



# St Therese's School Cranbourne North

## 2020 Annual Report to the School Community



Registered School Number: 1926

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## Contact Details

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## Minimum Standards Attestation

I, Michelle Bruitzman, attest that St Therese'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.

18/05/2021

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

## Governing Authority Report

2020 was a year unlike any other that we have experienced.

In its third year of operation, Diocese of Sale Catholic Education Limited (DOSCEL) was challenged to provide timely advice, service and direction to Catholic primary and secondary schools across the Diocese, in both metropolitan and regional areas, throughout a prolonged period of rapidly changing circumstances.

The events of the year were as momentous in the Diocese of Sale as anywhere in Australia. The region was affected by fierce bushfires and drought, which put significant strain on families and communities. We farewelled Bishop Patrick O'Regan, and eventually welcomed our new Bishop, Greg Bennet. Our schools, offices, and churches faced the additional challenge of dealing with the COVID-19 pandemic, including extended periods of lock-down.

The resilience shown by our professional and local communities has been extraordinary. Schools successfully adapted to a new, remote style of learning and teaching faster than anyone would have thought possible. Throughout all the disruption and social distancing, we kept faith in each other, and ensured that our colleagues, students, and their families were encouraged and supported.

As an organisation, we maintained our focus on developing and maintaining rigorous reporting and accountability structures, to comply with our regulatory requirements. With pastoral support from our Parish Priests and expert advice from the DOSCEL Secretariat, our highly-committed school leadership teams were able to maintain their focus on creating safe and welcoming learning environments, whether at school or online.

We continue to prioritise the provision of educational opportunities for every student, to nurture them, and enable them to encounter God and to develop a knowledge of the Catholic faith and tradition. We invest in leadership and support for school communities, to promote expert learning and teaching practices. We collaborate with, and involve our school communities in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

We aspire to see our students thrive in the world; to be confident, competent and connected.

I am thankful for the contributions of everyone involved in Catholic education in our Diocese in 2020. It has been an honour to work alongside you as we bring life to our vocation of Inspiring Faith, Inspiring Learning.



**Maria Kirkwood**

*Chief Executive Officer*

*Diocese of Sale Catholic Education Ltd*

## Our School Vision

**At St Therese's Catholic Primary School we envisage a school where;**

- an individual's personal relationship with Jesus is being nurtured within the tradition of a Catholic community that is prayerful, accepting and loving.
- the well-being of each member of our community is flourishing in a nurturing environment, where positive relationships are valued and the dignity and talents of individuals is respected.
- we are successful learners. Our school is a safe, harmonious and engaging learning environment. Everyone works together cooperatively and is responsible for their learning

## School Overview

Inspired by the strong faith and belief of Saint Therese of Lisieux that even the smallest act of love is large in the eyes of Jesus, we are committed to valuing each member of our learning community and supporting all students' academic and spiritual development. We are a welcoming and inclusive community that embraces the cultural diversity of over thirty nationalities that we are blessed to have at St Therese's School.

In 2020, our enrolment figures were 295. There were thirteen class groups that were structured as follows; two Foundation classes, two Year One classes, two Year Two classes, two Year Three classes, two Year Four classes, and three multi-age Senior classes (5/6). Class sizes remained on average at 22 per class. Specialist areas included Visual Arts, Languages; Japanese, Physical Education, and Performing Arts. Digital Technology was taught by classroom teachers and incorporated into inquiry-based learning.

Teachers provided differentiated instruction to all students through targeted clinic groups and data is regularly collected as evidence to inform teaching and to measure the impact of teaching strategies. Numeracy and Literacy Intervention for students who are considered at risk continues to be supported throughout the school by Teachers and Education Support Officers. Weekly Professional Learning Team meetings were held at each year level to analyse evidence and to contribute to teacher planning.

The following Strategic Intent was developed that will guide us over the next four years; 'We commit to collaborative professionalism in developing expert teacher practice to achieve improved learning outcomes for all students.' (SIP 2020-2023)

Despite the interruptions to face-to-face learning, the school continued to maintain its unrelenting focus on school improvement with the following goals being addressed:

That recontextualised and dialogical approaches are utilised to promote a post-critical belief stance for students and staff in the area of Religious Education

- To develop expert teacher practice and collective efficacy
- To improve the learning outcomes for ALL students
- For Leaders to engage with staff to develop and empower professional growth
- To develop a culture of high expectations supportive of a Child Safe school community.

