



St Peter Julian Eymard Mooroolbark

2020

Annual Report to the School Community



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Contact Details

ADDRESS	Reay Road Mooroolbark VIC 3138
PRINCIPAL	Gregory Thomas
PARISH PRIEST	Fr Joseph Lu
SCHOOL BOARD CHAIR	Rotating Chair
TELEPHONE	03 9725 0595
EMAIL	principal@spjemooroolbark.catholic.edu.au
WEBSITE	www.spje.vic.edu.au
E NUMBER	E1361

Minimum Standards Attestation

I, Gregory Thomas, attest that St Peter Julian Eymard 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.

07/06/2021

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

Spirit Filled People

Working Together

On a Journey of Learning

Embracing life

And creating our future

School Overview

St Peter Julian Eymard School is a Parish primary school serving the needs of families in the Mooroolbark Parish. The school is an amalgamation of the two schools: St. Peter Julian's founded in 1966 and Eymard Hill, founded in 1979.

The current school was built and opened in 1992 and is well suited with a large synthetic turf oval, sufficient asphalted areas and suitable playground equipment. A Library Resource Centre incorporating a STEM space and meeting rooms on the lower level, and six general-purpose classroom areas built on a second level, were completed in 2010 as part of the Building the Education Revolution. Our latest facilities comprising six new learning spaces, an all-weather undercroft and a new set of toilets were completed in November 2017. All buildings are modern, functional, well maintained and constantly being upgraded. There are also staff ancillary and student service areas as well as a performing arts area. The parish hall is available for school use during school hours. A school-based OSHC program operates onsite both before and after school. Our school is a parish community school aimed at educating our students in faith and life. Education in faith for students, parents and staff is a priority. A Faith Development Team comprising Principals and Religious Education Leaders from both parish schools and the Parish Priest lead the faith development of students, their parents and staff.

Enrolment demand remains steady. Enrolment in 2020 sits at 522 students, from 362 families. In 2020, according to information provided by parents, 25.5% of our students come from a 'Language Background Other Than English'. While the vast majority of our students would be second-generation Australian born, the increase during the last three years has come from Myanmar with a number of refugee families. There are currently 85 students on the SWD program. On average, we would make thirty referrals per year to the CEM for Student Diversity. An NCCD Team has been created which consists of Principal, Deputy Principal, Student Diversity Leader and Student Wellbeing Leader to audit students and set individual learning directions. A Child Safety Team was also birthed, to ensure the physical and emotional safety of our students is always looked after. Through the Chaplaincy in Schools Program, we currently have counsellors available two days a week.

There is a total of 54 staff members, 41 teaching and 13 non-teaching. Experience of teachers varies from new graduate teachers to teachers with more than twenty-five years of service. Positions of Leadership (POLs) reflect areas of the School Improvement Plan. These include: Religious Education, Literacy, Numeracy, Learning and Teaching, Student Wellbeing, eLearning and Student Diversity. These positions are POL Level 2.

The School Improvement Leadership Team (SILT) consisting of Principal, Deputy Principal and staff holding POL Level 2, meets regularly to monitor and plan for the implementation of the School Improvement Plan. There are also four POL 1 Level Coordinator's positions.

Principal's Report

The Annual Report to the school community is an opportunity to highlight many achievements of a very challenging 2020 year in the 5 spheres of School Improvement: Education in Faith, Learning and Teaching, Student Wellbeing, Leadership and Management and School Community. Much of the success for this year can be attributed to the dedication of a truly professional staff whose expertise is admirable, to the support of families and the valuable contribution they make to the life of the school and most importantly to the students who give us so many reasons to celebrate their achievements. Our staff rose to the challenges of remote and flexible learning and work tirelessly in partnership with homes to deliver an education of the highest possible standard. We learnt a lot during this year, especially how to make Home/ School partnerships more authentic.

Implementing our School Improvement Plan and Annual Action Plan provides our focus. We particularly focused on integrating the areas of Inquiry Learning and Religious Education as a vehicle to develop a more engaging curriculum. Staff participated in various school-based professional learning initiatives, with a heavy focus on BAS and Google certification for staff.

Our school achieves its mission by: positive attitudes to learning, self-motivation, academic excellence, development of leadership skills, and social and cooperative skills. Our school has an outstanding sense of community where students, staff and parents work together to create a fulfilling learning environment where each student has a strong sense of belonging. The curriculum at St Peter Julian Eymard School is designed to reflect the changing nature of education in an increasingly complex and challenging world and community. We teach individually and in small groups with attention to each student's needs. We aim to provide the best for each student by teaching a diverse and engaging curriculum.

