0 we increased number of smaller zoom sessions held throughout the week and had more frequent communication with home so we could provide more contact and face to face time for our students. As social beings this is vital and strong relationships, we know are key to success academically and socially emotionally.

Throughout all of this experience we saw first-hand the power and richness that comes from school and home working in partnership. As a school we have highlighted the importance of this for many years, but we believe this experience really highlighted how powerful this relationship between home and school can be for a child and their learning.

VALUE ADDED

- Theme for the year 'International mindedness'
- Wellbeing week at the commencement of each term
- Year 6 leadership roles 2020: School Community and Wellbeing and Social Justice and Sustainability
- SRC leaders from years 1-6
- Much of term 1 was cancelled due to COVID restrictions we were unable to hold our annual Friendship Fair

- Podcasts and Assembly published and provided to the community during COVID19
- Year 6 leadership promoted throughout the lock down period
- Online expos of 3-6 learning during remote learning, and shared with school community via Padlet or Seesaw
- Thank you cards made by the children onsite and sent to allied health workers, Sacred Heart mission, Food hall and aged care, Fr John and Kinders and childcare with chocolates from the school community.
- Celebrated super heroes day to recognize the contribution of all our essential workers
- Footy colours day, virtual sports day, eSafety week, Science week and super hero Friday all held over zoom to maintain connection
- Community Arts postponed but we did have a Friday Hip Hop day online
- Regular intervention team meetings with classroom teachers continued to discuss data and academic needs of children throughout each term
- Regular student wellbeing meetings held to discuss student wellbeing
- Catch up meetings with all staff members in the first week of term with principal and then regular check in calls conducted throughout lock down with each staff member
- Remote learning 2.0 fortnightly catch ups with parents and children via zoom or phone by staff throughout the whole of term 3.
- More opportunities for preps and buddies to catch up via zoom
- Across term 3 staff introduced more social zooms to help with the lack of social connections
- Year 1/2 participated in a virtual online zoo excursion
- Celebrated Mother's Day and Father's Day with a special online assembly
- PFA provided a gift for each family for both of the above occasions
- Care packs distributed to vulnerable families
- Focus on wellbeing especially as we transitioned students back to school in week 2 term 4
- Yr 3/4 to have a camp fun day onsite as camp was cancelled
- Student wellbeing survey developed and 3-6 undertook this.
- Staff survey also developed (in line with CEMISIS) and completed
- Care packages to staff were sent during both lockdowns to acknowledge their work and dedication
- Student wellbeing leader during lockdown remained in contact with vulnerable children and families
- Staff wellbeing during lockdown - Tuesday and Friday morning tea zooms and Friday afternoon check in zoom with teachers
- Reduced expectation of meetings for staff during lockdown to ease the pressure of working online all day

- Term 4 emphasis on play especially for Prep children as they returned
- Emphasis on creating a greater sense of belonging and connection for our Year 6s as they returned from lock down and as they prepared to transition to secondary school
- Parent teacher interviews were conducted via zoom as were PSGs

STUDENT SATISFACTION

In 2020 we developed our own student survey using questions similar to those found in the CEMISIS survey.

The data from our Year 3-6 children indicates our students feel very connected to school, are motivated to learn, have confidence in their ability to learn and are connected to their peers. We were concerned, given all the time away from school, but they have shown themselves to be resilient and very connected to their peers and the school despite this and maybe even more so because of it. Anecdotally our students are always fully engaged in all aspects of school life and continue to thrive with the opportunities provided. As a school, we have continued to focus on strengthening the supportive and effective learning environments and improving teaching practices. This is reflected in our students' overall learning disposition, school climate and student safety scores. Despite the challenges of 2020 we were determined to provide many opportunities throughout the year for students feel connected to their peers, teachers and the school. We believe based on these results that we were able to achieve this. In our 2021 AAP we have focused on engagement, student voice and student safety. The survey reinforces and upholds the emphasis we place on social/ emotional learning and engagement in learning within the school.

