



St Joseph's School Chelsea

2020

Annual Report to the School Community

A photograph of the school principal, Gavan O'Donnell, smiling and standing between two young students, a girl on the left and a boy on the right, who are also smiling. They are outdoors in front of a wooden fence.

Principal's Welcome

Gavan O'Donnell – Principal of St Joseph's Catholic Primary School

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Minimum Standards Attestation

I, Gavan O'Donnell, attest that St Joseph'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.

11/06/2021

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

We believe in the Good News of Jesus Christ.

We believe we are invited to live as he taught us to live and to take his message of God's love to all we meet.

We believe that education is a shared responsibility and we recognize Parents and Carers as the primary educators of their children.

We believe in an education that develops the individual.

We believe education is a life long journey

School Overview

St Joseph's School in Chelsea began over 90 years ago, with the motto 'Always Faithful'. It began as a 'Church School' staffed by lay teachers, one of whom later became a Brigidine Sister and was appointed the first principal of St Joseph's School. The school was administered by the Brigidine Sisters until 1935 and then by the Sisters of St Joseph until 1986 when the school became totally lay staffed.

The school is on a small site, surrounded by busy roads on three sides and blocks of flats on the fourth. The present population of 365 students is accommodated comfortably in this environment. A new administration area was added 17 years ago and we have refurbished both two story buildings of the school. In 2020 we have commenced the refurbishment of the Hall.

The BER funding in 2011 allowed us to remove and replace the oldest part of the school with two new classrooms, new library, new computer lab, new toilets and storage areas. We have also refurbished and modernised all classrooms from year 3-6 to cater for contemporary learning and install two kitchens into a refurbished discovery centre. The school offers pleasant and very workable classrooms each with new Ultra high definition 4K interactive whiteboards, heating & cooling, corridor space and hall, and extensive resources for the teaching staff. In 2015 we upgraded the junior building and added two new classrooms. This building was been totally refurbished to create a contemporary learning environment. In 2020 we have commenced the renovation the 1970s Hall.

The school has a mixed cultural population, with many different nationalities present. 25.5% of our children speak a second language at home. No one particular ethnic group dominates, with one to three per cent of the students coming from many different ethnic origins, the main ones being the Philippines, Russia, Spain, Italy and Greece. The school provides support to all our children through the collaboration of Co Teachers, a Learning and Teacher Leader, Learning Diversity leader, Literacy and Numeracy Leaders, Religious Education Leader, Student wellbeing Leaders, a number of Learning Support Officers and intervention support staff. We have developed a visible learning culture of collaboration and feedback.

The school is committed to providing a broad curriculum in this spiritual environment in which the children are valued as a whole person. Our focus on developing the Social and Emotional Learning of the children has seen a commitment to empowering the children to positively deal with conflict. Student connectedness continues to be a positive focus for St Joseph's. The play areas have been enhanced with a grass area across the road to compliment (that will doubled in size in 2021 with the purchase of a property next door) the 4 adventure playgrounds, quiet treed area in Woodbine with sandpit, a sustainable garden area with outdoor oven and hall foyer for quiet games. The wellbeing of the children in our care is seen as a high priority in the education of our children as we actively engage in the Resilience Project.

The school is committed to developing a Visible Learning culture. Our Mantra "Visible Learning is teachers seeing learning through the eyes of their students and students seeing themselves as their own teachers". This encourages the children's questioning and inquiry into the world around them. This approach is embedded into a solid literacy block, numeracy hour and inquiry learning linked to RE as we endeavour to develop each child to their full potential with growth mindsets and positive Learning dispositions within our contemporary, caring and supportive learning community.

Principal's Report

St Joseph's Chelsea continues to be held in high esteem in the local area. The school embraced remote learning in a positive proactive way engaging and supporting students and their families. Enrolments indicate there is a high demand for places at St Joseph's. Continued upgrading of facilities in recent years has seen learning areas conducive to positive learning enhanced. The school has developed and continues to develop strong parish and community connections evidenced by the fact that many past students are current parents and grandparents. The parents are actively involved at the classroom helper level and are happy with the school programs and communication processes.

