

# Cana Catholic Primary School Hillside

2020

Annual Report to the School Community



# Table of Contents

Contact Details .....2

Minimum Standards Attestation .....2

Our School Vision .....3

School Overview .....4

Principal’s Report .....5

Education in Faith .....7

Learning & Teaching .....9

Student Wellbeing .....13

Child Safe Standards .....18

Leadership & Management .....19

School Community .....22

Future Directions .....24

## Contact Details

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E NUMBER	E1381

## Minimum Standards Attestation

I, Carmen Blatti, attest that Cana Catholic Primary 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.

23/06/2021

**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

Cana Catholic Primary School is an educational community of Faith.

As parents, students and staff, we are...

United in Faith,

United in Learning,

United in Wellbeing,

United in Shaping our World.

In our foundation story, we hear "Do What Jesus Tells You"

### **United in Faith**

- We hear and proclaim Jesus and the Gospel values, through word, prayer, liturgy and example.
- We teach and learn about our faith in the tradition of the Catholic Church.
- We value and nurture the partnerships within our School, Parish and wider community.

### **United in Learning**

- We provide a safe, inclusive and supportive learning environment.
- We implement a curriculum that is accessible, challenging and transforming.
- We provide opportunities for students to develop characteristics of an effective learner.

### **United in Wellbeing**

- We recognise and celebrate the uniqueness of each other.
- We strive for all to have a sense of belonging through respectful relationships.
- We are committed to the safety and wellbeing of each student, staff member and family.

### **United in Shaping our World**

- We show gratitude for what we have and act for social justice.
- We share in the responsibility to care for our common home, Earth.
- We empower all members of Cana to contribute to the school, the wider community and the world.

## School Overview

Cana Catholic Primary School is located in the suburb of Hillside in the Outer North West of Melbourne. Cana is the third Catholic primary school in the Parish of Sacred Heart / Emmaus where a strong link between the Parish and the school is valued and nurtured.

The suburb of Hillside continues to experience some growth and development of homes and infrastructure. Our community is made up of many young families. The ethnic background in the main is second generation European, with a few Asian families and an increasing number of families from Africa and the Sub-Continent. We also have families from Syria and Iraq. The employment background of the parents generally falls within semi-professional, professional and self-employed areas. However, there are some families who access Centrelink benefits.

The school was established in 2004. In 2020 we had 35 staff members. Cana had 230 families and 334 students. The school had 12 students requiring support as New Arrivals and 2 families holding refugee status. In 2020, a total of 47 students were listed on the Nationally Consistent Collection of Data (NCCD). Of these 47 students, 22 students were being funded for support.

The school had 14 classes comprising 2 at each level. Specialist areas taught were Prep to Six Languages (Mandarin), Visual Arts, Performing Arts, Library, Health/P.E. and STEM. Our students and the community enjoy the use of a purpose built art room, attractive administration building, staff/resource room along with a generous technology-rich library/resource center.

The school is fortunate to have spacious playing areas for students inclusive of shaded playground equipment and two basketball courts. The students enjoy an extensive synthetic grass soccer/football oval and running tracks. The students also have an open attractive paved surface with painted games and reflective areas.

Our Community has the use of a multipurpose hall where the whole school is able to gather for meetings and celebrations. The hall also provides a large space to host a before- and after-school program to support working families and other whole school events/activities. Cana school maintenance and cleaning is outsourced.

Cana Catholic primary school is one of the primary feeder schools for Catholic Regional College Caroline Springs and North Keilor with the majority of our year 6 students attending CRC Caroline Springs.

Cana continues to be a Catholic primary school community that is welcoming and always seeks ways to forge strong partnerships with our families and the wider community. We celebrate the achievements of all students and enjoy the uniqueness each of them brings to the school.

We are grateful for the teamwork of all staff and parents who work so closely to make Cana a safe, and engaging Catholic school to belong to.

Our school motto 'Do What Jesus Tells You' remains our mission and our inspiration.