STUDENT ATTENDANCE

Student non-attendance is managed through the student attendance roll. Parents phone, Flexibuzz or email the school in the morning to report a child's absence. If there is no contact from home by 9:00am to explain a child's absence the parent/ guardian is called to ascertain the whereabouts of the child. Students leaving early or arriving late are signed in and/or out by their parent or guardian and the data is entered into the roll. Students with high levels of unexplained absence are followed up with parents. The days absent are included on the child's report.

During COVID-19 students were expected to be at the 9:00am morning zoom session where the roll was taken or at their first scheduled zoom small group session for the day. Should they not be attending due to illness, parents were required to notify the school either by telephone or the Flexibuzz app by 8:30am. Students with unexplained absences during this time were followed up with parents.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	92.9%
Y02	94.6%
Y03	95.6%
Y04	96.5%
Y05	96.3%
Y06	99.0%
Overall average attendance	95.8%

Child Safe Standards

Goals & Intended Outcomes

St Columba's Primary School is committed to providing a safe environment for all students and young people and will take active steps to protect them against abuse. To achieve this, the school has developed and actively enforces Child Safety Strategies to ensure that any person involved in 'child connected work' is aware of their obligations & responsibilities for ensuring the safety of all children under their care.

In accordance with requirements of the Victorian Government's Ministerial Order No 870, St Columba's Primary School maintains a culture of 'no tolerance' to child abuse. To achieve this, it has established a wholistic Child Safety Strategy incorporating the processes, policies & procedures listed below.

St Columba's Primary School Child Safety Strategy includes, but is not limited to the:

- Establishment of strategies for embedding a culture of child safety at the school
- Maintenance & communication of a policy affirming the school's commitment to child safety and the promotion of an environment where children feel respected, valued and encouraged to reach their full potential
- Maintenance & implementation of a Child Safety Code of Conduct
- Established processes for screening, supervision, training, and other human resource practices to reduce the risk of child abuse & promote a child safe learning environment
- Maintenance & Communication of procedures for responding to and reporting child safety complaints, suspected abuse, disclosures or breaches of the Child Safety Code of Conduct
- Risk Management strategies to identify and reduce or remove risks of child abuse
- Maintenance of strategies to promote student participation & empowerment in creating an environment where they feel respected valued and are capable of reaching their full potential.

Achievements

In order to continue to embed and implement ministerial Order No 870 during 2020 the school undertook the following steps:

- Details contained within Ministerial Order No 870 were reviewed by staff, board members and parish team at the beginning of the school year and consequently discussed throughout the year
- The School's Plan of Action to support school implementation of the Ministerial Order requirements was reviewed and updated along with St Columba's Child Safety Standards Booklet

- The Child-Safety Team, consisting of members of the school leadership team to support ongoing implementation of the child safe standards met regularly to ensure the implementation of the Plan of Action
- Existing policies e.g. student wellbeing, social media, cybersafety, employment of staff were reviewed and/ or updated as required
- School practice in each of the following school environments were reviewed:
 - excursions and camps
 - out-of-hours activity
 - interschool sport
 - use of technology, messaging and mobile phones
- All members of the community volunteers, clergy, staff, CRTs, BASC, contractors are informed annually and are required to reacknowledge and sign our code of conduct before engaging in any works volunteer or otherwise in the school
- Policies are on the website and parents are informed via the newsletter, parent information night and website of this
- Child safety is regularly addressed at staff professional learning meetings as part of Student Wellbeing with a particular emphasis on building staff confidence in delivering age appropriate education about child protection awareness including healthy and respectful relationships
- Biannually we engage Interrelate to speak with parents Years 3-6 and to engage with students Years 3-6 with regard to respectful relationships.
- During staff professional learning there was a continued emphasis on unpacking the Personal and Social capability of the Victorian Curriculum, understanding and using the Berry St Model and the Bounce Back Program to explicitly teach SEL, protective behaviours and resilience
- Our Units of Inquiry where appropriate and authentic include: the elements of the personal and Social capability, protective behaviours, resilience and explicit teaching of Social Emotional Learning.
- Continued work with staff during staff professional learning to assist them to be able to empower and encourage children to participate in creating a child safe and inclusive school
- Child Safety and what can be done to minimise the risk of abuse, neglect, or harm is a regular feature of the weekly staff news
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'
- Continued to strengthen the process of student engagement in conversations relating to Child Safety and development of effective strategies through the SRC and by including Child safety in our units of Inquiry and SEL lessons. This includes:
 - Consulting directly with our students about what they think makes their school safe.
 - Giving children information regarding their rights.
 - Teaching students how to raise concerns and, make complaints or let someone know if they feel unsafe.
- Reviewing the Child Friendly Code of Conduct for the school with SRC