The School has focused on developing strong student wellbeing programs to help improve connectedness. Introducing daily Mindfulness to enhance the routine of Christian meditation at the start of each day. The implementation of Wellbeing programs (Resilience Project) to establish consistent approaches to learning, developing growth mindsets and positive learning dispositions. Making the management of the children's emotional development a priority with a focus on the Zones of Regulation. The children are supported in developing strategies of how to best manage their emotions. These approaches have helped improve student, staff and parent relationships. The school currently prides itself on building relationships with the students, parents and staff.

St Joseph's staff have worked hard to develop Prep-6 programs across all areas of the curriculum. The focus in recent years has been to improve teacher practice through professional development as a school, department and individual. Literacy and numeracy professional development programs with a focus on making learning visible are helping to build a vibrant learning culture. The use of Learning Intentions (WALTs & WALAs) and Success Criteria is part of teaching practice. This includes the setting of Goals for children with different forms of feedback providing a healthy learning environment with improved teacher practice. As staff move on and new staff move into the school the structures and programs in place help the programs continue with little interruption. Processes and structures have been a focus over the last twelve and a half years and are becoming imbedded into the school culture. The students continue to grow in this contemporary learning environment. Our collection of data continues to grow and be useful as we become more consistent and thorough in using the data to inform our teaching practices. Looking at an individual child's growth has been a major focus.

The Religious Education program continues to develop as staff implement the RE curriculum using the inquiry model through to Year 6. Professional development using the Pedagogy of Encounter has helped staff provide links in making the Catholic Church relevant in today's world. Class, level and whole school Masses and support from Father Williams continue to provide Liturgical and Spiritual guidance. The challenge remains to have families involved in the life of the parish.

Our 2019 School Review commended the school on the great work that was in place and summed up our work with the following commendation.

The positive and supportive environment characterized by strong relational trust and quality relationships between leaders and staff. Staff are respectful, optimistic, and friendly and have a genuine desire to grow professionally and personally.

Education in Faith

Goals & Intended Outcomes

Goal: Foster an environment and provide learning experiences where the Catholic Faith is celebrated, communicated and lived in a "post -critical belief" and "recontextualised" setting.

Intended Outcomes: Enrich students understanding of Jesus' teachings by connecting them to Scripture, and personal and global contexts.

Achievements

Through Professional Learning Communities (PLCs), staff are involved in shared planning and teaching of Religious Education using the To Know Worship and Love and exemplar units. The PLCs allow staff in levels and teams to develop curriculum and moderate tasks. Use of the tracking tool by staff helps track students development in the area of Religious Education. St Joseph's runs a comprehensive sacramental program for both school and parish families which including parent workshops to help prepare their child for the reception of the sacraments. Professional Development of the staff is held at a number of different levels.

Each room has a prayer area with a special cloth and candle as a sacred space. The staff received professional development in meditation and the whole school now begins each day with reflective music and meditation. Staff gather each week to pray and reflect as a group. The school and each level celebrate class masses each term. These are complimented with regular class visits from the parish priest and other clergy including nuns. Also other pastoral and liturgical groups in the parish visit and talk to the children. We have formed a Junior Legion of Mary group with children from years 3-6 connecting with the Parish Legion of Mary. The year 5/6s have the St John Vianney Icon visit during the year as a focus for their prayer and reflection.

The school and classes promote the importance of their faith development. Through the student spirituality leadership, the children promote and provide opportunities for their peers to reflect and celebrate their faith. Adult opportunities for Faith development are also offered through parish programs.

VALUE ADDED

- Whole School Meditation every morning starting with music at 8.45am and shared meditation at 8.50am
- Sacramental Program for school and parish families (Term 1 and 4)
- Sacramental Masses for the whole community (Term 1 and 4)
- St John Vianney ICON visits to Year 5/6s
- Staff prayer meditations and reflections each week (online as well)
- Whole school and level Masses (Term 1 and 4)
- Junior Legion of Mary each Thursday and Saturday evenings
- Reconciliation opportunities each term (Term 1 and 4)

- To Know Worship and Love used throughout the school
- Whole school support of the poor in our local community through the donations for feast of Sacred Heart and Christmas Hampers.
- Catholic Identity Survey indicates the adult members of the community rate its importance very high.