## Principal's Report

As principal of Cana Catholic Primary School, it is a pleasure to present the Annual School Report for the 2020 school year. Fr. Maurie (Parish priest) worked to maintain strong connections with the staff, students and families through his presence at Cana Catholic school... visiting classrooms, participating in meetings and supporting the overall pastoral needs of our community.

We began 2020 working through our school's Annual Action Plan and addressing our goals with enthusiasm. No one could have predicted what was ahead at the commencement of the 2020 school year. We all were required to meet the unimaginable in planning and delivering learning in an online environment. Parents, students and staff all are to be commended on the manner in which they confronted the challenges COVID-19 presented in 2020.

Despite all the challenges, the students at Cana worked hard and with support from the school and families were able to generally get through the remote learning environment.

Transparent communication was a priority throughout the challenging lockdown/remote learning period for all - parents, students and staff.

Students without access to devices were equipped with them to work remotely. Parents, students and staff required professional learning to ensure learning was delivered effectively and that progress and achievement could be monitored/assessed and extended.

You, the parents, were outstanding in your trust and collaboration with staff. The students saw first-hand the true meaning of **working in partnership**. The home and the school forged an authentic learning partnership - this saw the students supported in their learning and responding positively to the unexpected circumstances.

The impact of COVID-19 was felt at every level across our school. Students, parents and staff all rose to the challenge and demonstrated great resilience throughout remote learning periods.

### The Students

- Each student was supported in their learning to experience success.
- Differentiation of learning always stood at the forefront of planning.
- Provision and support for psychological, emotional and social needs was considered as best as was possible.
- Every student was encouraged and engaged through their online learning to grow and achieve success.

### The Parents

- Parents and guardians worked collaboratively with teachers to oversee the learning in the home environment.
- Parents and teachers became closely aligned in monitoring the engagement and wellbeing of each student.
- Parents were welcomed and encouraged to reach out to the teacher for further support for flexible/remote learning.
- The school and parents communicated and shared explicit expectations, which were **learning, presentation of work and behaviour** would be a high priority.

### The Staff/School

- Student wellbeing, along with remote and flexible learning was always at the forefront.
- All learning was directed and monitored by the classroom and specialist teachers using Google Classroom, a platform used across the school.
- A structured timetable was encouraged and communicated to parents. This allowed students to continue to understand their learning would continue in the new environment and that it was valued. Teachers scheduled times to meet with individuals/small groups of students.
- Strong collaboration between the home and school was very important.
- Teachers provided a blended learning model which included both independent learning where teachers posted learning activities online, as well as real-time collaborative learning.
- Teachers continued to differentiate the learning intentions which ensured individual student needs were considered and addressed.
- Learning support staff were also linked through scheduled times to support individual students.
- The learning wellbeing leader and the psychologist would regularly communicate with teachers and parents in order to ensure the mental health of students was monitored.
- Vulnerable students (learning challenges, special needs and diagnosed needs) were particularly supported throughout the remote/flexible learning period and often these students would be invited/encouraged to work onsite, where the school could offer safe, supported learning for students who required additional support/supervision to experience success.

For those who required extra social or emotional support, Cana sought the help and intervention of the school psychologist to set up online meetings. This one-to-one time provided students with an opportunity to voice their concerns, fears and sensitivities. The psychologist would monitor these students with weekly scheduled online support sessions.

Upon returning to learning and teaching onsite in Term 4, 2020, Cana adopted focused and intentional strategies. All staff worked on the following three strategies:

1. **Reconnecting:** Students reconnected with their teacher, classmates and friendship groups.
2. **Growth:** Data was acquired to indicate growth, identify challenges and inform learning goals.
3. **Transition:** Students were supported in readiness for a new school year.

## Education in Faith

### Goals & Intended Outcomes

#### **Goal:**

To develop a whole school pedagogical approach based on evidence to achieve growth for all.