- All children in the school are made aware of this code of conduct through SEL lessons with their classroom teachers

Leadership & Management

Goals & Intended Outcomes

To embed a strong professional learning culture of mutual trust and support with a focus on sustainable school improvement.

- That staff will be empowered to be high quality teachers and to improve student learning outcomes.

Achievements

During 2020 our staff focus was to continue to strengthen our concept of high performing expert teams, ownership, clarity, professional growth and giving and receiving effective feedback. Our CEM SIS data the year before (2019) showed that in all areas of the staff survey we were well above the CEM average, revealing a strong organisational culture within our school. In 2020 we wished to consolidate the work that we had been doing in this area. Some of our achievements were:

- Re-establishment of new teams at each level including new LSOs and those who have moved levels and DSTs
- Clearer role descriptions for all roles within the school
- Focus on clarity on first day back
- Professional Learning Plans for teachers and LSOs
- New look prospectus for 2020
- Peer to peer observations - continued throughout the year
- Learning Walks now include members of staff and continued throughout the year
- Professional goals and learning plans for all staff meetings
- Cybersafety evening for parents
- New Board chair and new board members for 2020
- COVID -19 regular updates to parents, protocols put in place and work to ensure we can support home learning and online learning undertaken
- Cleaning precautions put in place re COVID-19
- Meet and greet evening and PYP info night held instead of parent interviews- good attendance
- Regular PYP updates and messaging through the newsletter for families
- Regular PYP focused professional learning for teachers.
- Teachers all signed up for IB PYP resources
- Visit by our consultant Marcia. We also held a parent afternoon that Marcia hosted.
- Regular Maths and Literacy updates included in the newsletter
- Playgroup established for 2020
- School closure days this term - PYP and prayer and Prayer spaces

- Joined the Victorian PYP network
- eSmart team established and to begin whole school implementation
- Policy re remote learning written for staff, students and parents. This was sent to all members of our community
- COVID-19 updates sent via Flexibuzz to inform the community of the status of COVID-19 disruptions and impact to school
- Provided care at school for essential service workers in the last week

Remote learning

- Divided our remote learning into Phase 1 and Phase 2 and a mix of synchronous and asynchronous learning
- Majority of staff worked offsite during remote learning except for admin. Small number of staff onsite to supervise remote learning at school for children of essential workers. Over time LSOs also assisted with this by coming in to provide support. During this time strict health guidelines were in place for those attending school
- First day back of term 2 was a P/L on Seesaw and its potential for remote learning as Phase 2 required the use of this.
- Laptops were made available to children who required one for remote learning.
- Adjustments to the communication along the way from class teachers to students were made after feedback from parents and staff. This included sending home take home reading, concrete materials, individual programs for children finding it difficult online. Library books were made available.
- PEB, PLDT and parish meetings during remote learning have all transferred to Zoom
- During remote learning the whole staff met every Tuesday and Friday for morning tea, get together and catch up.
- Teachers met every Tuesday for staff P/L and Friday for a round up of the week.
- Newsletters went to weekly during this term every year level contributed at least twice to showcase remote learning and then return to school.
- We continued to provide information on the IB - PYP, literacy, numeracy, SWB and STEM regularly in the newsletter
- The Green Team continued to meet via Zoom
- Connections with individual parents was maintained through remote learning either phone calls with staff or Zoom sessions
- PSGs via Zoom
- Prior to students returning to school a return to school protocols was written and communicated to staff and families.
- Prior to staff and students returning a risk assessment was undertaken to ensure compliance with Chief Health Medical Officer requirements.
- Taps were changed in the toilets, drinking fountains replaced with taps so waterbottles could be filled. Trough upstairs converted to a hand wash room. Extra soap dispensers installed into children toilets. hand dryer replaced in boys toilets. Hand sanitiser dispensers installed

