



# St Raphael's School

## Preston West

2020

## Annual Report to the School Community



Registered School Number: 1412

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## Contact Details

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## Minimum Standards Attestation

I, Damian Howard, attest that St Raphael'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.

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](http://www.acnc.gov.au)

## Our School Vision

St. Raphael's is a Catholic primary school and an integral part of West Preston Parish.

In partnership with our parents and Church, we promote and live the gospel values and celebrate our

Catholic faith and tradition. We educate children to be confident, skilled and positive contributors to our world.

Inspired by the life of Jesus our patron St. Raphael and with our students at the centre of who we are and what we do, we foster positive relationships through

acceptance

trust

hope

honesty

At St. Raphael's, the learning and teaching is innovative and dynamic where children learn to be active and independent learners and socially responsible people.

We do this by:

- Creating a culture where leadership is shared
- Incorporating best practice and current education theories
- Introducing change which is relevant, owned and planned
- Fostering relationships with our broader community

We are committed to:

- Proclaiming our Catholic identity using ritual and symbol
- Exploring the gifts of our patron St. Raphael
- Development an awareness and respect of other cultures and beliefs represented in our wider community
- Creating an environment where children feel safe, happy and supported
- Developing children spiritually, socially, physically, emotionally and academically
- Enabling children to grow in confidence and to have a strong sense of self
- Valuing lifelong learning for all members of our community
- Making school and learning fun
- Using technology to enhance the learning process
- Nurturing life giving relationships between students, staff and families
- Respecting and caring for our world and its sustainable future
- Building a culture of leadership that permeates the whole school
- Staff working in a co-operative, supportive and open manner
- Gathering and acknowledging the collective wisdom

## School Overview

St. Raphael's school opened in 1936 and is situated in the inner northern region of Melbourne and is a part of the City of Darebin. St. Raphael's was originally established by the Good Samaritan Sisters and has had a history of being a 'primary' and 'secondary' school. Today it is solely a primary school.

The two-storey building and hall is situated on a one-hectare site in Cooper Street, West Preston. As part of the BER project, a west, and east wing were added to the existing building. This included four new learning spaces and several meeting areas. The original part of the building was refurbished and the physical space catered for our innovative, dynamic and contemporary learning and teaching philosophy. The outdoor learning areas have also undergone a major facelift with new play equipment being built and accessible to all students.

St. Raphael's current enrolment of 290 students from Foundation to year 6 has children learning in 12 separate homerooms of either straight or composite classes. The specialist programs include Physical Education, Science and Visual Art, as well as Intervention programs in the areas of Reading Recovery and Levelled Literacy. Education Support Officers provide routine support for teachers and to students with additional needs.

At St. Raphael's we believe in distributive leadership. The leadership team includes the Principal, co-Deputy Principals, Religious Education Leader, Learning Diversity Leader, Literacy Leader, Mathematics Leader, Wellbeing Leader, Inquiry/Walker Learning Approach Leader and STEM Leader. Students are also part of the leadership in the school, with School and House Captains and Student Representative Council (SRC) Leaders.

At St Raphael's we endeavour to create an inclusive, educational environment in learning and in faith development. In the spirit of openness, trust and cooperation we continue to foster a high standard of Catholic education, ensuring our students are confident, creative and passionate learners.

We have a strong community spirit acknowledging and fostering a home/school/Parish partnership. We ensure that Catholic education at St. Raphael's is accessible, affordable and inclusive. Students grow in knowledge and understanding of our Catholic religion with specific attention to the ongoing faith formation of staff and students. Prayer, Sacramental programs and parish celebrations are opportunities to reflect on personal faith journey.

We strive to maintain a positive school culture where students' resilience is fostered. We promote a healthy approach to life and general wellbeing. Overall students at St. Raphael's feel safe, well-connected to the school and their peers and their morale is good.

At St Raphael's we are student-centred and the teachers are committed professionals that focus on continuing to implement relevant processes and approaches to improve the learning and teaching standard and practices.