#### **Intended Outcome(s):**

- That a shared pedagogical framework is developed and aligned with the school vision and curriculum frameworks.
- That all staff are proficient in the use of data and curriculum, through rigorous, consistent and effective practice focused on growth.

### Achievements

#### **Beginning of Term 1 - Staff Formation and Eucharist Celebration**

Staff started the year with a Federation Mass and a combined Staff Formation Day at Emmaus School. Fr Maurie (Parish Priest) was the celebrant. The day was facilitated by Pauline Cicutto from Melbourne Archdiocese of Catholic Schools (MACS). The focus of the day was to orientate the staff to the New Religious Education Curriculum Framework.

#### **The New Religious Education Curriculum**

Leaders led teachers through the new Religious Education Curriculum through fortnightly planning. The pedagogy of Encounter was explored each week. During facilitated planning sessions, teachers and leaders engage in rich and thought-provoking dialogue that facilitates the spiritual development of staff and students. It is within these sessions where teachers plan for the students to experience deep learning of the Traditions of the Catholic faith and in building spiritual awareness.

#### **Online/remote Religious Education Sessions**

Students were engaged in online/remote Religious Education sessions with their teachers during Victoria's COVID 19 Lockdown period.

#### **VALUE ADDED**

#### **Staff attended and contributed in a Family Sacramental Day in preparation for Confirmation.**

Year 6 families preparing for the Sacrament of Confirmation, attended a Sacramental evening titled Sacraments 2- Confirmation. The focus of these evenings is to deepen the parents' and children's understanding about the Sacrament of Confirmation. These sessions were facilitated by Father Maurie, with the assistance from school leaders and staff.

#### **Year 6 Sacrament of Confirmation**

Prior to the Sacrament of Confirmation, Father Maurie (as delegate from Most Rev Peter A Comensoli, Archbishop of Melbourne) spoke to the Year 6 Confirmation candidates. He spent time going through the concepts covered in Sacraments 2- Confirmation.



**Ash Wednesday Mass**

Ash Wednesday Mass was celebrated at Cana as a whole school Mass.

**Grade 2 Virtual Classroom experience**

The grade 2's connected live with the Grade 2's from Emmaus school and spoke about being one in the Federation; 3 Schools, 2 Churches, 1 Parish.

**Morning Remote Prayer**

During flexible/remote learning, students engaged in daily prayer with their teachers.

Planning was also facilitated with all year levels.

## Learning & Teaching

### Goals & Intended Outcomes

#### Goal(s):

- To develop a whole school pedagogical approach based on evidence to achieve growth for all.
- To build a performance and development culture underpinned by collaboration, reflection and feedback.
- To strengthen partnerships within the school and wider community to enhance student wellbeing and learning.

#### Intended Outcome(s):

- That a shared pedagogical framework is developed and aligned with the school vision and curriculum frameworks.
- That all staff are proficient in the use of data and curriculum, through rigorous, consistent and effective practice focused on growth.
- That all staff are actively engaged in a performance and development cycle.
- That students' are empowered and active learners, able to participate fully in the life of the school and wider community.
- That families are actively engaged to participate in the life of the school.

### Achievements

At Cana Catholic Primary School, much of our focus was on continuing to develop a relevant and rigorous learning community and providing a curriculum that challenges and empowers all students to be successful and engaged with the highest quality pedagogy and where teaching is intentional and purposeful. Our school curriculum is based on the Victorian Curriculum, and shared experiences of learning and teaching. This assists in co-creating and delivering a rich curriculum that is engaging, stimulating, challenging and caters for a wide range of abilities and interests. However, our goals were significantly impacted by the COVID-19 pandemic and the introduction of Remote and Flexible Learning for a significant portion of the school year.

In 2020, we progressed with developing shared expectations and understandings that aligned with our school vision and engaged in professional development to continue to build pedagogical practice and quality teaching practices. During remote and flexible learning, the leaders needed to develop our School Improvement Plan (SIP) and Annual Action Plan (AAP). Cana leaders engaged and explored quality teaching practices with the assistance of the Principal Consultant - Sandra Ritchie and the other leaders, Chris Moritz, (Literacy Learning Consultant) and Andrew Callea (Learning Consultant) from Catholic Education Melbourne. We worked on a timeline to adjust and implement the goals and intended outcomes for the SIP and AAP.