outside children toilets. Signage displayed throughout the school. School rearranged to accommodate the social distancing required by staff

- Changes made to pick up and drop off
- Playground upgrade stage 1- new Play equipment installed. stage 2 - the nature play
- Continued to participate in professional learning networks online
- Staff accessing webinars and professional learning online and via Zoom especially during remote learning
- Continuation of learning walks whilst remote on Seesaw by Principal and then resumed physically at school. Peer to peer to begin again in term 3
- Reconsidered the AAP in light of the remote learning during term 2
- Used feedback and learnings from the remote learning experience to shape and inform what elements we would keep to assist with curriculum delivery eg maintaining Seesaw and elements of independence in the senior classes
- P/L for the remainder of term 2 allowed for staff to have more time in teams and planning
- Zoom sessions with Fr John and classes and staff and staff gatherings
- Parent teacher interviews were held via Zoom in Week 2 of term 3
- Marketing/ enrolment team established
- New style guide produced
- Facebook and instagram accounts set up
- New website established
- Virtual tours and phone tours instead of school tours currently
- Survey for feedback re uniforms
- Survey for feedback re remote learning and return to school experiences
- Parent Business register

Remote learning 2.0

- Shared the feedback with staff from the parent survey
- Remote learning policy rewritten to reflect changes and shared with families
- Staff attended onsite to develop packs for the students to use at home. These were differentiated and linked directly to and supported the work on Seesaw .
- Laptops were once again made available to children who required one for remote learning.
- Staff had decided to work at least one day onsite, some more than this.
- We had up to 30 children attending onsite during this time.
- Stage 4 restrictions in place as of August 2 for 6 weeks - these were extended beyond this. This meant further restrictions and a rethink
- Developed our COVID safe plan
- Majority of staff worked offsite during remote learning except for admin and those assisting with supervising remote learning at school for children of essential workers. During this time

strict health guidelines were in place for those attending school- temperature checks and face masks for staff

- Workers permits issued to those working onsite
- All parents with children attending were required to provide a Working permit and were then issued with a letter permitting them to bring their child to school.
- We initially had about 10-12 attending this increased to 23 over time
- Pass tab update to include COVID questions - all those attending onsite including children issued with a quick pin and were required to sign in and answer the questions as well as be temperature checked.
- PEB, PLDT and parish meetings during remote learning have all transferred to Zoom
- Connections with individual parents was maintained through remote learning either phone calls with staff or Zoom sessions
- Staff had regular zoom or phone calls every two weeks with parents and or children
- NCCD completed
- Prior to students returning to school a return to school protocols was written and communicated to staff and families.
- Continued to participate in professional learning networks online especially the PYP network - 3 staff presented at the teach meets, staff attended the Kath Murdoch sessions provided by the network, and Principal and PYP leader attended heads and coordinators.
- Staff were interviewed by the IB for the work we have undertaken with the podcasts.
- Staff accessing webinars and professional learning online and via Zoom especially during remote learning
- Continuation of learning walks whilst remote on Seesaw by Principal and leadership
- Zoom sessions with Fr John and staff gatherings
- All staff completed the Dynamiq modules
- Staff completed First aid, CPR, anaphylaxis and Asthma training online and in school
- ARMs with teachers held via zoom
- Nominated staff completed CEM middle leaders course
- Principal and Deputy completed the Sharing and Family Violence P/L
- New telephone system installed term 4
- Consultative met t to discuss class structures and POLs
- Policies on website updated
- eSmart team met 3 times during term to follow up & continue journey to becoming an eSmart school

