



Christ the Priest Catholic Primary School Caroline Springs

2020

Annual Report to the School Community



Table of Contents

- Contact Details2
- Minimum Standards Attestation2
- Our School Vision3
- School Overview4
- Principal’s Report5
- Education in Faith7
- Learning & Teaching9
- Student Wellbeing12
- Child Safe Standards14
- Leadership & Management15
- School Community18

Contact Details

ADDRESS	54 Caroline Springs Boulevard Caroline Springs VIC 3023
PRINCIPAL	Adele Vesty
PARISH PRIEST	Fr Richard Rosse
SCHOOL BOARD CHAIR	
TELEPHONE	03 9361 8600
EMAIL	principal@ctpcs.catholic.edu.au
WEBSITE	www.ctpcs.catholic.edu.au
E NUMBER	E1375

Minimum Standards Attestation

I, Adele Vesty, attest that Christ the Priest 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.

16/03/2021

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

Our School Vision

Inspiring learners to grow, learn and succeed within a dynamic Catholic community.

Mission

At Christ the Priest Catholic Primary School

We are committed to creating a community of service that reflects the teachings of Jesus Christ.

We GROW through:

Challenging one another to take measured and reflective risks in an environment where all learners are respected and nurtured to flourish.

We LEARN through:

Exploring and inquiring in a safe, supported, flexible environment, celebrating the diversity and potential in our community and beyond.

We SUCCEED through:

Respecting ourselves, collaboration, goal setting and a rigorous commitment to learning.

We value Mercy, Service and Thanksgiving.

School Overview

Christ the Priest Catholic Primary School, Caroline Springs, is located 22 kilometres west of the Melbourne CBD and within the Shire of Melton. Christ the Priest Catholic Primary School was established in 1999 by St. Peter Chanel Parish, Deer Park, in response to the rapid population growth in Caroline Springs and Burnside.

Our 2020 enrolments saw 482 children organised into 19 class groupings. The majority of our Year 6 children transition to Catholic Secondary Colleges, with most enrolling at our local Catholic Regional College, Caroline Springs. 21% of our students have a language other than English as their main language spoken at home from 14 different languages. 23% of students were born overseas.

Our school Direct Measure of Income (DMI) is ranked as 95. 95 of our families were eligible to receive Camps, Sports and Excursions Fund (CSEF) in 2020.

Our staff comprised 59 members in 2020: 39 teaching staff, 3 education support staff (administrative services), 12 learning support officers, 1 library technician and 1 school services officer. The following specialist programs were offered during 2020:- Physical Education, Performing Arts - Music, Performing Arts - Drama, Visual Arts, LOTE (Italian), Leveled Literacy Intervention, MiniLit and MacqLit.

We proudly value, acknowledge and explicitly promote the school's Catholic heritage and traditions. Displays throughout the school; the respectful manner of all interactions; and social justice in action are key features of Christ the Priest. Additionally, the welcoming nature of the school, the inclusiveness of its practices, the links to the parish and its commitment to supporting all families are evidence of this.

The school's facilities are of a high standard. All classrooms are well presented with colourful displays designed to support student learning and were freshly painted in 2020.

The school utilises Digital Technology across all aspects of the curriculum, with students having access to a variety of tools, including the use of individual Surface Pros or Chrome Books from grade 3 and banks of iPads for the junior school to access. The playground offers a variety of play experiences and opportunities for all students.

Throughout 2020 the two main elements of the school's annual action plan were;

- To develop data literacy skills of leaders and teachers to enable effective differentiation of learning and wellbeing.
- To enhance and develop effective relationships to support student learning and wellbeing.

These two focus areas drove all professional learning and resourcing decisions and were adapted to remote learning and an online mode of professional learning delivery to ensure that we continued to work in these areas throughout the year.

The focus on differentiated learning was driven by the school's vision so that learners may realise their potential and learn, grow and succeed.

Principal's Report

It is with great pleasure that I present the 2020 Annual Report to our school community. 2020 has been a year like no other at Christ the Priest. The COVID-19 pandemic overshadowed many of the CtP 2020 plans and saw our school transform and work together in a way that it had never had to before.