Learning & Teaching

Goals & Intended Outcomes

Goal: Develop a data plan that includes the use of a variety of assessment tools and practices for student achievement and wellbeing and stipulates clearly the schedule of data collection across the 3 tiers (RTI Response to Intervention) as well as responsibility for analysis, use and monitoring of improvement/regression.

Intended Outcomes: Imbed the Response to Intervention practices across the school.

Achievements

The learning and teaching at St Joseph's continues to be reviewed and enhanced through quality programs. Staff continually meet and plan in teams, with the literacy leaders, maths leaders, learning needs leader, and the learning & teaching leader. Data is evaluated and planning is focused on improving the children's progress in a supportive environment. PAT R & PAT Maths are being used along with other assessment tools (Essential Assessments) to track students' growth.

Overall the curriculum delivery continues to be embedded within the literacy block, with parent helpers, co teachers, Learning Support Officers and support staff working with individuals and within small focused groups. We continue to update our inquiry scope & sequence in line with Victorian Curriculum. Our Visible Learning approach has a focus on learning intentions, success criteria and feedback and is supporting staff and students in personalising their learning. The teachers are more explicit and articulate how the children will know they are successful. The continued work of the teaching & learning team in supporting goal setting, collaborative teaching, focussed PLCs and department meetings have helped build a positive learning culture. The CAFÉ framework for reading was introduced to promote the strategies proficient readers use. The VOICES framework is also being used to help provide structure for the children's writing. The numeracy hour with the support of co teaching leaders, the maths leadership team and professional learning communities is skilling staff to deal with the individual learning differences of the children in our care. The focus is now on the key understandings and key ideas.

Pre & Post tests using essential assessments are being used to help focus our Maths teaching. A commitment to continuing to set higher standards remains a focus for all our children. Contemporary teaching and learning is supported with 4K Ultra High Definition interactive whiteboards in all Classrooms and access to ipads, Chromebooks & Laptops.

STUDENT LEARNING OUTCOMES

- Teachers from each level have worked with Co teachers in Numeracy and Literacy. Staff have reported greater focus and commitment to planners and improved teaching in the area of Maths.
- Greater use of Pre & Post tests (essential assessments), focus sheets and focussed teaching groups.
- Increased intervention support from support staff.

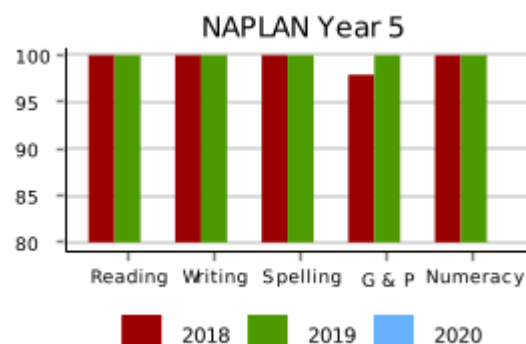
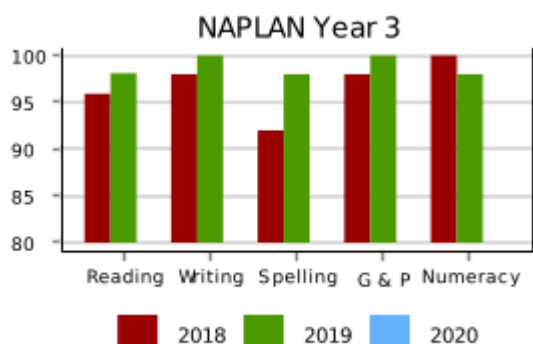
- The Learning & Teaching Team has provided leadership in all areas of learning, teacher practice and Victorian Curriculum developments
- Continued growth and focus on developing a Visible Learning School.
- Greater focus on the work of LSOs (Learning Support Officers) through mentoring with the Learning Diversity Leader.
- Continued support in the Prep to 2 area in literacy from literacy leader and the literacy support team.
- Greater use of data to inform our teaching in the areas of Literacy and Numeracy. Our focus on looking at growth using PAT R and PAT Maths.
- Restructure of PLCs online to support Learning & Teaching to help support Learning Intentions, Success Criteria, Feedback and teachers pedagogy addressing Students needs.
- 2019 CEMSIS data indicates engagement and motivation in learning have exceeded targets.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	98.0	100.0	2.0		
YR 03 Numeracy	100.0	98.0	-2.0		
YR 03 Reading	95.9	98.1	2.2		
YR 03 Spelling	92.0	98.0	6.0		
YR 03 Writing	98.0	100.0	2.0		
YR 05 Grammar & Punctuation	97.9	100.0	2.1		
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	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: Systematically review student data to identify areas of learning and wellbeing, aligned with Victorian Curriculum, eXcel and Horizons of Hope that should be improved, forming the school's narrow and sharp explicit improvement agenda.