## Principal's Report

We offer a progressive and engaging Catholic education for your child as we strive for academic excellence in all areas of the curriculum.

St Raphael's is a vibrant Catholic community where the Gospel values and the key values of our Mission Statement — Honesty, Acceptance, Hope and Trust — underpin everything we do. We have a strong sense of Catholic identity where we value spirituality, building and maintaining community and living out the Gospel values as we aim to provide a nurturing, inclusive and strong sense of pastoral care for all students.

In response to a rapidly changing world, our innovative and contemporary approach to learning and teaching is based on Horizons of Hope, the new education framework for the Archdiocese of Melbourne and the Victorian Curriculum. Our extensive programs offer the children an exciting and personalised approach to learning.

At St Raphael's we value authentic student voice to ensure that we are meeting the children's academic, social, emotional and spiritual needs. Our dedicated and professional staff set high expectations for the children and encourage them to be independent, resilient and confident members of today and tomorrow's society.

"The greater danger for most of us lies not in setting our aim too high and falling short, but in setting our aim too low and achieving our mark." — Michelangelo

## Parish Priest's Report

It has been a dramatic, historic and very difficult year for the Parish of St Raphael at West Preston and its Parish School. We began the year 2020 preparing for the Sacrament of Confirmation. We were greatly blessed to have a Deacon arrive in the parish at the beginning of the school year and continue working for the entire school year. The Deacon played a major role in the relationship between the school and the parish, handling all Zoom and online learning lessons for the Sacramental programs and in particular preparing the Confirmation candidates.

The parish made the decision to live-stream all Masses, weekday and Sunday, and when the very beautiful Chapel of Our Lady of Good Health was completed, with its immediate access into the school grounds, it provided a dedicated space for small group/class Masses throughout the 'lockdown' period. It was entirely separate from the parish congregations and their worship space. Admirably assisted by Deputy Principal /REL and the Deacon the religious education and Sacramental preparation of the children of the school continued uninterrupted by the pandemic. Both Parish Priest and School Principal were committed to maintaining as much normality as possible throughout the crisis. First Eucharist preparation took place with the date deferred to February 2021. In some ways, the climax of the year was the deferred Confirmation liturgy, celebrated in the open air on the school grounds. This was a truly memorable, spiritual and joyful occasion and provided a helpful model of how these events might happen in the future. Behind the scenes the most important event which occurred, handled within the school/parish by Parish Priest and School Principal, was the agreement on the separation of school and parish properties within the Hardy Street/Cooper Street site in preparation for the parish school passing out of the direct oversight of the parish priest into the hands of a new corporate body to be chaired by the Archbishop of Melbourne. Whilst the hasty timetable imposed on the parish and school from outside was less than desirable the process was completed within the parish and school with efficiency and good will. The close working relationship between the Parish Priest and School Principal and the leadership team within the school should ensure an ongoing excellent working relationship between the parish and the school in the years ahead for the good of the children of the parish and for the greater glory of God.

FATHER SIMON GRAINGER

PARISH PRIEST ST RAPHAEL WEST PRESTON

## School Education Board Report

In a year like no other, 2020 was full of many unprecedented challenges for children, staff and parents.

The start of the year saw St Raphael's among the first Catholic schools to prepare for the proposed governance structure changes in 2021, creating a newly elected School Advisory Council (SAC).

In March, and after three years of design and consultation with children, staff and parents, the wonderful new playground and outdoor space were completed. Heralding an almighty 'wow factor' among the students, this unique adventure play space brings joy to the children each day and is something the whole school community can be proud of.

Then without so much as a scrape to the new playground, we entered the first of two lockdowns and the start of remote learning. The SAC met regularly via Zoom to support school leaders and teachers to implement the school vision and mission of acceptance, trust, hope and honesty, which guided us through many tough decisions.

During remote learning, we witnessed the calm and professional dedication of the school's teachers as they adapted quickly to the online environment. Students had access to wonderful learning packs that included books, resources and equipment to support their learning.