By the end of term 1, following our Grade 5 and 6 camps to Sovereign Hill and Lady Northcote respectively, the global COVID-19 pandemic was interrupting our school year. For the final two weeks of Term 1, the school was offering a hybrid learning program for students who were learning on-site and for those who were isolating at home. During the Term 1 School holidays, it was announced by the Victorian State Government that all students who could learn from home must learn from home. The result of this was the CtP Community Portal operated through the school's website that contained the work programs from each year level. The junior school learning was predominately pre-recorded video lessons, accompanied by activities that were then uploaded to the Seesaw home learning platform for teachers to view. The senior school had live Google Meet lessons, pre-recorded lessons and written instructions for learners. The senior school also uploaded nominated pieces of work to be viewed by their teacher via Seesaw. Whilst the majority of learning took place remotely, there were also between 40-50 students onsite who were the children of essential workers or those who had been deemed vulnerable. Teaching staff were regularly contacting parents and checking in with students during these weeks, with varying degrees of participation across the learning community.

By the end of Term 2, all students had returned to onsite learning, although this saw sanitising units installed in each classroom, individual stationery packs for all students and tables spread across the classrooms to maintain as much social distancing as possible. The school also moved to staggered break times with the senior school following a 1/2/2 timetable and the junior school following a 2/2/1 timetable. Movement around the school was restricted to limit the crossing over of student year levels. School drop offs and pickups were staggered also and for the very first time in the school's history, parents were not allowed onto the school site and students were required to make their way to and from their classrooms independently. The support that the school received from the parent community and the resilience shown by students was amazing.

Throughout the Term 2 holidays, the COVID-19 situation deteriorated in Victoria and schools were once again asked to provide a learning program remotely. With greater restriction in the community, fewer workers were deemed essential and the numbers of on-site learners were reduced to between 16-22 per day. During the second lockdown all classroom teaching staff worked from home fulltime. Specialist teachers, along with Learning Support Officers supervised students on-site. This occurred in the hall and the remainder of the school was shut down. The only staff attending the physical school were two members of leadership, supervising teachers and LSOs and the maintenance person. School administration also took place remotely and there were no visitors allowed on site. Temperature checks and visitor logs were taken and the learning programs that had been offered in the first lockdown were revised to include more on-line interaction between students and teacher. All students from Grade 1-6 participated in Google Meets and focus teaching groups also occurred for Maths and Literacy. Learning Support Officers offered on-line small group and one-to-one support to students who required this. Parent-Teacher Interviews were held remotely via Google Meet and school reports were simplified to align with the disruption to the learning and teaching programs.

As developed in the school's Annual Action Plan, there were two main focuses for 2020. The first was data literacy and differentiation of student learning and the second was the development of

student relationships to support student wellbeing. Throughout remote learning these goals continued to be at the forefront of decisions, with Positive Behaviour Learning lessons taking place each week, shifting towards character traits and attitudes based on the varying needs of each year level of students. Teachers continued to use data collected through work samples or Google Forms to provide focus target teaching to small groups of students.

Teacher planning continued to occur in teams fortnightly via Google Meet, as did staff meetings that allowed the whole staff to virtually 'see' one another. The Leadership Team had scheduled check-in's with staff and organised small gestures for staff to maintain staff morale. Teacher use of technology increased exponentially, as did risk-taking in trying new ways of reaching out to students via Google Meet.

It was announced that learning would return to on-site learning in Term 4. Once again there were staggered break times, start and finish times, limited movement and individual stationery. Monday morning messages continued via Google Meet as did Assemblies, which had continued throughout 2020. No singing or woodwind instruments were allowed, nor were whole school or year level assemblies (in person). All of which, as a school, we continued to work around to find alternate ways to continue doing things at school as normally as possible.