Highly experienced and dedicated staff work collaboratively in professional learning teams to plan, implement and evaluate an engaging curriculum that supports the diverse developmental needs of our students. Empowering students in the learning process is key to ensuring that students are engaged in their learning.

In looking back at 2020, we celebrate our successes and focus on new ways to continue to drive school and student improvement within a spirit of engagement and empathy. These are essential aspects of learning abounding at SPJE, enriching us all in our work as Spirit filled people working together on a journey of learning.

Education in Faith

Goals & Intended Outcomes

That student learning enables them to make stronger connections between their lives and Catholic culture and traditions.

Achievements

Religious Education maintains a very high profile at St Peter Julian Eymard School. Our Catholic Identity is clearly witnessed by providing an environment that nurtures and deepens our relationship with God. This is further developed through planning of InQuiRE units which connect to our Big Ideas. Many of our Rich Assessment Tasks are based on Catholic Social Teaching.

SPJE School is perceived as a compassionate school where opportunities for social justice are provided and acted upon. There is alignment in the responses by parents/staff/students that people in our school show compassion.

Support for the catholic school in our community is strong with encouraging results in how we learn about our catholic faith and how we show we are catholic around here.

VALUE ADDED

- Monthly meetings of the Faith Development Team consisting of Fr Joseph Lu Xin, Parish Priest, Mrs Pauline George Religious Education Leader and Mr Greg Thomas Principal. St Richard's School was represented on this Team by their Principal Mr Marcus Gill, and Mr Rudy Vail Religious Education Leader.
- Religious Education units use the Religious Education Framework as the template and are supported by the Archdiocesan Religious Education Texts reflecting the Calendar of the Church e.g. Lent, Easter, Advent, Christmas as well as providing links with Inquiry Based Learning.
- A whole school approach to team planning and evaluation has led to purposeful and meaningful units of work making explicit links between the Religious Education concepts and those being taught in Inquiry. This makes the learning deeper and more authentic. Teaching of RE content is not in isolation - It is integrated in all learning areas where possible.
- Sacramental programs incorporating Reconciliation, Eucharist and Confirmation are school based.
- Sacramental Reflection Days for students.
- Adult Faith Education meetings for parents.
- Each classroom is equipped with a prayer focus to be used for daily prayer and meditation. Meetings and assemblies begin with prayer.
- Staff meetings and training conducted as per School Improvement Plan to address intended outcomes.

- Encouragement and opportunities are provided for Social Action to be embedded in the learning. This has led students to a greater understanding of the meaning and purpose of Social Justice Actions and the message proclaimed in the Gospel Stories that call us to action. The response to Social Justice has been very positive and each service by year level has a focus that enables the students to demonstrate the Catholic teachings through undertaking various actions and projects at the community, local and global level. Social Justice will continue to be an ongoing focus
- Our vision statement challenges us to be Spirit-filled people.
- The Parish newsletter is attached to our school newsletter and is emailed to families allowing them to know more fully about the life of the parish.
- To further staff learning, regular opportunities are provided for staff to reflect on their faith, pray together and celebrate liturgies.
- Our FIRE (Friends Igniting Reconciliation through Education) Carrier SAT (Student Action Team) is instrumental in building connections with aspects of the indigenous community.
- Regular RE reflections are included in the newsletter.
- Developed Religious Education planning in response to the RE Curriculum Renewal Program.
- Family participation was strongly supported and encouraged through Sacramental evenings.

Learning & Teaching

Goals & Intended Outcomes

To build the capacity of all students to be effective learners in our contemporary world.

That students will become confident and self-managed learners who embrace challenges.

That student growth in literacy and numeracy is maximised.