Thanks to collective parent feedback and learning support, teachers could further improve the approach each time we went back into lockdown and remote learning. Teachers provided regular and direct feedback on student's work, and it was fantastic to see the teachers implement targeted reading groups and maths clinics.

With student wellbeing paramount, there was also a strong emphasis on creating fun experiences, such as through cooking challenges and virtual camps and delivering a science kit to each student.

After our children returned to school, establishing normality wherever possible was important. It drove decisions like ensuring that investigations at the junior level remained a pivotal part of student pedagogy, with a modified format and cleaning practices. The school leadership team and teachers have expressed how much they appreciated parents' good wishes and support.

The SAC looks forward to continuing this strong partnership as the new governance changes come into effect in 2021.

**From the School Advisory Council, 2020**

## Education in Faith

### Goals & Intended Outcomes

#### Goals & Intended Outcomes

To strengthen the RE program to reflect a contemporary context, celebrating Catholic traditions, engaging in dialogue and living Christian values.

That students are more engaged in a Religious Education program that reflects contemporary approaches to learning and teaching.

### Achievements

#### Achievements

Education in Faith is important at St Raphael's because it permeates through all aspects of our school life. It has been evident through all of our surveys that Catholic identity is strong throughout our school.

Our Vision states that we;

Foster relationships with our broader community

Proclaim our Catholic identity using ritual and symbol

Explore the gifts of our patron St Raphael

Develop an awareness and respect of other cultures and beliefs represented in our wider community

Develop children spiritually

Respect and care for our world and its sustainable future

We live and realise this vision through our prayer life, display of religious symbols and that of our patron St Raphael. We acknowledge and respect other cultures and beliefs and take action for social justice. We develop students spiritually through the teaching of Gospel Values, sacramental life and worship.

We were successful in our achievements through the facilitation and implementation of our Religious Education Programs throughout the School and in Increase staff knowledge and understanding of Prayer and Scripture.

#### VALUE ADDED

##### Value Added

- Whole School Liturgies/Masses (online or live-streamed)

- Prayer Resources
- Parent Sacramental Meetings for all Sacraments (face to face and online)
- Reflection Day for Confirmation Candidates
- Professional Learning for staff in RE on Prayer and Scripture
- Embedding the Pedagogy of Encounter into the RE program

## Learning & Teaching

### Goals & Intended Outcomes

#### Goals & Intended Outcomes

To further develop a stimulating, rigorous and differentiated learning environment in which all students are challenged and supported to become independent, self-motivated learners who achieve continuous improvement and success.

That Reading outcomes will improve.

That Writing outcomes will improve.

That Numeracy outcomes will improve.

### Achievements

At St Raphael's the learning and teaching is innovative and dynamic where children learn to be active and independent learners and socially responsible people.

#### Our Achievements □

- We incorporate best practice and current education theories.
- We educate children to be confident, skilled and positive contributors to our world.
- We carefully monitor children's learning progress and are driven by data.
- We attend to and discuss any issues in a collaborative manner. Firstly at Leadership Team Meetings and then addressed at a Whole Staff Level.
- Timetable and programs are devised whereby specific targets are attended to and addressed eg: Reading Recovery for students at risk in year 1 / Levelled Literacy Intervention across the school F-6
- Learning Education Support Officers provide routine support for teachers and to students with additional needs
- External programs e.g. Australian Primary School Mathematics Olympiad (APSMO)
- Goal setting and feedback
- Weekly PLM's and Level Planning have provided the teachers with an opportunity to foster a culture of professional inquiry with peer support.
- Introduction of Remote Online learning F-6 via Zoom and using Google Classroom platform.
- Clearly set out protocols and procedures for learning and teaching online
- Explicit teacher focus small group/clinic when onsite and during remote learning
- Working remotely provided the flexibility to personalise professional learning for teacher goal setting and feedback
- Staff agreed on a consistent work program and structure during onsite and remote online learning

- The Victorian Curriculum and EAL Continuum used for teaching, assessing and reporting to parents

### STUDENT LEARNING OUTCOMES

At St Raphael's we referred to the ACER PAT Testing and use assessment data obtained to identify starting points for learning, target teaching and monitor growth.