## Principal's Report

To the St Therese's Catholic School community,

I don't think I could write a report for the 2020 school year without mentioning the overreaching impact that the worldwide COVID-19 pandemic caused for all sectors of our community. As a result of the pandemic, our school year was largely disrupted, meaning that student learning needed to move from face-to-face instruction to an online learning platform for much of Terms Two and Three.

The staff at St Therese's Catholic Primary School worked incredibly hard to develop an online learning platform that could be accessed by all families from home. This meant that student learning could continue throughout the necessary school closures. Online learning included work being posted on Google Classroom or SeeSaw and classroom teachers met with their students via Google Meet (video conferencing) so that explicit teaching instruction could continue with a sharp focus on Reading, Writing and Mathematics.

It was recognised that an online learning platform may not be accessible for all families due to limitations on digital devices and lack of internet connection. All families were provided with access to a digital device from the school for the home learning periods and for those families who were without Internet access, paper-based learning packs were sent home regularly so that all students could continue learning in some way.

The School continued to provide a safe place for those families whose children required onsite supervision due to their parents being essential workers, having a child who was at risk of harm or a child who was identified as vulnerable, for example, with a disability. These children attended school and were supervised by a team of school staff as they accessed the online learning platform along with their peers who were learning from home.

The wellbeing of the school community was a priority throughout 2020. Each school day, many families were personally contacted by staff via phone or email to check in, answer questions and/or provide support in a multitude of ways. I know that the staff and I feel more connected to the families of our school as a result of the excellent communication and partnership established between home and school.

I am very proud of my staff during the 2020 school year. It humbles me to think of the time and energy that each staff member invested in ensuring the success of the Home Learning program that was established. The feedback from our families was incredibly positive, and I know that there are many parents who have discovered a new appreciation for the work that teachers do to educate their children. I would like to publicly thank each staff member for their incredible commitment not only to the students in their care but to one another as they worked collaboratively to achieve a successful year.

Leading a School throughout a difficult period cannot be done alone. I would also like to personally thank my Leadership Team who supported me throughout this time. Thank you to Michelle Hinds our new Deputy Principal and Religious Education Leader, Meegan Blackney who continued in her role as Learning and Teaching Leader, Trish Lloyd who continued in her role as Student Wellbeing Leader, Rosie Osthmuller who continued to lead Student Diversity and to the Middle Leaders who kept their teams focused and connected while working from home; Sharon Evans, Meghan Brockman, Shelby Griffiths and Rosina Chandra.

While the landscape of the 2020 school year was dominated by the COVID-19 pandemic, I need to point out the following achievements;

- Our team of Taiko Drummers who were able to perform in February at St Peter's Catholic College as part of their Harmony Day.
- The whole school enjoyed a day in February at Casey Fields for our annual Athletics Day
- We were granted a State government grant of \$2.8million that will be used in 2021 to update and refurbish the buildings.
- We were successful in obtaining funding to begin the Community Hub program which will enhance the work we do in the area of Wellbeing and Community Engagement.
- Our two graduate teachers; Maddie Foster and Caitlin Hall successfully completed their VIT projects meaning that they are no longer considered provisional teachers.
- I successfully completed my first Principal's Appraisal that involved reflecting on my first three years of practice and being interviewed by a panel organised by the Catholic Education Office Sale.

I would like to express my sincere thanks to the parents and families who supported the school during 2020 school year. While it was certainly challenging, I believe we are a stronger school community as a result.

Michelle Bruitzman



## Catholic Identity and Religious Education

### Goals & Intended Outcomes

**Goal:** To promote a post critical belief stance through recontextualisation and dialogue

#### Intended Outcome:

- That recontextualised and dialogical approaches are utilised to promote a post-critical belief stance for students and staff