Achievements

- SPJE has a focus on improving learning and teaching practices and maximising opportunities for student engagement in their learning.
- Year Six three days/two nights Outdoor Education Camp coincides with a Bike Education program for Year Five students.
- Extracurricular activities include private music tuition, Senior Level Musical, Grade Six Big Day Out, Grade Five and Six Walkathon, Indigenous Book Swap, Whole School Book Week activities, Junior End of Year Christmas Concert
- Contemporary Inquiry Learning Units are developed in teams with a PLT dedicated to pre-planning of these each term.
- A dedicated day for level planning is provided each term.
- Words Their Way continues to provide the basis of our spelling curriculum.
- All staff undertook BAS Training to align the teaching of literacy across the school.
- As a member of the Melbourne University Network of School (UMNoS) we concluded our three-year project looking at 'building teacher capacity in reading and embedding effective practices in giving and receiving feedback to improve student outcomes'.
- Curriculum Leaders attended Network Days and other Professional Learning sessions in order to develop their capacity to lead school improvement.
- Ongoing assessment occurred throughout the year in accordance with the Pre and Post Assessment Schedule Preparatory to Year Six. This process ascertains students' strengths and points of need. Results of assessments are used to develop appropriate learning opportunities for students.
- Moderation of work samples in mathematics to ensure consistent teacher judgement occurred in whole school and level team settings.
- Students were involved in the mid-year 3-way Learning Conferences. Student goals to direct future learning were set collaboratively.
- Teachers work with students to set goals to drive learning in various curriculum areas.
- Student reporting as per Governmental and Catholic Education directives continue.
- Provision of intervention Literacy and Numeracy provided for identified students.
- Professional Learning Team meetings in Literacy and Numeracy led by curriculum leaders held each week.

- PLTs at SPJE are used as professional learning sessions to support additional curriculum areas derived from the Annual Action Plan.
- Seesaw is used to communicate student learning with parents. This app allows for timely upload of evidence of learning and can be immediately shared with parents who are then encouraged to provide feedback to their students.

STUDENT LEARNING OUTCOMES

In 2020, NAPLAN testing was cancelled due to COVID-19.

Progressive Achievement Testing (PAT) testing was completed by students remotely.

Data continued to be collected by teachers progressively throughout the school year.

From Years Two to Six PAT data indicated that expected growth or above had been maintained in the area of Reading.

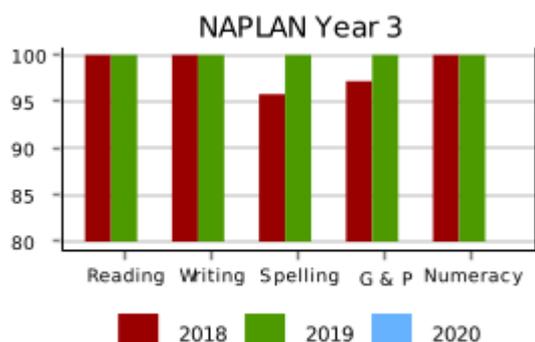
In Mathematics, PAT data shows that Prep students reached expected or above the mean score. From Year Two to Six, data showed that expected growth or above had been maintained in the area of Mathematics.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	97.2	100.0	2.8		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	95.8	100.0	4.2		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	96.5	100.0	3.5		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	97.6	100.0	2.4		
YR 05 Spelling	98.8	97.2	-1.6		
YR 05 Writing	96.5	95.9	-0.6		

* 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 ensure all students experience a positive sense of wellbeing and engagement within a Catholic context.

That students feel engaged, safe and connected to school.

Achievements

- Staff made the wellbeing of students and families a priority throughout this COVID year.
- Principal and staff work together with families to ensure consistent online attendance.
- Regular wellbeing check-ins with staff and families were conducted throughout the year.
- A special focus was placed on the return to school for a seamless transition back to onsite learning.
- Counselling services were increased.

VALUE ADDED

SPJE remained open for children of essential workers and our most vulnerable students.

School requests notification for absence and provides a proforma letter via the school intranet for parents to do so.

A dedicated telephone message bank exists to enable parents to notify school of student absences. Parents can advise of absences through the Operoo.

'Tuning into Kids' continued to be implemented as an initiative to educate parents in the area of social and emotional learning. Due to Covid-19 restrictions, sessions were offered online to cater for parents. As a result, there was an increase in participation.

A 'Hub' space continued to operate for students who need to take a break from the regular activities of the classroom or playground. Students are provided 10 minutes to reset and then return to class.

All functioning classrooms provided a 'calming space' for students who need a quiet place to help them reduce anxiety levels.

Teachers found new and creative ways to stay connected with students and families across all levels.

Student Action Teams (SAT's) remained active, online and onsite throughout the year.

The Wellbeing Student Action Team promoted the health and wellbeing of children through a variety of initiatives, which included a presence alongside teachers, as a welcome back to onsite learning.

'Play is the Way' continues to be implemented, with new staff completing professional learning in the program.

Supervised inside play continued to be available for the first half of both recess and lunchtime to students who find playing outside challenging.

Emergency Teacher Handbooks inform CRTs of particular students with special needs.

All staff completed an online Mandatory Reporting module assessment to update their responsibilities in relation to Child Protection and Child First.