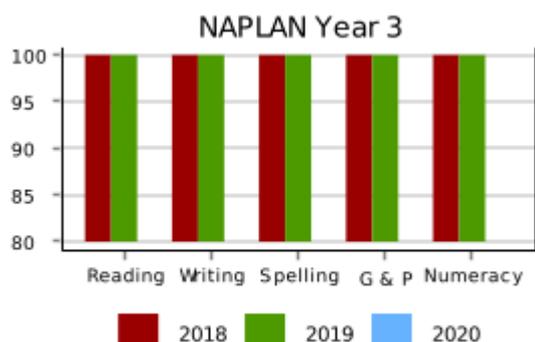
We use Student Performance Analysis (SPA) to measure and track student progress. With the platform, we enter student results into SPAMarkbook and SPAstandard that data is analysed to guide teaching and learning to track student process.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	100.0	0.0		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	100.0	100.0	0.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	100.0	97.8	-2.2		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	94.9	100.0	5.1		
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

At St Raphael's, we endeavor to promote a healthy, supportive and secure environment for all children and to raise awareness of what makes students resilient, to develop strategies to reduce vulnerabilities and increase coping skills.

Children and young people who are happy, confident and able to establish meaningful relationships are better placed to achieve positive learning outcomes. The Catholic school environment must provide a safe and effective environment that contributes to positive learning outcomes and the wellbeing of students, staff and the broader community.

### Achievements

A whole school approach to student wellbeing has been developed and regularly reviewed at St Raphael's. The school's values of Acceptance, Hope, Honesty and Trust are explicitly linked to the curriculum and are a focus each term for the whole school community.

St. Raphael's uses a blend of frameworks to fit the mould of our school. These include 'The Kids Matter' framework and the 'Resilience, Rights and Respectful Relationships Program' to provide an overarching student wellbeing strategy to target the school's needs in the area of student wellbeing.

Consistency in behaviour management has been a focus at St Raphael's to conflict resolution and student wellbeing. The St. Raphael's 'Behaviour Management Rubric' is one strategy to ensure consistency. This rubric promotes positive behaviours to maintain an affirming and encouraging atmosphere in all learning areas and in the playground.

St Raphael's has a strong focus on building positive relationships between students and teachers. There is mutual respect, shared responsibility, and a sense of trust between students and teachers.

The Student Representative Council (SRC) meet once a fortnight. At these meetings, the Wellbeing Leader and the SRC discuss important matters related to the school. This gives an opportunity for the students' voice's to be heard, valued and actioned.

We acknowledge students achievements through a a variety of disciplines and events. These include Student of the Week at Assembly, Sports Days (e.g Athletics Carnivals), Community Events, class meetings and lunch time activities (Gardening club and Drawing club).

We endeavour to cater for all individual academic needs. St. Raphael's has assigned leading teachers to be extra support for both intervention and extension in literacy and numeracy for students in Years 1 to Year 6.

Education Support Officers (ESO's) work closely with the students for additional support in the classroom. They support the students in each of their learning tasks under the direction of the homeroom teacher. ESO's also have the opportunity to plan with the homeroom teachers during their designated planning time.

PSG meetings are held each term to ensure programs for children with special needs are well supported. The Wellbeing Leader then works closely with the homeroom teacher to ensure the actions of the meeting are followed through.

School policies are regularly reviewed and updated by members of the Leadership team and presented to staff for further review.

Further intervention supports are available at St. Raphael's for students who require extra assistance. Reading Recovery is available to Year 1 students who need further literacy intervention. Furthermore, students requiring outside agencies (Royal Children's Hospital, private speech therapists, occupational therapists and psychologists) work with the Wellbeing leader and the homeroom teachers so their needs and requirements are met.