### Achievements

- Professional Learning Community Planning for Religious Education occurred twice a term. This was led by the Religious Education Leader allowing for teachers to deepen their knowledge of the Religious Education Curriculum To Live in Christ Jesus. The use of the curriculum for planning, researching and moderating allowed teachers to guide and assess the knowledge and skills of the students along their faith journey.
- Staff engaged in ongoing knowledge building and formation in Catholic Identity and Religious Education throughout the year during professional learning days and staff meetings. Unpacking Scripture through the process of AWES (A Way of Engaging in Scripture by Marg Carswell) and emphasizing Prayer also featured as important foci for staff. The development of the school's Religious Education Overview and Scripture Scope and Sequence also eventuated.
- Sacraments are a wonderful expression of our community of faith. Our Sacramental Program looked very different in 2020 due to the COVID-19 pandemic. Consequently, we were able to complete the Sacrament of Reconciliation program with the candidates receiving the Sacrament at a later stage, due to restrictions. The Sacrament of Confirmation was unable to be offered during the year but would be offered to the alumni the following year. First Eucharist was offered as an online program alternative with candidates receiving the Sacrament at a later stage with their families.
- This year we celebrated our Easter Journey with each year level creating an artistic representation of the Stations of the Cross and Holy Week. Classes journeyed through the school to engage with these scenes and pray together. Our Senior classes also led the school in relevant liturgies.
- Mini Vinnies leaders were appointed as the Social Justice Leaders of St Therese. The group of students worked with the Religious Education Leader to create social justice opportunities that raised money for Caritas and St Vincent de Paul. The team was also instrumental in creating awareness of the importance of 'giving to others' especially with the Christmas Hampers donated to the St Vincent de Paul Society.

## VALUE ADDED

- Whole School Mass held at St Agatha's Church to celebrate the beginning of the year.
- Prayer Boxes used in the classrooms
- Rosary Box used in classrooms
- Prayer of the Air held weekly over the PA system with a focus on Sunday's Gospel
- The School and Parish continue to work together to deliver a comprehensive Sacramental program, including child/parent workshops for Reconciliation and an online program for First Eucharist
- Whole School Masses in the Hall (when permitted)
- Class Reconciliation and Masses in the Chapel (when permitted)
- Graduation Mass and Ceremony for our Year 6 students
- Caritas - Project Compassion
- Socktober for Catholic Mission
- St Vincent de Paul Christmas Hampers donated

## Learning and Teaching

### Goals & Intended Outcomes

#### Goals:

- To develop expert teacher practice and collective efficacy
- To improve the learning outcomes for ALL students

#### Intended Outcomes:

- That teachers have a deep knowledge of the Victorian Curriculum and VCAA Learning Progressions (Maths & English: Reading, Speaking & Listening)
- Students are promoted and enhanced through the explicit teaching of the Victorian Curriculum Capabilities (Personal & Social Capability)
- That leaders and teachers have the capacity to read; interpret and action data and evidence for school and student performance.
- That assessment practices ensure that students requiring a learning adjustment are identified early and effective adjustments implemented

### Achievements

- Teachers continued to develop a greater understanding and knowledge of the Victorian Curriculum, including the new English as an Additional Language (EAL) Curriculum, and the Victorian Curriculum and Assessment Authority (VCAA) English and Mathematics Progressions of Learning, through their use at PLC and Planning meetings.
- PLC and Planning meetings occurred, within learning teams each week, supported and facilitated by the school's Learning and Teaching Leader. These meetings provided opportunities for teachers to analyse students' data; identifying where individual students are on the Learning Progressions, what they need to achieve next and the most effective and evidence based teaching strategies to support students' movement along the progression. This also ensured differentiation of learning and teaching to meet the individual learning needs of all students.
- Teachers used the ACER Teacher Resource Centre to support the development of evidence based teaching strategies in Mathematics and Reading, based on individual students' data.
- Teachers, supported and facilitated by the Learning Adjustment Leader, used student data and evidence, the Victorian Curriculum and Learning Progressions to identify and document goals for students with additional needs.

- Teachers used the Learning Progressions to support them in moderating students' writing, reading and place value data, within learning teams and across the school to plan for differentiation.

### STUDENT LEARNING OUTCOMES

The ACER Progressive Assessment Tests (PAT) for Reading, Mathematics and Vocabulary were used in May and November to track students progress throughout 2020. The Data from these assessments has been analysed by teachers to provide information for planning for differentiation and to support teachers in identifying effective evidence based teaching and learning strategies to support all students in their progression of learning.