ICON

- Principal and ICT leader met with the eLearn team to discuss our options especially with regards to reporting. We will be moving across to eLearn in term 4
- The migration to ICON

REPORTS

- Reports were sent home via email at the end of term 2
- Intervention meetings were held via zoom to ascertain where every child is currently and what 'intervention or extension' would need to be in place for them as we head into term 4

Marketing strategy

- Facebook and instagram accounts regularly updated and aligns with our website
- New website is up and running
- Virtual tours and phone tours instead of school tours promoted
- Website pages were updated including policy on the website
- Formal invitation to join the Beachside network accepted
- Open morning zoom forums established for term 4 and kinder meet the school night set for term 4

- Week one term 4 we continued with remote learning.
- Students returned to the arrangements in place prior to Remote learning 2.0. With Yr 5/6 now in the hall to provide the necessary space.
- Shared the feedback with staff and parents from the parent survey 2.0. Overwhelmingly positive and data collected puts us well above the average.
- Reassessed our COVID safe plan
- Workers permits issued to those working onsite
- All staff returned to onsite except for one staff member who continue online
- PEB, PLDT and parish meetings continued via zoom.
- Newsletters returned to fortnightly
- We continued to provide information on the IB - PYP, literacy, numeracy and wellbeing regularly in the newsletter
- Prior to students returning to school the return to school protocols was updated and communicated to staff and families.
- Continued to participate in professional learning networks online especially the PYP network
- Staff able to access webinars and professional learning online and via Zoom
- learning walks and peer to peer observations resumed
- Reconsidered the AAP in light of the remote learning during term 3
- P/L for the remainder of term 4 allowed for staff to have more time in teams and planning
- Staff closure day dedicated to completing the POI
- ARMs with LSOs
- New telephone system installed
- The migration to ICON was completed

- Administration attended and participated in ICON training
- ICON went LIVE as of Nov 9 and move to shared services
- Prep transition via zoom two sessions held prior to orientation days being allowed
- Prep orientations held in November.
- Prep teacher was able to visit kinders onsite to observe incoming preps
- prep teacher and Wellbeing leader attended the transition cluster network meeting
- prep information night held via zoom
- Appointed new staff for 2021
- Appointed new staff to leadership positions of REL, STEM, Sustainability, ICT admin and Learning Diversity
- Completed activities related to Governance including liaising with parish on common areas, providing titles etc
- MACs and letters of appointments to staff and updates to board and parents
- Completed the structural work for the nature play area
- Planted new trees along fenceline and in front of cubby
- Continuing to develop the nature play space
- Eucharist and Confirmation to go ahead in December under strict guidelines
- No Carols night or End of year mass due to restrictions on numbers indoors and onsite at school
- Graduation assembly to replace Mass. All other graduation activities will take place offsite.
- Peer to peer observations undertaken by teachers
- Flexischools replaced with Skoolbag
- Survey for feedback re remote learning 2.0 - results presented to Board and published in newsletter
- No increase to school fees for 2021
- Parents informed of fees and governance by Board
- Spartan is now our official supplier and uniform is now to be bought through them offsite
- Website reflects this
- Only secondhand uniform will be available onsite.

Curriculum leaders continued to attend CEM networks and Professional Learning workshops toward strengthening their skills to lead staff teams. The -ICT- RE curriculum Leader, Maths Leader, Student Wellbeing Leader, PYP and Literacy Leader and Principal worked very closely to support all teachers, P-6, in their planning for improving student outcomes and team teaching practices. Our open plan learning spaces are conducive to collaborative teaching practices and enables students to make choices about their own learning and teachers to have more flexibility when structuring learning experiences for students.