All staff members are regularly trained in Asthma and Anaphylactic Reactions and Level 2 First Aid and emergency management procedures.

### VALUE ADDED

Students in Year 6 can apply for a leadership role (School Captain, House Captain)

Student Representative Council (SRC) representation in Year Foundation to Year 6.

Lunch time clubs have been established

The Student Wellbeing and Learning Diversity Leader works closely with the homeroom teachers.

Additional support for School Leaders (Deputy Principals and Wellbeing Leader) in classrooms working with the students in intervention and extension (literacy and numeracy).

Design and activation of the Behaviour Management Rubric to ensure consistent behaviour expectations in the classrooms and on the school yard.

### STUDENT SATISFACTION

The school completed an Assessing in Wellbeing Education (AWE) survey which was conducted in December. In summary, our scores indicated:

Students believe they fit in the school (8.5 out of 10) and have developed and continue to grow with peer relationships (8.0 out of 10). A concern was noted that anxiety was higher than anticipated (4.2 out of 10), however was in the expected range. Bullying and sadness were low at 1.3 and 1.9 out of 10 respectively.

### STUDENT ATTENDANCE

All school attendance is recorded using the online platform, nForma. The Victorian Government initiative, "Every Day Counts" is used to educate parents and students of the importance of school attendance.

Families are required to notify the school of all absences on the day. The homeroom teacher will follow up if this does not happen.

During Home Online Learning, students were present online at 9am each morning to both outline the days tasks, and to record the homeroom attendance for the day.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	94.9%
Y02	95.5%
Y03	94.7%
Y04	93.7%
Y05	93.7%
Y06	95.2%
Overall average attendance	94.6%

## Child Safe Standards

### Goals & Intended Outcomes

At St Raphael's we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel and its values.

These commitments of the school for the safety of all students include:

- We commit to providing children and young people with positive and nurturing experiences
- We commit to listening to children and young people and empowering them by taking their views seriously, and addressing any concerns that they raise with us.
- We commit to taking action to ensure that children and young people are protected from abuse or harm.
- We commit to teaching children and young people the necessary skills and knowledge to understand and maintain their personal safety and wellbeing.
- We commit to seeking input and feedback from students regarding the creation of a safe school environment.

### Achievements

A review of the St Raphael's Child Safe Policy and all policies with attribute to student, staff and community wellbeing. These policies were enacted on the school website for the community.

The Child Safe policies and all procedures that come under the Child Safe umbrella comply with requirements for responding to and reporting suspected child abuse.

Volunteers and contractors know appropriate course of action when an incident/allegation occurs including compliance with all legal requirements. Parent Information sessions were conducted for any parent who wishes to work as a parent helper and/or parent participant on incursions/excursions/camps in association with St. Raphael's. A 'Terms of Agreement' was signed and a certificate of completion was given.

Effective procedures for recording and securely storing records/notes are in place - e.g PLP's are stored offline on the school server for child protection.

Continually adapting and working towards processes and guidelines that are child-friendly & age appropriate to ensure children know who to talk to if they feel unsafe or have a concern.

Working on developing processes for ongoing training, regular review & continuous improvement of procedures.

## Leadership & Management

### Goals & Intended Outcomes

To embed a dynamic and high performing school culture characterised by a shared vision, active staff engagement and a focus on continuous improvement.

For staff to continue to feel empowered and their voices heard through the collaborative decision-making processes of the school.

The staff has regular opportunities to give and receive effective and relevant feedback on teaching and leadership practices.

### Achievements

Leadership and management are required for the effective running of a school. It provides structure and a common process for decision-making and direction to meet goals and vision. We feel we have an environment where students and staff feel safe, happy and supported.

As stated in our Mission and Vision, all Staff at St. Raphael's pride themselves on developing a culture where leadership is shared. Using a distributed framework for making decisions, all leaders, including staff, feel empowered to:

- 1) Incorporate best practice,
- 2) Build a culture of leadership that permeates the whole school, and,
- 3) Work in a cooperative, supportive and open manner.