Intended Outcomes: Teachers approach to learning and behaviours is consistent across the school.

Achievements

St Joseph's continues to develop programs aimed at promoting development of the whole child. We hold student wellbeing at centre of everything that we do we continue to develop our connections with the local community through active participation. The school develops the Social Emotional Competencies of the children as staff unpack the meaning of these through PLCs. As well as developing our SEL programs, Start Up Week and the Resilience Project. Professional Development for all staff in the area of wellbeing has been a major focus where possible.

The school continues to develop the senior students' leadership skills around their role in building a happy and healthy community. Through the provision of leadership experiences through a shared leadership model including our school tours for all year 6s in term 1. We aim to build student voice as the children choose a leadership area of choice eg Social Justice, Sustainability and sport. The students were limited in the events they could organize in 2020 due to COVID.

Other extracurricular activities in 2020 included: sacramental programs, liturgy celebrations, school camp for year 5 & 6s, limited excursions and incursions, music program Jack in the Box, running club, dance club, whole school meditation at the start of each day, student swimming & athletics carnivals, cross-country events, junior mayor, Minnie Vinnies, random acts of kindness, P-6 Circus Performance - postponed to 2021, Big Green Schools Conference, Dolphin Ambassadors, some online parenting seminars on resilience/parenting, indoor games at lunchtime, friendship tree, breakfast club Limited in 2020 and legion of Mary.

The 2019 CEMISIS surveys show we continue to make significant improvement in the area of student's feeling of safety at school, connectedness to peers and classroom behaviour. Processes are continuing to be implemented to support staff, parents and children. The school supports the well-being of students with a psychologist and counsellor in the school a day a week.

VALUE ADDED

- Attendance at Student Well Being Cluster Meetings and involvement online.
- Student Leadership program in year 5/6 developing independence as they involve themselves in leadership roles including running school tours, buddy program with the preps etc. Limited in 2020.
- 2019 CEMISIS data indicates the children are happy and comfortable across most levels of the school particularly in the areas of student wellbeing, engagement and relationships.

- Catholic Culture responses show children enjoy the opportunity to attend Mass and are continuing to develop their sense of social justice.
- Regular time is made in classes for circle time.
- Seasons groups have also been implemented (limited in 2020).
- Implementation of Peaceful Kids
- Daily opportunities for Mindfulness

STUDENT SATISFACTION

- Remote learning surveys indicated a high degree of satisfaction with how the school support students during home learning.
- Parents felt communication and staff efforts were to be commended.

Some Comments from Surveys:

Thank you for the great support from all the staff, class teachers to LSO helpers. Without their continuous support we won't get through this challenging time easily.

Thank you for all of the extra work you are doing. It's certainly changed the way of every day teaching and we are very aware of the challenges and time that this takes.

You are amazing! We really appreciate the effort that goes in to planning the daily/weekly schedule. Your encouraging words & comments are so valuable.

Thank you for being flexible at this time. There has been lots to learn for children and parents so I can't imagine all the background effort you have had to go through to set everything in place! Number One is always wellbeing, so I really hope they are also able to have some time out between work and family as well. Stay well!

Everyone is doing such a fantastic job! I know how much (and the long hours) you are putting into everything you do. We are proud to be a part of the St Joseph's family, where our teachers are so dedicated and caring. Thankyou so much for all you are doing for the wellbeing and education of our children.