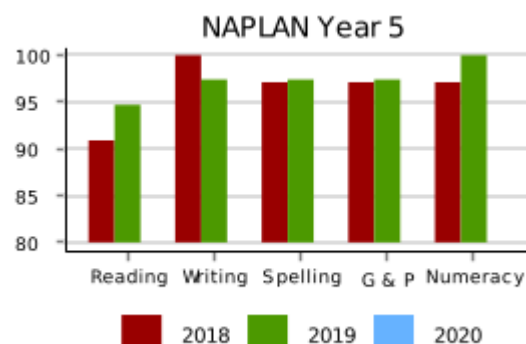
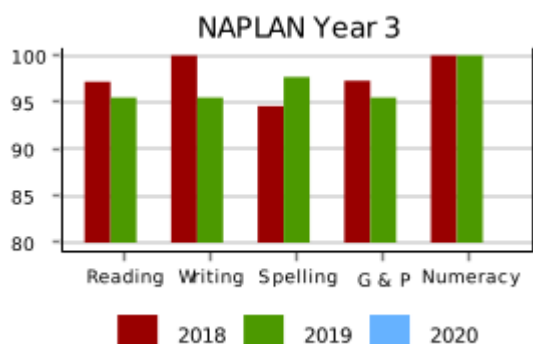
Teachers also used Essential Assessments for English and Mathematics, the Mathematics Assessment Interview (MAI) and the Benchmark Assessment System (BAS) for pre and post assessments to track students' progress and provide data for planning for differentiation.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	97.3	95.5	-1.8		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	97.2	95.5	-1.7		
YR 03 Spelling	94.6	97.7	-1.8		
YR 03 Writing	100.0	95.5	-4.5		
YR 05 Grammar & Punctuation	97.1	97.4	0.3		
YR 05 Numeracy	97.1	100.0	2.9		
YR 05 Reading	90.9	94.7	3.8		
YR 05 Spelling	97.1	97.4	0.3		
YR 05 Writing	100.0	97.4	-2.6		

\* 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.



## School Community and Student Wellbeing

### Goals & Intended Outcomes

**Goal:** To develop expert teacher practice and collective efficacy

#### Intended Outcome:

- Students are promoted and enhanced through the explicit teaching of the Victorian Curriculum Capabilities (Personal & Social Capability)

### Achievements

The Whole School Approach to Positive Behaviour Support (WSAPBS) team was established in 2019 and continued their work in 2020. The team worked with staff around the first identified focus of active listening. The Universal expectations for behaviour were changed and refined down to four expectations from six. These are Courtesy, Respect, Cooperation and Responsibility. A matrix was created to elaborate on each of these expectations and show students what these would look like in all settings. To support these expectations a new behaviour support flow chart for both the classroom and playground was created.

A WSAPBS Intensive Team was created to support those students who require intensive behaviour support.

The whole school buddy program has been successfully continued and demonstrates the commitment to building positive relationships amongst students and adults.

#### VALUE ADDED

- Welcome BBQ at the beginning of the year was well attended and included a disco which provided entertainment for the students and their families.
- The Taiko Drumming team of students performed at St Peter's College campuses for their Harmony Day celebrations in February.
- Our Whole school Athletics Day took part in February at the Casey Fields Athletics Grounds
- Mother's Day and Father's Day celebrations became virtual experiences to connect with families during the COVID-19 pandemic lock downs. This involved many families and provided an excellent opportunity for parent engagement.
- Anzac Day was commemorated online with participation by staff and students.
- Virtual discos, excursions, and trivia were also streamed to engage with families and lift spirits during the COVID-19 pandemic lock downs.
- Eat Up Food Boxes were distributed weekly to those in need.

## STUDENT SATISFACTION

The student opinion results completed by the students from Years 3-6 indicated an increase in all areas, with significant improvements in the area of Teacher Relationships. The data for Teacher Empathy and Purposeful Teaching rose to be within the top 25% of all Victorian Primary Schools. Significant improvements in the area of classroom behaviour and student safety can also be seen in the student opinion data. This is an outstanding achievement.

## STUDENT ATTENDANCE

Attendance is closely monitored via the collection of electronic roll data, twice daily. The school has a policy of requiring parents to notify the school when children are absent and providing a reason for the absence. Communication occurs via a phone call, email, notification through the School Attendance form located on the School's website, or written note.

Parents who wish to take their children out of school for family reasons are required to write to the Principal for approval of such absences.