Assessment practices and programs were explored for both Literacy and Numeracy to assist teachers in adjusting learning and teaching for more accurate differentiation.

Professional development of online learning platforms took precedent as we moved to Remote and Flexible Learning. The staff needed to learn very quickly what Google Classroom was about and how to implement this for Remote and Flexible Learning. Our online digital platform, Google

Classroom, became paramount to the success of Remote and Flexible Learning. This provided an ideal way to post videos explaining learning tasks, upload work to be completed as well as provide feedback to the children about their learning. Keeping a connection with the children was also important so we scheduled regular Google Meets to ensure we maintained the connection and this assisted us in being able to explicitly teach. Our challenge was knowing that the experiences teachers design at school cannot be simply replicated through distance learning. In particular, the learning that occurs through social interactions and between teachers and students could not be recreated in the same way remotely. It required staff to think differently and adapt when responding to the challenging circumstances we were confronted with, whilst maintaining the continuity of learning for the children and embracing new opportunities for children to learn in authentic and meaningful ways.

Learning & Teaching Highlights include:

- Introduction of online programs such as Mathletics, Literacy Planet and Essential Assessment.
- Sunshine Online became the reading platform for all students, with comprehension activities.
- eReaders were a great platform for Grade 3 - 6 students. Specific literature was sought to provide reading at home with the teacher (recorded) or being read to by a narrator. Some novels were 'Charlotte's Web', 'Boy Overboard', 'Charlie and the Chocolate Factory'. The students were highly engaged.
- The junior levels (Prep - Year 2) engaged in a reading program - PM Readers online. This was well embraced for small literacy groups, either conducted with the teacher or Learning Support Officer (LSO).
- Celebrations for 100 days of Prep, celebrated with special packs (activities to create with the teacher through Google Meets).
- Cyber safety information sessions to inform students, parents and teachers of how to stay cyber safe when using technology.
- Interschool sports to encourage students to work as a team across grades 5 and 6. This only occurred in Term 1, 2020.
- Teachers involved in professional development via online, about strategies to use with ASD students (Autism Spectrum Disorder) and to differentiate the curriculum to support student learning.
- In Term 4 the school engaged the students back from remote learning and strategised to support the students; Reconnect, Growth, Change and Transition. These words were the heart of learning at Cana.

## STUDENT LEARNING OUTCOMES

Cana Catholic Primary School measures success in many different ways and data and evidence is utilised to assist teachers in providing learning and teaching opportunities that are differentiated to meet the student's needs. We used PAT Reading and PAT Mathematics as a standardised test to obtain the growth of our Year 3 and Year 5 students in 2020, since NAPLAN was not conducted.

Through PAT Reading and PAT Mathematics, teachers at a glance can see which students need further assistance to build capacity at their level and to develop a sense of achievement as well as challenge our students to work at a higher level.

Cana has a vast number of formal and informal measures in place to track, monitor and triangulate student data. In grades prep to 2, students were assessed using:

- PM Readers
- Alpha Assess
- PAT R
- SINE Maths
- Single Word Spelling Test

In grades 3 to 6, students were assessed using

- PAT M and PAT R
- Probe
- Essential Maths

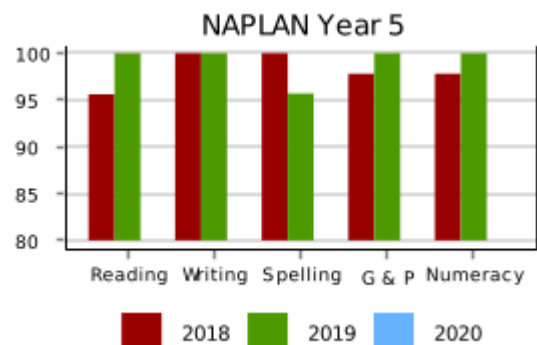
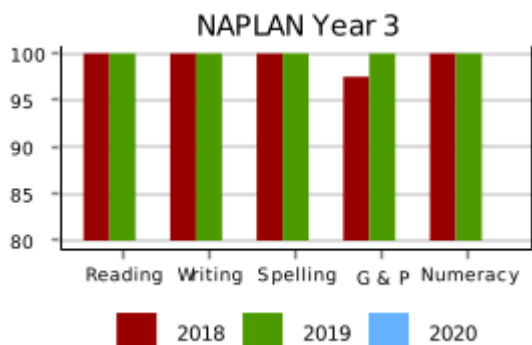
All data were collated by the Curriculum Leader. Robust conversations were part of this analysis to highlight 'at-risk' students and address particular areas of need through intervention, extension or focus group teaching. A progression of learning was provided to each student in all curriculum areas. Teachers used anecdotal notes from focus teaching, pre- and post-assessment, moderated work samples and formal testing to make professional judgements about student progress.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	97.5	100.0	2.5		
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	97.8	100.0	2.2		
YR 05 Numeracy	97.8	100.0	2.2		
YR 05 Reading	95.6	100.0	4.4		
YR 05 Spelling	100.0	95.7	-4.3		
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(s):

To strengthen partnerships within the school and wider community to enhance student wellbeing and learning

#### Intended Outcome(s):

- That students are empowered and active learners, able to participate fully in the life of the school and wider community.
- That families are actively engaged to participate in the life of the school.

### Achievements

#### Onsite Provisional Counsellor

Cana undertook a provisional counsellor. The counsellor provided one to one and group therapy support classes for students ranging from Foundation to Grade 6 over two days a week. The provisional counsellor also worked closely with the Student Wellbeing Leader to provide social and emotional sessions for students both onsite and weekly during remote learning.

#### Extended Partnerships

Cana worked in collaboration and in partnership with Travencore School and Mackillop Services in support of students at school.

#### 'Team Around the Child'

Cana adopted the 'Team around the Child' approach where professionals such as psychologists, speech pathologists, occupational therapists all came together and met with Cana staff and the families of students. The intention of these meetings is to collectively plan effective goals and strategies to ensure students achieve success socially, emotionally and academically.



#### Kelso the Frog

The birth of Kelso the Frog occurred during remote learning. Kelso is a mascot that reminds students of ways of dealing with 'small problems' that students are encouraged to solve themselves. Kelso also provided support in the learning of the Zones of Regulation.

#### Online Wellbeing Resource Page for Families to Access Weekly via School Website

Each week during remote learning, the Cana community were provided with wellbeing resources through the school website. Mental health organisations and strategies to deal with remote learning were amongst the many resources provided to Cana families.

## Student Wellbeing

Cyber Safety

First Aid

Medical Forms

Sunsmart Information

Anaphylaxis

**Wellbeing Support for families**

Child Safety

Wellbeing at Cana

Cana House Teams

Student Leadership

Stand up to Bullying!

## Wellbeing Support for families

This is a page where families are able to come and view a variety of supportive resources they may wish to access for their own wellbeing and the wellbeing of their children.

There are articles to read, videos to view and websites to visit.

This page will be updated regularly. If you have any ideas or information you feel that would be beneficial for others to read or view please email Michelle Cassar with your information. Also, any families experiencing difficulties regarding their wellbeing, please don't hesitate to contact Michelle Cassar at mcassar@canahillside.catholic.edu.au. Hope you find this information useful!!



Parent Frequently Asked Questions during Remote Learning



As Catholics, we must continue to nurture our spiritual wellbeing. Prayer is a significant way we can remain connected to God. He wants to remain in close relationship with us all.

I have attached information about a link called Liturgy Help. Families are able to use this resource to strengthen their personal and family prayer. It is a free website! Details on how to log in are attached.