STUDENT ATTENDANCE

- During remote learning staff emailed parents and children if they had not been uploading work or did not attend morning prayer and overview of the day.
- Parents are asked to phone in when their child is absent from school or email using the absence email.
- If no call or email by 9.30am an SMS is sent then a call made if no response. If still no contact then the police will be contacted.
- Extended holidays or known absences a letter is required in advance.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.1%
Y02	95.3%
Y03	96.1%
Y04	96.0%
Y05	96.3%
Y06	95.9%
Overall average attendance	95.8%

Child Safe Standards

Goals & Intended Outcomes

Goals and Intended Outcomes:

St Joseph's PS Chelsea continues to hold the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the gospel. St Joseph's PS Chelsea acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

Throughout 2019-2020, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse.

Achievements

The embedding of policies and commitments into everyday practice

- Child Safety Standards remains a regular agenda item at School Board meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed.
- Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and students' management, duty of care, and reporting requirements.

Training of teachers, non-teaching staff and volunteers

- All teaching & non-teaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually.
- Volunteers are provided with regular briefings on acceptable behaviours and are required to read and sign the school's Child Safety Code of Conduct every time they enter the school site.
- Staff members have completed the Victorian Department of Education and Training's on-line Mandatory Reporting module.

The participation & empowerment of students

- The school's Child Safety Action Plan focused primarily on the promotion and participation of student empowerment. Providing students with a voice is critical in ensuring their well-being and safety. Education about healthy and respectful relationships and the development of resilience through participation in the schools wellbeing programs played a fundamental role in achieving this outcome. This culminated in the development of a 'Child Friendly Code of Conduct' developed and review by representatives from each level and communicated to students via relevant learning opportunities and made available to the broader school community via the school website.

Consultation with the community

- St Joseph's PS Chelsea continues to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.
- The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via the school newsletter and website.

Human Resource Practices

- St Joseph's PS Chelsea continues to implement robust Human Resource practices to ensure the suitability of any staff member or volunteer permitted to participate in 'Child Connected Works'.
- To achieve this the school implements rigorous screening processes which have a child safety focus and include:
 - Position advertisements
 - Position descriptions
 - Referee Checks
 - Key Performance Indicators have a Child Safety focus
 - Victorian Institute of Teaching Registration (VIT)
 - Working With Children Checks & National Criminal Record Checks
 - Screening of Casual Relief Teachers, Contractors and Volunteers.

St Joseph's PS Chelsea remains committed to ensuring the well-being and safety of all students under its care by actively implementing, reviewing and improving its child safety strategy.

Leadership & Management

Goals & Intended Outcomes

Goal: A comprehensive and systematic approach to the observation, feedback, mentoring and coaching of staff that includes protocols for coaching, observation and feedback conversations to ensure that there is a focus on reflection of practice, the cultivation of strong professional growth and consistency of classroom practice.

Intended Outcomes:

Staff will support each other with feedback on practice through observation.

Achievements

Staff have been involved in continued professional learning from P-6. Commitment in developing a strong "Visible Learning Culture" including Team Development, Goal Setting, Learning Intention, Success Criteria and Feedback. Staff's performance during remote learning was reflective of the great processes we had in place. Their ability to support each other during this time was outstanding. Attendance at daily briefings to check in, share progress and offer support showed great collegiality. Members of the leadership team have been empowered to mentor other staff through supporting them with goal setting. The Inquiry process has helped staff develop the inquiry and questioning skills of the children as they go about their learning. Co teachers along with members of the leadership team have continued to offer support and training to each other. This is helping staff target their teaching and focus on students' needs. The engagement of key staff in the area of learning and teaching has allowed the learning culture to develop even during remote learning. We continue to focus on the well-being of the staff, parents and students and the wellbeing programs in the school have supported this direction in particular during remote learning.