The Student Wellbeing Leader attended cluster meetings each term to work in partnership with other schools in relation to programs and initiatives.

The school received Chaplaincy Funding and contracted CatholicCare to provide counselling for students.

School rights and agreements continue as a means of supporting social and emotional learning.

The wellbeing teacher provided Wellbeing weekly classes via the online platform to continue to support the specific skill development.

SPJE TV supported the connection with our community during the remote and flexible learning period.

STUDENT SATISFACTION

Student surveys identified learning confidence and student motivation as areas of strength at our school. Of particular note is the result in the area of student connectedness. This is pleasing given the strong focus and commitment our school gives to implementing resourcing, monitoring and improving various Student Wellbeing initiatives, practices and programs. We continue to work on improving the engagement level of our students, the provision of a stimulating learning environment and the whole school approach to strengthening student behaviour.

STUDENT ATTENDANCE

Record every child's attendance twice per day via nForma. This will be completed by the classroom teacher before 9.15am & 2.30pm;

Record reasons for absence, and record the absence as "unexplained" if no reason has been provided (update the records once a reason is established);

Determine if the explanation provided for a student's absence is reasonable for the purposes of the parent meeting their responsibilities under the Education and Training Reform Act 2006. The Principal will use their discretion in making this decision;

Determine if the reason for the student's absence is acceptable and any follow up is needed to support the child's education and wellbeing;

Notify the parent/guardian if the absence has not been approved;

Keep records of all attempts to contact parents/ guardians in relation to attendance;

Record attendance of any student who only attends half a day (two hours or more);

Monitor attendance and develop improvement strategies for attendance where necessary;

Take further action (at their discretion) if a student reaches five days of unapproved or unexplained absences within a school year;

Report the annual rates of school attendance.

During remote and flexible learning teachers tracked and informed leadership of students absence from google classrooms meets and missing submitted work.

Through the Wellbeing Leader a tracking tool was used to identify vulnerable families and contact was made via the Wellbeing team.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	96.2%
Y02	96.5%
Y03	97.6%
Y04	97.0%
Y05	96.8%
Y06	97.6%
Overall average attendance	96.9%

Child Safe Standards

Goals & Intended Outcomes

Child Safe Standards

Goals and Intended Outcomes

St Peter Julian Eymard School 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 Peter Julian Eymard School 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 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 Council 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 student management, duty of care, and reporting requirements.

Training of teachers, non-teaching staff and volunteers

All teaching and nonteaching 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 via Passtab 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 wellbeing and safety. Education about healthy and respectful relationships and the development of resilience through participation in wellbeing lessons played a fundamental role in achieving this outcome.

Consultation with the community

St Peter Julian Eymard School 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 parent information nights, the school newsletter, Operoo and website.

Human Resource Practices

St Peter Julian Eymard School continues to implement robust Human Resource practices ensuring 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 and National Criminal Record Checks

Screening of Casual Relief Teachers, Contractors and Volunteers.

St Peter Julian Eymard School remains committed to ensuring the wellbeing and safety of all students under its care by actively implementing, reviewing and improving Child Safety strategies.

Leadership & Management

Goals & Intended Outcomes

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

That staff will work in effective teams by learning together and challenging each other.

Achievements

Positions of Leadership (POL) allocated in 2019 for a 2-year period reflect areas of the School Improvement Plan. These include: Religious Education, English P-6, Mathematics, Learning and Teaching, Student Wellbeing, Information and Communication Technology, and Student Diversity.

- The School Improvement Leadership Team consisting of Principal, Deputy Principal and staff holding Curriculum POLs, met weekly to monitor and plan for the implementation of the School Improvement Plan.
- As per the structure of the school, Positions of Leadership also exist as coordinators of Preparatory, Junior, Middle and Senior Levels.
- Review Meetings are held for staff members on an annual basis. These meetings use the AITSL Standards together with school-based initiatives to provide feedback, set goals and determine future direction.
- All teachers hold current Registration with the Victorian Institute of Teaching. This registration includes a current National Criminal Record Check.
- Non-Teaching Staff also hold current Police Criminal Record Checks.
- The range of resources to support learning is extensive and continually updated as a result of requests by staff as they strive to maintain a high quality of student engagement.
- Administrative matters are covered in a weekly on-line briefing.
- The annual calendar provides information to staff and school families.
- Staff led professional learning in the area of BAS and Google Certification for colleagues based on expert teaching delivered online.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

All Staff completed the following as a mixture of online and onsite

Mandatory Reporting

First Aid Training

Google Certification for Education

BAS Training Modules

Number of teachers who participated in PL in 2020	54
Average expenditure per teacher for PL	\$124

TEACHER SATISFACTION

Hi Greg,

I just wanted to express my gratitude of your support this year. Thank you for your support and guidance during a crazy year that presented a few challenges for me both personally and professional. It was always reassuring to know I could come and have conversations with you and you were always professional and a good listener.