Structured professional learning plans and coaching conversations sessions took place each term with the Principal. This was highly successful, with teachers using this as an opportunity to identify and explore areas of their teaching in a supportive environment. Each teacher and LSO had identified their own goal. Teachers and LSOs met with the principal to discuss their professional goals and share the outcomes of their experiences. The Annual Review Meetings took place in Term 4.

Peer to peer observations began in term 1 and consisted of two rounds which allows teachers to be observed, seek feedback, review and reflection and then have a follow up opportunity to implement recommendations. During COVID we were unable to do this for two terms, although some teachers trialled an online version during term 3. During term 4 we started the process again fully.

During the course of the year formal Learning Walks were conducted by the Principal each week. During this time, the focus was predominantly on the following: student agency, differentiation, learning environment, instructional strategies and engagement. During COVID lockdown this continued via zoom. In addition to this all leaders attended scheduled zoom sessions throughout each week in all classrooms and across all year levels.

Weekly staff professional learning meetings and professional learning community meetings kept teachers and other staff up to date with what was happening, involving them in decision making. The leadership team met fortnightly to discuss and plan for school improvement. This process continued throughout lockdown with allowances made for the time teachers were spending online.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

- First Aid, CPR & Anaphylaxis Training online modules and face to face
- Dynamiq emergency management warden training online modules and face to face
- Southern Digital Network
- RE Network
- SWIF Network
- Learning Diversity Network
- Student Wellbeing Network
- PYP Network
- NCCD
- Matt Glover - Writing workshops and participation in the Language Composition Inquiry-Nurturing Reading and Writing in the early years
- RE - prayer and prayer spaces
- Peer to peer observations
- Scripture, sacraments, prayer, church ritual and seasons - Fr John

- Introduction to the PYP standards and practices
- PYP - From Principals into Practice professional reading and learning
- Wellbeing during COVID-19 including mindfulness and meditation
- Inclusion - phonics, SMART spelling and upskilling in assessments
- Sustainability and nature play
- Art
- Inquiry in the early years - Kath Murdoch
- PYP approaches to Learning - Kath Murdoch
- Introduction to the Language of the PYP
- Teach Meets - PYP network
- Seesaw upskilling
- Zoom upskilling
- Essential Assessment upskilling
- Maths Association of Victoria
- Remote Learning: podcasts, zoom professional learning (Chapter International etc)
- Asia Pacific PYP remote 3 day conference online
- ICON upskilling for administration
- ICON for reporting

Majority of professional learning was conducted online. During COVID and lockdown a significant proportion of professional learning was made freely available to teachers worldwide. As such we were able to access a significant proportion of our PD without incurring any additional costs. It also provided us with the opportunity to engage with international speakers.

Number of teachers who participated in PL in 2020	17
Average expenditure per teacher for PL	\$725

TEACHER SATISFACTION

With no CEMISIS data this year we decided to produce our own surveys for the staff to complete in term 4. The surveys confirmed the upward trend that we have seen over the past few years. This is very pleasing, as we have worked hard to continue to grow particularly in areas of Collaboration, Feedback and Teamwork. Our School Improvement Plan, which was written at the end of our last review three years ago, cited these areas as areas for future growth and as such they have played a significant role each year in our Annual Action Plan and have formed the basis of our Professional Learning. Feedback is the area we have highlighted for further growth, as stated above whilst it is an area of strength and much has already been done in this area, especially this year we have seen the value in collecting ongoing data and how powerful it can be in ensuring the partnership with families and family engagement.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	90.4%

ALL STAFF RETENTION RATE	
Staff Retention Rate	82.9%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	14.3%
Graduate	7.1%
Graduate Certificate	0.0%
Bachelor Degree	85.7%
Advanced Diploma	7.1%
No Qualifications Listed	7.1%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	20.0
Teaching Staff (FTE)	14.3
Non-Teaching Staff (Headcount)	13.0
Non-Teaching Staff (FTE)	7.9
Indigenous Teaching Staff (Headcount)	1.0

School Community

Goals & Intended Outcomes

To foster a positive school community, which is actively engaged to inspire and improve student learning.