By the end of Term 4, it was announced that Confirmation, with strict number limits, could take place and be officiated by the parish priest. Father Richard Rosse conducted three confirmation ceremonies on December 10 and 11, allowing our Grade 6 students to move on to their secondary schooling having completed all of the Sacraments. The Grade 6 graduation was conducted in the school hall, following the end of year Mass and was live-streamed via Youtube to parents and the community. The Grade 6, 2021 leaders were also commissioned on this day. For the last 10 minutes of the final school day, parents were allowed to come on-site, within a restricted zone, to watch the Grade 6's complete their final lap of honour around the school oval. It was a fantastic way to finish off what had been a most incredible year.

Finally, I would like to congratulate the CtP staff on all they have achieved in 2020 with their students. The staff at Christ the Priest are always looking for ways to improve student learning and this was highlighted time and time again throughout 2020 in the continued development of innovative learning opportunities and nurtured relationships with students and parents. I would also like to thank Fr Richard Rosse for his ongoing support throughout 2020.

I would personally like to take this opportunity to thank Mrs Ann-Maree Ennis and Mrs Karen Commauer for their dedication to CtP the past 16 and 15 years as our Religious Education Leader and Literacy Leader. I wish Ann-Maree and Karen all the very best in their retirements.

Adele
(Principal)

Vesty.

Education in Faith

Goals & Intended Outcomes

- To explicitly embed and promote the Catholic identity of Christ the Priest as a living faith community within a contemporary context

Achievements

2020 saw the introduction of our Christ the Priest School Song and our Christ the Priest School Prayer to our community. The School Prayer is a part of the Whole School Monday morning Assembly, and also our Whole School Assemblies, and is displayed in all classrooms. The School song hasn't formally been launched, but a recording was played during one of our assemblies. It was written and recorded by two of our staff members - Michelle Spiteri and Jenny Marshall. We now have signs for our school motto: Mercy Service Thanksgiving displayed along the path outside the hall.

The year began with planning for our 20 year celebrations, which unfortunately had to be cancelled due to Covid 19. We are hoping they can still take place next year.

The events of this year affected our teaching, and we had to find new ways to engage students in their learning under difficult conditions. We followed the guidelines from CEM as to reduced time for subject areas, including Religious Education. During remote learning, we still delivered one to two lessons per week. In the junior classes, this was delivered through recordings of lessons, and in the middle and senior classes this was delivered online through Google Meets. The teachers did a great job of delivering high quality lessons under difficult circumstances.

During Term 3, staff worked remotely through Google Meets on unpacking the Religious Education Assessment Standards. They developed Learning Progressions to help in the development of the Assessment Standards. The Religious Education Planners were updated to incorporate the Assessment Standards and Learning Progressions, and the planning process was refined in order to further develop contemporary approaches in the teaching of Religious Education. The next step in this process, developing rubrics to support the Learning Progressions, will continue next year.

Religious Education planning has been facilitated by the Education in Faith Leader attending planning with each team to support and guide the planning process during on-site learning. Our planning processes are continually being updated and adapted to suit our needs. We follow the revised Religious Education Framework and have been working on developing a Big Question to guide our units of work. We hold dedicated Religious Education staff meetings at the end of each term to enable us to begin planning our new units of work, and to provide staff formation in Scripture background. Religious Education permeates all areas of the curriculum, but is still specifically taught.

This year, in order to further develop our Catholic Identity, we developed whole school units of work based on our motto - Mercy Service Thanksgiving. This was planned to align with the timing of the Sacraments, which were put on hold due to restrictions placed on schools and communities due to the pandemic. We focussed on Service in Term Two, Mercy in Term Three and Thanksgiving in Term Four. This will continue in 2021, with the deepening and refining of these units of work with the return to onsite learning.

We were able to still celebrate the Sacraments of Penance and Confirmation, albeit in different formats to normal. We celebrated the Sacrament of Penance at school in Term 4. Students were

able to receive the Sacrament individually at school, with no parents present instead of the usual second Rite. The Sacrament of Confirmation was celebrated by Fr Richard in class groups with parents and sponsors present in the Church at the end of the year. They were Liturgical celebrations instead of the usual Masses. It was a wonderful way to celebrate the end of a very strange year together. First Communion have been delayed until next year due to the restrictions in place due to the pandemic.