There is also a prayer for ANZAC day tomorrow to say with your families and prayers for meal times.

Live streaming of our Parish Mass continues to be available. Please find details below.

God Bless,

Michelle Cassar

- Cana continues to provide a consistent and coordinated approach to wellbeing.
- The delivery of classroom activities and adult information (Zones of Regulation, Circle Time, "How Big is my Problem?", lunchtime clubs, staff professional development, and the weekly newsletter) ensured that everyone had a strong understanding of the fundamental concepts and a shared language.
- Cana places a focus on providing a warm, welcoming and safe environment for students, parents and visitors.
- When students have a difficulty, teachers will listen to them and support them to resolve their conflicts and problems.
- Clearly documented processes are used to address and record learning challenges and behaviours, communicated and monitored by the Learning Diversity Leader.
- ROSEA - Records of all challenging/unexpected behaviours.
- Referral processes for students with academic, behavioural or emotional needs in place.
- Program Support Group meetings are held regularly where Individual Learning Plans are developed with leaders to support students with identified needs and explicit goals.
- Transition programs are in place to foster communication from year to year, kindergarten to prep, and grade 6 to secondary school.
- A Buddies program is in place to connect prep students with an older sponsor student.

VALUE ADDED

**First Aid Procedures**

All staff were trained in First Aid and CPR

**Zones of Regulation Initiative**

Teachers were provided with professional development in the Zones of Regulation, led by the Student Wellbeing Leader. The Zones have been initiated in each classroom as a strategy for students to regulate and identify tools that they can use to manage their emotions.

**Transition-Pre prep**

Pre prep students and their families were invited to two online meets. The topics of School Readiness and Personal and Social Development were explored and strategies and ideas were shared with the families.

**Transition- Grade 6**

Grade 6 teachers with the support from the Deputy Principal, Student Wellbeing and Learning Diversity Leader met with staff from Catholic Regional College to discuss important information regarding Cana students and their transition into high school.

**STUDENT SATISFACTION**

We captured some anecdotal responses from our students during Remote Learning in July 2020. Here are some of their comments around two key questions:

***"What strengths did you see in yourself during this time?"***

- Greater independence
- Effective use of time
- Resilience
- Didn't give up
- I saw myself get better and better
- I asked more questions

***"What did you find most difficult about remote learning?"***

The most common theme in responses related to friendships.

"It was hard not seeing my friends, meeting up with my friends, and face-to-face contact with friends".

**STUDENT ATTENDANCE**



Parents are required to ensure their child attends school and to provide an explanation when their child is absent from school. The classroom teacher must record in the school all the reasons (if any) given by the parent. Parents should inform the school in advance of upcoming absences. To ensure a child's education and wellbeing are supported, parents are encouraged to communicate openly with the school where a child has an ongoing medical condition that may result in ongoing absences or medical appointments during school hours. Teachers must record student attendance twice per day, recording - in writing - the reason given for each absence. This is necessary to:

- Meet legislative requirements.
- Discharge the school's duty of care for all students.
- Enable the school's governing body to report on student attendance annually.
- Meet Victorian Curriculum and Assessment Authority (VCAA) requirements.

If a parent does not contact the school to provide an explanation on the day of the student absence:

- As a school we contact the parent who is responsible for ensuring the child's attendance on that particular day (e.g., by telephone) as soon as practicable if an unexplained absence has been recorded. Upon being notified of their child's absence or contacted to seek an explanation, a parent reports that the child was not living with them on that day, the school should ensure they notify another parent who was responsible for ensuring the child attended school on the relevant day(s).
- If contact cannot be made with the parent, the school makes contact with any emergency contact(s) nominated on the student's file held by the school. The school ensures that contact details are kept current and accurate for this reason.
- During the COVID-19 pandemic, all families were asked to enter their child(ren)'s non-attendance on the school app. The school followed up with ongoing absences where necessary. We were able to maintain both onsite and remote learning attendance which was recorded once daily on the school app. Attendance for our onsite students was documented by the onsite leader each day.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.1%
Y02	96.8%
Y03	95.8%
Y04	97.1%
Y05	96.4%
Y06	97.4%
Overall average attendance	96.4%

## Child Safe Standards

### Goals & Intended Outcomes

At Cana we believe child safety is everyone's responsibility. It is our goal to:

- To empower students to be independent, resilient and responsible members of the community.
- To provide a safe environment for all students.
- To ensure all children have the strategies to seek help if they feel unsafe.