**All unexplained absences are followed up in the following way on the day of the absence;**

- SMS sent to parents/carers for any unexplained absences by 10:00 am of the day of absence.
- If parents are unresponsive to the text message, phone calls are made to all emergency contacts to verify the reason of a student's absence.
- A further step is followed up by the Principal if necessary, and may include a report being made to the Department of Health and Human Services or Police to conduct a Welfare Check if contact cannot be made to determine a reason for an absence.

St Therese's includes a summary of attendance in the school reports in June and December.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	92.8%
Y02	95.0%
Y03	93.9%
Y04	95.6%
Y05	91.9%
Y06	94.2%
Overall average attendance	93.9%

**PARENT SATISFACTION**

The 2020 Insight SRC in the area of Parent Opinion showed a decline in all areas. This decline can be attributed to the fact that a very small percentage of parents completed the survey in 2020 due to the COVID-19 pandemic interruptions to normal school life and not many parents being able to complete and return the survey as a result.

Parent comments throughout the year were positive overall with many parents articulating gratitude of teachers for the work they did, especially throughout the COVID-19 pandemic lockdowns. Staff appreciated the positive feedback provided by parents and there was an overwhelming acknowledgement of the power of working in partnership to achieve excellent learning outcomes for all students.



## Child Safe Standards

### Goals & Intended Outcomes

**Goal:** To develop a culture of high expectations supportive of a Child Safe school community

#### Intended Outcomes:

- That employment induction and professional development practices reflect a focus on the expert teacher in a Catholic school

### Achievements

Child Safety continues to be an important part of the culture at St Therese's Primary School. The following summaries the achievements made in this area:

- The Child Safe agenda was maintained through inclusion in the weekly Staff Bulletins and Staff Meeting Agendas
- New staff were provided with an induction meeting that outlined all Child Safe policies and procedures. New and existing staff were provided with an updated Staff Handbook that included policies and procedures in the area of Child Safety, OHS, Behaviour Support and Restraint and Seclusion etc
- Casual staff, for example through teacher relief agencies, were provided with relevant DOSCEL and school expectations relating to Child Safety and OHS prior to working at the school as part of their induction
- All teaching staff must retain current VIT and this is checked annually
- All non-teaching staff and contractors must retain current Working With Children Check cards that are checked regularly and kept on a register
- Volunteers must hold a current WWCC and sign the Code of Conduct. Volunteers must wear a lanyard that clearly shows that they have signed in.
- Advise the School Advisory Board with our efforts in Child Safety
- Continued implementation of the student version of the Child Safe Code of Conduct
- Maintained training for staff in Mandatory Reporting and the use of the PROTECT document
- Volunteer Induction Sessions were held at the beginning of the year and as required before volunteers are able to participate in classrooms or on incursions/excursions. The Induction includes an explanation of our child safety procedures and ensures that all volunteers understand the Child Safety Code of Conduct.
- All staff and visitors to the school are required to sign in on arrival using the Passtab app located on the iPad at Reception or downloaded on mobile devices.
- Evidence of complying with the seven Child Safe Standards collected and collated in a VRQA staff platform
- OH & S Reviews are conducted on a term by term basis or as required, ensuring the buildings and playground are safe and compliant

- Emergency Management Training conducted via Dynamiq and termly Lockdowns/Evacuation Drills completed
- Personalised Learning Plans developed and regularly adjusted to ensure all students are included and can access the curriculum
- Whole School Approach to Positive Behaviour Support continued to evolve throughout the year
- Development of Behaviour Support Flowcharts for the classroom and yard
- All staff and visitors to the school are required to sign in on arrival using the QR Code
- All visitors, external providers, or contractors to the school are required to sign an Entry Declaration at Reception if they are remaining onsite for more than 15 minutes.
- School COVID Safety Management Processes and Procedures developed and adhered to according to State and DOSCEL requirements

## Leadership

### Goals & Intended Outcomes

#### Goal/s:

- For Leaders to engage with staff to develop and empower professional growth
- To develop a culture of high expectations supportive of a Child Safe school community

#### Intended Outcomes

- That our strategic intent and instructional vision drive leader and teacher practice
- That school leaders and teachers create the conditions in which high-functioning teams work collegially to achieve improved student outcomes
- That employment induction and professional development practices reflect a focus on the expert teacher in a Catholic school
- That student outcomes drive the allocation of school resources
- That all mandatory compliance benchmarks are met under all relevant State and Federal legislation