- That student learning and wellbeing is improved through strengthened partnerships between home, school and the wider community.

Achievements

During the 2020-year, St Columba's school community continued to prioritize parent- school - parish partnerships. Parents contribute in myriad ways to our community: classroom helpers, book week, assisting with excursions and incursions, Green Team, running club, school snow team and Resource Smart Schools. The list of ways parents participate in our school is exhaustive and cannot all be captured here.

Parents also participate in the more formal settings of PFA and Parent Education Board. The PFA works tirelessly to connect parents socially and to raise money so that the school can purchase resources for the students. The Education Board works with parish and school to strengthen community relationships and assist the school to meet the school's improvement goals. During 2020 the capacity of the PFA to fundraise and to contribute to school life was inhibited by COVID restrictions. None the less they continued to find ways online to maintain community and then once restrictions were eased to bring our community together with the inaugural Art Walk. These parents give their time and expertise to make the school an even better place. Our thanks go to them, and all parents, who work in, support and encourage the school.

The Before and After School Care service at St Columba's is very much a part of our community. In 2014 the school applied to become the service provider, taking over that role from the Parish. During 2019 and further discussion with Fr John we began the process of separating BASC from the school, meaning it would become its own entity- Andy's Before and Aftercare. The BASC provides a highly professional and engaging service for the community that is very much valued particularly by working parents. Run by a team of qualified staff, the morning session starts at 7am and the afternoon session finishes at 6.30pm. Two BASC staff also work part time in the school in support staff roles, which creates wonderful links between the school and the service. BASC continues to provide a very much-needed service for our community.

As a result of our school review in 2017 and subsequent survey data in the years since, our goal to foster a positive school community, which is actively engaged to inspire and improve student learning has led to further changes in school practices during 2020. For instance, the Art Walk and the Green Team initiatives. The Art Walk was a wonderful community event that brought our community together after the last lockdown. All the art works were created by the children and were inspired by them with the theme 'connection.' It was a wonderful event that saw families gather together locally outdoors. Each art piece was displayed within our local community, shops and St Columba's Church, and families were encouraged to follow the art trail with the walk finishing at the beach for a picnic and auction. Our Green team parents are a remarkable group of people who work tirelessly to help ensure sustainability is front and foremost in our school and together with our sustainability leader they have helped in setting up our kitchen garden program and have assisted in the establishment of our nature play area.

This is a wonderful expression of community spirit and commitment. It highlights the benefits of family - school partnerships which are so vital in assisting children to get the most out of their schooling. All these events are examples of our strong commitment to building partnerships that are based on mutual trust, respect, and shared responsibility for the education of the children at our school. At St Columba's family involvement plays an important part of the core business of our school.

We continued to work with and build upon the relationship between ourselves and our local kindergartens. Unfortunately, we were unable to visit the Kinders, but we did send small care packages to let them know we were thinking of them. As restrictions eased and we were able to visit, our prep teacher personally visited all of our feeder kindergartens as part of the transition process. We see that by establishing closer connections with our feeder Kindergartens we are keeping parents informed and give them a choice of school beyond the government schools in the local area for their children.

We have a significant relationship with the Parish and work together for not only the sacramental programs but also for many community programs. In 2019, we started our playgroup with the assistance of the parish. This was initially to make connections with young families within our parish but has extended beyond this. This continued in 2020 but once again with COVID we could no longer offer playgroup. The parish also involve themselves closely with the school assisting with many of the school events and connecting with families at assemblies. And we reciprocate this by maintaining our strong connection with Sacred Heart Mission and the parish itself. Every year level is linked to an aspect of the mission: the women's centre, the food hall and the age care hostel and together with the parish we have seen this connection grow over the past six years. We also support our parish St Vincent de Paul association and participate with the parish at community events such as the RSL Remembrance Day Mass each year.