The retention of staff is high and indicates a high level of satisfaction as the staff all mix well together socially both informally and formally. There is a genuine willingness amongst the staff to work towards improving the whole student. The importance of high collaborative teacher efficacy is a key motivating factor in developing a strong learning culture. Staff are working hard implementing programs to develop each student's full potential. The implementation of Personal Learning Plans with accurate assessment and communication is reported regularly.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Many of the PL opportunities were online in 2020 and allowed more staff to access shorter sessions more regularly. Other staff PL included Staff Spirituality Day with Maria Forde, Whole staff Growth Coaching PD, Literacy Support Professional learning, Italian Language network, Regional Mathematics Learning, Visible Learning Plus PD, Meeting the reading needs of learners, REL Networks, SIF Cluster meeting, Digital NW, School Based Intervention, Student Wellbeing Leaders Network, Meditation. Networks - Principal, Deputies, RECs, library, literacy and numeracy leadership, Evacuation Training, Victorian Curriculum, Moderating literacy &

numeracy, Learning & Teaching Network, Online PD, Science & Environment, Resourcesmart, Inquiry, Student Wellbeing, Information, Communication and Technology.

Number of teachers who participated in PL in 2020	38
Average expenditure per teacher for PL	\$2360

TEACHER SATISFACTION

Staff managed remote learning which dominated much of 2020. Many enjoyed the flexibility that it gave while a number found it difficult due to the isolation. While online for long hours was not enjoyed, particularly for those who lived alone.

Staff were buoyed by the positive feedback from parents but also concerned about those children who were elusive online.

The 2019 CEMIS data shows staff have a greater commitment to teamwork and working towards common goals. This was invaluable while working online. This greater engagement is obvious, but staff continue to work hard.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	93.5%
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ALL STAFF RETENTION RATE

Staff Retention Rate	92.5%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	3.7%
Graduate	22.2%
Graduate Certificate	0.0%
Bachelor Degree	74.1%
Advanced Diploma	37.0%
No Qualifications Listed	3.7%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	32.0
Teaching Staff (FTE)	23.2
Non-Teaching Staff (Headcount)	10.0
Non-Teaching Staff (FTE)	8.3
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Goal and Intended Outcomes:

The school will continue to focus/develop opportunities for teachers, students and parents to work collaboratively and share their experiences, learnings, and understandings of the whole child.

Achievements

St Joseph's is a welcoming community that aims to develop the whole child. We aim to look after the spiritual, academic and physical wellbeing of the child. The programs that we implement aim to support them.

The parents actively fund raise, support students in class and engage in social activities. They have a beginning and end of year community BBQ and mothers and Father's Day stalls. The establishment of a sustainable garden has provided a meeting place for the students, parents and teachers. To help promote community connections social functions are held each year. The parent room is available for parents to gather and talk have a cup of coffee a chat and even seek some help with parenting material made available. Other successful events included Fun Run Spectacular, Free Dress fund-raisers and Mother's & Father's Day Stalls for the children.

During 2020 we were limited in promoting community activities. Remotely we engaged in online paraliturgies for the whole community, parenting nights, community sing-along, dance nights organised by student leaders and weekly assemblies. The "Parent Engagement Action Team" PEAT as we re-packaged how our Parents and Friends engaged with the school will need to be rebooted in 2021. The focus for all activities and meetings will be "What is the Learning? and Who is the Learning for?".

The emphasis when we gather is to share information and facilitate parent learning.

PARENT SATISFACTION

During 2020 Parents engaged each week in online assemblies with their children which were interactive and a "highlight of the week" for their family during lock down. Parenting nights, sing-a-long evenings, Dance nights all online were well-received.

Comments from parents:

We love assembly.

We love knowing what the kids are learning and being part of it - through seeing daily schedules and work on seesaw.

It is a great way to keep connected to one another and really be part of their learning journey. We are learning too!

It would be fantastic to maintain as much of this as possible, post covid!!

Again, thankyou for all your hard work... Such a great team effort!

I think the school and teacher's are doing an absolutely outstanding job. I have menu friends in the same situation and they are having a terrible time with there schools. I feel really lucky and grateful that we are at such a support school with fantastic teachers.

Even though these have been very challenging weeks for all of us, we feel part of the community with the constant communication with school and teachers. Thank you for organising special learning sessions (LSO)

Absolutely Brilliant ! Amazing ! The amount of encouragement and dedication shown at the time to our child we could not be more grateful ! .

We are so very blessed to have such a wonderful teacher for our child's first year at school

Thank you !

The overall results of the parent 2019 CEMISIS data indicates very positive responses.

The parents continue to acknowledge strong student motivation and connectedness to the school.