Staff, parents and students undertook the ECSI Survey in preparation for our Review next year, and the results will help in setting our goals for the 2021 year.

We were only able to have a Beginning and End of Year Mass at school this year and only the Year 5s and 6s visited the Church for Ash Wednesday Mass. We celebrated all the other major feast days and special events with Liturgies. Despite remote learning, each day began and ended with prayer and we celebrated Whole School Assemblies and Monday morning Assemblies remotely. Fr Richard and our Student Liturgy Leaders were involved in the Whole School Assembly Liturgies which were recorded and made available to families on our website. During Term Four we were able to livestream the assemblies to the classes and parents.

Fr Richard has always been a real presence in our school making regular visits to classes. Whilst this was reduced greatly this year, he was still able to visit all the classes for a scheduled visit during Term Four. We were also very fortunate to have Tien Tran, a seminarian staying at St Catherine of Siena Parish, visit with classes every Tuesday, both digitally during Term Three and in person in Term Four. This has proved a very rich experience for both Tien and our students.

Our Social Justice activities were reduced this year, due to remote learning and then restrictions at school. We still participated in Project Compassion during Lent and collected items of food for Vinnies in Term Four.

Our staff formation Day, planned to occur in Term Two at the Mary MacKillop Heritage Centre, had to be postponed until next year due to restrictions.

VALUE ADDED

Prayer and Liturgy continued to be a priority this year. We kept our Monday morning Assemblies, Whole School Assemblies, Feast Day Liturgies, morning and afternoon prayer rituals throughout the year as a priority. Students still received Religious Education lessons each week that followed our motto of Mercy Service and Thanksgiving. We celebrated an online Reconciliation Workshop for our students and families to support them in preparation for the Sacrament. Students were still prepared for all the Sacraments throughout the year. Staff, students and parents completed the ECSI survey, which showed that staff, students and parents see Christ the Priest as a Dialogue School with a strong support for Post-critical belief.

Learning & Teaching

Goals & Intended Outcomes

- **To empower and challenge every student to be a successful and engaged learner by further developing a differentiated, rigorous, contemporary learning environment.**
- **That student outcomes in Literacy and Numeracy improve**
- **That students have increased responsibility for, and ownership of, their learning**

Achievements

2020 presented as a year like no other which saw schools facing challenges never experienced before. It also provided us opportunities to grow and develop in ways we were not planning for.

Our priorities remained with maintaining the wellbeing of our students and with keeping open communication with our families, as we continued to work in partnership throughout the periods of 'home learning' as well as returning to onsite learning.

In Literacy, for home learning, teaching was maintained as regular as possible but was provided via Google Meets. Whole class teaching and focussed teaching groups were provided online. Some students, where required, were provided 1:1 support with a Learning Support Officer. In middle and senior classes, question time was also timetabled so students could logon for clarifying assistance or guidance from a teacher. Intervention Groups were continued daily during home learning to support individual students to develop their literacy skills.

Teachers provided instructional videos for the students to view and refer back to, to support them in their learning. Instructions for tasks were provided in both written and audio forms to support all students and families with their learning. Students' work samples were uploaded to SeeSaw or Google Classroom through which teachers checked and offered feedback for specific tasks.

Two digital platforms, Epic and Wushka, were provided so students had access to books to read at home during home learning, to maintain their daily reading program. Access to Epic was continued so students have yearly access to digital reading material.

To support our New Arrival families, packs of modified learning tasks were sent home so these students had access to tasks they could complete independently or with minimal support. These students were also supported with individual online sessions with the New Arrivals teachers.

To support parents with home learning, instructional videos were provided on the school website. These were designed to provide an overview of skills the children develop to become independent readers.

Professional Learning Team meetings continued throughout home learning and were conducted online to support staff with professional development. Teachers were also provided opportunities to engage in professional development in literacy, provided online by Catholic Education Office Melbourne.