During 2020 we have continued to work with the Port Phillip Eco Centre to improve our school's sustainability and maintain our 5 star ResourceSmart school ranking. Leaders from the Eco Centre worked with teachers, our Year 3/4 Eco-warriors and parent Green Team members mostly via zoom. Through this work Stephanie Young our school sustainability leader was awarded ResourceSmart School's Teacher of the Year award and our Green Team ResourceSmart Volunteers of the Year award in 2020. With most of the year in lockdown it was challenging to participate in person, but we did make our presence felt in the community by participating online in a variety of initiatives and our Year 5/6 children presented at the 'Kids Teaching Kids' conference once again in 2020.

PARENT SATISFACTION

During 2020, we continued to focus on school - parent - parish- community partnerships. The emphasis we placed on this relationship saw our parent satisfaction continue to rise especially during Remote Learning. This improvement is seen clearly in all the areas of the Remote Learning surveys we conducted (we conducted two surveys during this time). Overwhelmingly the results were extremely positive. During Remote Learning 2.0 there were still a few challenges with regard to balancing work and remote learning for families and maintaining motivation but overall the response indicated that second time round there was more balance, greater communication and flexibility and that the smaller zoom sessions facilitated better learning engagements.

One key aspect for me was parent- school partnerships. The survey highlighted that parents felt very supported by staff and that the regular contact we put in place during this time to help facilitate this worked extremely well in ensuring children were engaging with their learning. Another key takeaway was that parents felt that they now had greater insight into how their children learn. Using a platform such as Seesaw has been an enabler and this is something we would like to explore further and utilise more moving forward.

We keep coming back to what did we learn during remote learning about our children and how has that translated back to the school context. And whilst it was a challenging year we collectively, school and home, now have greater insight into our children as learners. This is such a valuable and powerful realization and it is from this that we need to ensure we draw out the best of what this experience provided and use it as we look to the future and for the future of learning at St Columba's.

Future Directions

Moving into 2021, the focus for the school in the five spheres will be:

Education in Faith

Goal

To strengthen our Catholic Identity within the context of our contemporary world.

Intended Outcomes

That students' understanding of their Catholic identity will strengthen through encounters with a contemporary religious education.

Key Improvement Strategy

Engage staff in professional learning which enables them to develop deeper understandings and knowledge of Catholic faith traditions and Catholic Social Justice Teachings to engage students in critical thinking and rich dialogue.

Learning and Teaching

Goal

To increase student learning within an environment of high expectations and continuous improvement.

Intended Outcomes

That learning growth in literacy will improve.

That learning growth in numeracy will improve.

That students are more confident, motivated and engaged learners who experience success.

Key Improvement Strategies

Strengthen data literacy to effectively cater for students' learning at their point of need.

Create learning environments where students will become resilient and self-managing learners who are motivated and embrace challenge.

Student Wellbeing

Goal

To encourage and support our students to flourish and thrive in a contemporary world.

Intended Outcomes

That increased student connectedness to school and peers will promote confident, motivated and engaged learners.

Key Improvement Strategy

Embed a whole school approach to student wellbeing in which strategies and initiatives strengthen positive social, emotional, spiritual and mental wellbeing.

Leadership and Management

Goal

To embed a strong professional learning culture of mutual trust and support with a focus on sustainable school improvement.

Intended Outcomes

That staff will be empowered to be high quality teachers and to improve student- learning outcomes.

Key Improvement Strategy

Promote a culture of collaboration to strengthen planning and classroom practices.

School Community

Goal

To foster a positive school community, which is actively engaged to inspire and improve student learning.

Intended Outcomes

That student learning and wellbeing is improved through strengthened partnerships between home, school and the wider community.

Key Improvement Strategy

Promote a culture of collaboration to strengthen planning and classroom practices.