### Achievements

The strategies that formed the work in this area were focused on building staff's capacity and understanding around the strategic intent - *We commit to collaborative professionalism in developing expert teacher practice to achieve improved learning outcomes for all students.*

#### The following achievements were made:

- A professional learning day that involved all staff was facilitated by Tracey Ezard who led us on a day titled 'The Buzz'. This was fundamental in developing of Staff's understanding of our Strategic Intent. This day provided the momentum to work towards achieving our Leadership Goals.
- All staff were inducted at the beginning of the year to the policies and processes that include areas of Learning and Teaching, Religious Education, Wellbeing and Child Safe protocols.
- Professional Learning Community (PLC) meetings continued to be held each week via video conferencing and led by the Learning and Teaching Leader and the Middle Leader for each team to reflect on student learning data and plan for explicit teaching to improve student learning outcomes.
- The protocols for PLCs was revisited and revised and the Strategy Compass was developed to ensure that staff language, behaviour and actions were in alignment with our strategic intention.
- Education Support Officer (ESO) meetings were established and led by the Student Diversity Leader to improve the communication between classroom teachers, leadership and the ESO group.
- A team was established that met regularly with the school's architect and Catholic Education Office Sale personnel to review the Education Design Brief that was used to plan the building project that is set to refurbish and update our school buildings.

- The School's Behaviour Support Policy was developed as part of the Whole School Approach to Positive Behaviour Support framework. This included a revised Behaviour Support flowchart used to describe how challenging behaviours are supported both in the classroom and in the playground.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2020

- Catholic Education Office Sale Learning and Teaching Network meetings were attended by all members of the Leadership Team. In Term 1 this was held face to face and in Terms 2-4 was completed via Video Conferencing.
- Principal continued involvement in Principal Induction sessions and Faith Formation professional learning run by the Catholic Education Office Sale.
- Four Staff members included in the Diocese of Sale Leadership Program that involved an intensive three-day conference.
- All staff participated in First Aid, CPR, Asthma and Anaphylaxis training
- Five staff members participated in a Play Is the Way professional learning training day
- Catholic Education Office Sale Collective Meetings - three staff members involved each term
- All staff participated in a Professional Learning Day to develop an understanding of unpacking scripture that can be recontextualised for students and to assist teachers in becoming more familiar with using To Live in Christ Jesus (Religious Education Curriculum).
- School based professional learning day held for staff to transition face-to-face learning to an online learning platform.
- All teachers involved in National Consistent Collection of Data (NCCD) moderation for students who have additional learning/behaviour needs.
- All staff completed online Mandatory Reporting module.
- All staff completed online Disability Standards modules.
- Online Challenging Behaviour modules through CEOSale undertaken by four staff members.
- Deputy Principal participated in the online Women in Leadership Conference.
- Graduate and Mentor professional learning days undertaken by four staff members.
- RE Accreditation through Sale Diocese undertaken by three staff members.
- Certificate IV in Education Support undertaken by one staff member.
- Return to Work Coordinator Training undertaken by one staff member.

Number of teachers who participated in PL in 2020	30
Average expenditure per teacher for PL	\$785

### TEACHER SATISFACTION

The challenges that staff faced in the 2020 as a result of the COVID-19 pandemic are clearly reflected in the School Climate data taken from the School Improvement Survey.

Despite the challenges, it was pleasing to see that the Organisational Climate data remained steady at 76.9%. A pleasing improvement was seen in the area of Team Work with staff reporting that they felt more satisfied working collaboratively. This can be attributed to the focus that was given to building collegial trust and positive relationships.

In the area of Teaching Climate there was a slight decrease from 83.6% to 80.5% which is still well above the mean for all Victorian Primary Schools. On reflection, a correlation between staff not being able to teach their students face-to-face had an impact on their teaching confidence and ability to manage student wellbeing concerns.

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	93.2%
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### ALL STAFF RETENTION RATE

Staff Retention Rate	83.9%
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### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	28.6%
Graduate	28.6%
Graduate Certificate	4.8%
Bachelor Degree	71.4%
Advanced Diploma	23.8%
No Qualifications Listed	4.8%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	20.0
Teaching Staff (FTE)	18.2
Non-Teaching Staff (Headcount)	9.0
Non-Teaching Staff (FTE)	7.3
Indigenous Teaching Staff (Headcount)	0.0