### Achievements

In continuing to prioritise Child Safety at Cana, the school has:

- Continued to strengthen our Child Safe Policies and continue embedding this practice into everyday life.
- Maintained a commitment to training of teaching and non-teaching staff and volunteers.
- Continued monitoring 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'.
- Continued implementing the Cana Characteristics in order to empower students in their learning.
- Addressed risk management practices when planning school activities and events.
- Continued to implement the development of 7 Child Safety Standards.

Each staff member has also:

- Read, agreed to and signed the Code of Conduct (Standard 3).
- Been made aware of the protocols required for complying with Standard 4 (Identifying and Responding to All Forms of Abuse in Victorian Schools).
- Completed an online Mandatory Reporting Module.
- Attended staff meetings - explaining the Ministerial Order 870 (Reportable Conduct).

Additional measures implemented around Child Safety at Cana include:

- Staff Professional Learning Times (PLTs) dedicated to revisiting Cana's procedure around reporting processes regarding child safety.
- Facilitated planning discussions around sexual behaviours in children and young people and supporting children with disclosures.
- Using the Human Resources Practices i.e. Employment of Staff, Engagement of Contractors and Volunteers in the school.
- Keeping parents informed via the school newsletter, website, signage around the school about school expectations regarding Child Safety.
- Continuing to give parents the opportunity to attend cyber-safety meetings.
- Providing parent education in promoting Child Safety policies and protocols.

## Leadership & Management

### Goals & Intended Outcomes

**Goal:**

To develop a whole-school pedagogical approach based on evidence to achieve growth for all.

**Intended outcomes:**

That a shared pedagogical framework is developed and aligned with the School Vision and curriculum framework.

**Goal:**

To build a performance and development culture underpinned by collaboration, reflection and feedback.

**Intended outcomes:**

That all staff are actively engaged in a performance and development cycle.

### Achievements

- The principal prioritised meetings with curriculum leaders on a weekly basis in order to provide opportunities for reflection, professional discussions and strategic planning.
- Feedback was received from School Leaders in Curriculum, Religious Education, Wellbeing and Learning Diversity in their areas of responsibility.
- Enhanced communication protocols were implemented with scheduled staff and team meetings. Agendas/minutes were maintained.
- The principal valued contributions from staff, enabling discussions and decisions shared and owned by staff.
- Curriculum leaders monitored the planning and delivery of learning goals.
- With COVID-19 restrictions, staff worked collaboratively to implement effective remote and flexible learning.
- Due to COVID-19, protocols for effective, timely and regular communication were implemented to ensure relevant information was shared. This ensured staff could support and implement any critical COVID strategies.
- Teachers and learning support officers excelled in their planning and delivery of learning experiences during remote and flexible learning.
- COVID Safety Plans and protocols were implemented as the highest priority.
- Devices were provided to students who requested them while learning from home.
- Onsite supervision and support was provided for vulnerable children and children of essential workers. This was embraced by staff, who were caring and understanding of the individual learning needs of children on site.