We have developed our 'Meeting' structure to ensure that all staff (including leaders) have regular opportunities to meet with one another. The intention of every meeting is to make it 'purposeful and working' to improve teaching outcomes. We have improved our use of reading and analysing the data and plan accordingly.

Every month, Staff will meet in their designated 'Action Teams' to work on the School Improvement Framework (SIF). This ensures that what is discussed is actioned, then feedback is given (short term/long term goals) are reviewed at the following team meeting.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2020

The Agile School Leadership

Number of teachers who participated in PL in 2020

6

Average expenditure per teacher for PL

\$600

**TEACHER SATISFACTION**

Throughout 2020, the school provided several opportunities to check in on teacher's wellbeing and their level of satisfaction.

- Performance Appraisal Reviews (PAR's) were conducted in the middle of the year.
- 'Wellbeing Pulse Checks' were sent regularly via email or text messaging from the Principal to the entire school cohort.
- Regular review of the structure and policy of Home Online Learning. Having this flexibility enabled educators and leaders to try different ways to deliver the curriculum and provide feedback - to ensure that the structure was the best possible for all.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	94.7%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	84.4%
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**TEACHER QUALIFICATIONS**

Doctorate	0.0%
Masters	25.0%
Graduate	31.3%
Graduate Certificate	0.0%
Bachelor Degree	62.5%
Advanced Diploma	25.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	22.0
Teaching Staff (FTE)	17.6
Non-Teaching Staff (Headcount)	7.0
Non-Teaching Staff (FTE)	5.3
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

One goal at St. Raphael's in 2020 was to ensure that all stakeholders had a connection to both the school and the parish, regardless of where everyone was placed. These goals aimed to continue to develop dynamic community partnerships in support of student development and wellbeing. Regardless of whether students were on-site or online, the school aimed to actively engage parents to their child's learning through clear communication protocols and a clear vision for the delivery of learning.

These approaches to teaching and learning aimed to improve student outcomes through a strong connection with the community, the school's families, parish and its organisations.

### Achievements

Several achievements that were highlighted through 2020 included:

Parents are involved in learning programs and in the classroom, especially in junior level to support children's learning, e.g: Literacy and Numeracy clinics, PMP and assistance on excursions.

Engagement of parents in their children's learning through the use of Google Classroom.

Google Classroom was a pivotal tool to connect the learning at school to the learning at home. Google Classroom is still utilised by the teachers to set and deliver tasks for students while on-site.

Improvements to the School Newsletter to make the content more purposeful for the community (Principal Report, subject areas with tasks to do at home, photos, sports reports, etc).

Improving the use of Skoolbag to ensure that messages were clear and at point of need.

Children were also involved in local and wider community initiatives e.g. World Vision, fundraising, Project Compassion etc.

□

□

### PARENT SATISFACTION

St. Raphael's recognises that 2020 was a challenging year for all. We wanted to ensure that not only the teachers and students were supported, but so too were the parent community.

To do this, we achieved the following:

Parent teacher 'chats' and interviews were conducted online as both 'check-in's' and after reports were handed out.

Remote learning parent support booklets and information were emailed regularly.

School assemblies and masses were conducted via Zoom to ensure parents were still connected to both the school and the parish.

PSG's online via Zoom.

Sacramental Information sessions were conducted online (Students in 3 - 6).

Regular communication was sent through Google Classroom and Skoolbag.

Newsletters were regular and up to date.

## Future Directions

Below are some of the future directions we will aim towards in 2021/22:

- Clearer and improved communication guidelines for staff / parents,
- Capital works throughout the school to continue to improve the teaching environment,
- Welcoming the parent community back through the doors of the school when safe to do so. This welcoming could include the renewal of the School Fête, School Concert, liturgies in the Church and sporting events,
- Technology investment to upgrade iPads and Chromebooks throughout the school for student use, and,
- Regular professional development improve teacher practise.