Thank you also for taking us to lunch yesterday. It was such a positive way to end the year and there were so many smiles and an uplifting vibe across the staff.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	90.4%
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ALL STAFF RETENTION RATE

Staff Retention Rate	89.8%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	3.2%
Graduate	29.0%
Graduate Certificate	9.7%
Bachelor Degree	77.4%
Advanced Diploma	19.4%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	53.0
Teaching Staff (FTE)	42.1
Non-Teaching Staff (Headcount)	14.0
Non-Teaching Staff (FTE)	18.1
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Enhance student learning by fostering effective relationships between school and home.

That student learning is improved through strengthened partnerships between home and school.

Achievements

- Interest in our school, as evidenced by the significant enrolment numbers and waiting list.
- Adult Faith evenings during Sacrament preparation continue to be offered.
- Home and school worked closely in collaboration to provide high quality education while in remote and flexible learning. During this time parents, teacher student conferences were conducted on an online platform and feedback from parents was very positive.
- Parents participated in 'Tuning into Kids' on an online platform.
- Our School Production provides opportunities for parents to assist in the many areas of bringing a quality performance to fruition.
- Due to agile and flexible thinking we were able to provide our students with the following activities when we returned onsite:
 - Year 6 Camp
 - Students received Confirmation & Reconciliation
 - Year Six Big Day Out & Graduation
 - Procedures for online Parent/ Student & Teacher Conferences
 - Build the capacity for all teachers on Google, allowing for us to go one-one with devices in Years Four- Six.
 - Outdoor Musical.

PARENT SATISFACTION

Dear Greg

Just wanted to let you know that this email arrived for the Executive Director and was forwarded to me. It is always great to receive acknowledgement on a wonderful job, so it's really lovely to see this parent acknowledging the amazing work you have done this year.

Well done on a great year and best wishes and blessings for the Christmas season ahead.

I just wanted to congratulate Greg Thomas on his new Principalship at St Peter Julian Eymard Primary School in Mooroolbark. In what has been a very trying year for all, I have been SO impressed with the way Greg and his staff have managed to keep so many of the traditions of the end of Grade 6 for my son and the others in the graduating class of 2020.

In the last few weeks my son has been to camp, had a Fun Day learning to surf, been confirmed, performed in The Wizard of Oz AND had a graduation mass - a phenomenal effort from staff who MUST be exhausted after remote teaching.

I have written to Greg to congratulate him on his leadership and to thank him and his staff for the excellent role models they have been for my son through this difficult year, but felt compelled to take it higher and to acknowledge him to you.

I don't expect you to necessarily do anything with this, but I just wanted you to know, as I truly believe in 'credit where credit's due'! Many thanks.

Dear Greg and Rosa

I would like to congratulate you and your team again on how you have led the school during recent months.

These are such unprecedented times which have offered many challenges (and of course opportunities).

As parents of students at St Peter Julian Eymard Primary School, **** and I have felt well informed, well supported and certainly full of confidence that the staff of the school have everything in hand.

All of ***** and *****'s teachers were fantastic during remote learning and they have been equally great as the girls have returned to on-site schooling.

***** has also commented on how successful the drop off and pick up systems worked last week!

Congratulations on your leadership during these times. I wish you all of the best for the last two weeks of term and hope that you can enjoy some rest during the student break.

Future Directions

Aspects of our School Improvement Plan that were focused on in 2020 included:

- consistent Reading bands of students from Prep-Six (BAS Training)
- home/school partnerships were strengthened
- Professional Learning in the area of the Google Suite for Education
- Wellbeing of all in our community

In 2021, our school will complete whole staff training in the Berry Street Model, continue the Intervention Framework model and embark on auditing and planning for our Review and the start of a new Learning Cycle.

Religious Education will continue to be an area of utmost importance in our work and our actions with one another as we embed a whole-school approach to school improvement involving transparent collaborative decision making.

There will be a continued focus on upgrading of grounds and facilities.

In all of our works and endeavours, we aim to be true to our School's Vision Statement, to be in Spirit filled people, working together on a journey of learning; embracing life and creating our future.