I wish to commend and acknowledge the exceptional work of all staff, and comprehensive planning and delivery of learning activities during the remote and flexible learning period. Each

staff member accepted the unprecedented circumstances and worked in a generous and profound manner to personalise learning experiences and overcome challenges. Staff also answered the call to demonstrate care and understanding in relation to the wellbeing of students who sometimes found themselves isolated. Their teachers would always be a comfort in reassuring them and staying connected.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

Description of Professional Learning undertaken in 2020

In 2020, Professional Learning included:

- Development of an Annual Action Plan for 2020.
- Understanding the 'Zones of Regulation'.
- Effective feedback.
- NCCD evidence collection, case study and moderation.
- ROSAE (Record of Student Adjustment and Evaluation).
- Classroom management - Understanding Autism by Sue Larkey.
- Cyber Safety.
- Writing Personalised Learning Plans.
- Timperley model of student assessment and data analysis.
- Effective Distance Learning strategies such as the use of Google Classrooms.
- Assessment and Reporting during Remote Learning.
- Writing effective learning intentions and success criteria.
- "Team Around the Child".

Number of teachers who participated in PL in 2020

32

Average expenditure per teacher for PL

\$500

**TEACHER SATISFACTION**

During remote and flexible learning, we sought teacher feedback to assist with our decision-making processes and to evaluate our practices. Here are some general reflections from the data collected:

- Teachers rated the communication during remote and flexible learning as very strong.
- Teachers rated the learning experiences provided to students as very strong.
- Teachers rated the level of personalised student check-in during remote and flexible learning as very high.
- Teachers rated the level of professional support by leadership as very high.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	96.2%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	82.4%
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**TEACHER QUALIFICATIONS**

Doctorate	0.0%
Masters	18.8%
Graduate	31.3%
Graduate Certificate	6.3%
Bachelor Degree	87.5%
Advanced Diploma	25.0%
No Qualifications Listed	0.0%

**STAFF COMPOSITION**

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	22.0
Teaching Staff (FTE)	19.6
Non-Teaching Staff (Headcount)	11.0
Non-Teaching Staff (FTE)	7.6
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

#### Goal:

To strengthen partnerships within the school and wider community to enhance student learning and wellbeing.

#### Intended outcomes:

- That students are empowered and active learners, able to participate in the life of the school and the wider community.
- That families are actively engaged to participate in the life of the school.

### Achievements

The Parents and Friends committee worked with a spirit of generosity to plan hospitality and fundraising activities. Their efforts were focused on building connections and working in partnership in all endeavours. They worked in collaboration with the Principal to:

- Contribute to the wellbeing of the school community.
- Encourage the participation of all parents in the life of the school and the education of their children.
- Provide opportunities for parents to meet, in particular the new families at the school.
- Raise funds for the benefit of the school.

The 2020 school year began with a positive, hopeful spirit. However, early in the school year, COVID-19 impacted many planned events. A new way of communication via Google Meets was embraced and became the vehicle for keeping in touch. Staff ensured the connection between the home and the school was maintained as our highest priority.

- Meetings were moved to an online space and wellbeing activities were included to support and engage children and families.
- Communication with families remained strong through our online meetings and regular newsletters.
- Once we returned to onsite learning, parents supported and complied with new arrangements (e.g., regarding morning drop-off and afternoon pick-up protocols).

I wish to commend all our families who accepted the unprecedented circumstances of COVID-19 in 2020 and worked collaboratively to ensure we maintained a safe school for our community.

## PARENT SATISFACTION

During remote and flexible learning we sought parents' feedback to assist with our decision-making processes and evaluate our practices. These are some general reflections from the data we collected:

- Parents generally rated our communication processes as strong and effective.
- Parents rated our learning experiences during remote and flexible learning as effective as teachers addressed individual needs.
- Parents rated our level of personalised student check-in during remote learning as very high with excellent consideration to pastoral needs and the general wellbeing of students.



## Future Directions

At Cana Catholic Primary School, our Faith inspires an environment that is inclusive and engaging for all. Our mission is to work together with our whole school community to:

- Develop a whole school pedagogical approach based on evidence to achieve growth for all.
- Build a performance and development culture underpinned by collaboration, reflection and feedback.
- Strengthen partnerships within the school and wider community to enhance student wellbeing and learning.

Over the next four years, our intention is to foster a professional culture promoting effective teaching, higher levels of student achievement and a strong sense of belonging, where positive relationships thrive.