New resources were purchased to support teaching and learning in Reading. Decodable readers and Fountas & Pinnell Classroom Guided Reading resources were purchased for Years Prep-Two. We also purchased a copy of all notable CBCA titles to increase our Library stock.

With regard to Mathematics, the introduction of remote learning enabled teachers to plan and direct student learning according to their level of understanding. Students were grouped accordingly for each Unit of work. This style of differentiation started in term 2 and continued

through remote learning for P- 6 students. Maths Videos uploaded to the school website engaged parents in the learning process by giving a guide of instructional steps to follow. These videos had a two way effect - on teachers and families. For teachers, the videos enhanced their professional learning of mathematical concepts.

In 2020 we continued working on Scaffolding Numeracy in the Middle Years (SNMY) with a focus on multiplicative thinking. Grade 4 teachers received professional learning at the Western Regional Office (WRO) and implemented the program in Term 2 & 3. This was the beginning of a whole school approach in understanding how multiplicative thinking develops from P - 6. All teachers have begun "talking the talk" and using a common language to explain student learning. Some examples include; Trust the count, place value, multiplicative thinking. This also gave us an opportunity to set some targets for P- 6.

Mathematics intervention for the highly able and less able students was implemented in Term 3 & 4. A small group (ten) of very capable year 6 students worked on a project titled: Time: Mission Control to International Space Station (ISS). This project was taken from the reSolve Resources. In Grade 4 during remote learning a group (4) of very capable students studied the structure of number and algebraic reasoning. The less able students in grade 6 and grades One/Two are involved in daily activities for at least 3 days per week.

In conclusion, the learning and teaching of mathematics in 2020 was both creative and innovative and did not lose sight of our mathematical goals for this year. A productive year for teachers, students, and the school community.

STUDENT LEARNING OUTCOMES

In the absence of NAPLAN data, the school relied upon ACER PAT Testing data to assess student academic performance for the 2020 school year. In the area of reading 85% of students from Grade 1 and 2 are at or above the expected standard. In Grades 3-6, on average 60% of students are at or above the expected standard.

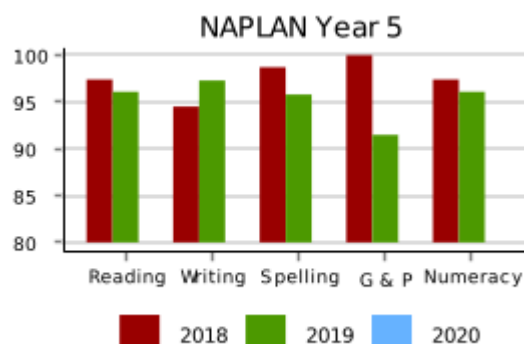
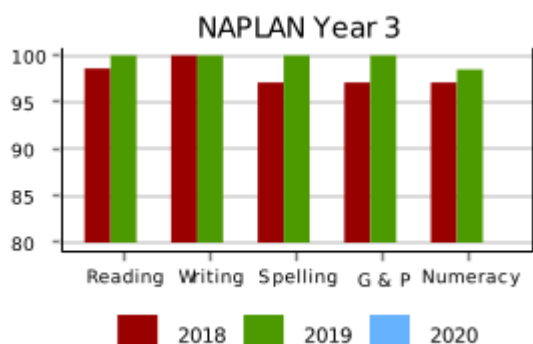
In the area of Mathematics, 98% of Grade 1 and 2 students are at or above expected levels. In Grade 3 and 4, 60% of students are at or above expected levels, whereas the Grade 5 and 6 student scores dropped in this area, showing a numeracy trend in the school that requires addressing in the middle years.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	97.1	100.0	2.9		
YR 03 Numeracy	97.1	98.5	1.4		
YR 03 Reading	98.6	100.0	1.4		
YR 03 Spelling	97.1	100.0	2.9		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	100.0	91.5	-8.5		
YR 05 Numeracy	97.4	96.1	-1.3		
YR 05 Reading	97.4	96.1	-1.3		
YR 05 Spelling	98.7	95.8	-2.9		
YR 05 Writing	94.5	97.3	2.8		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

- **To empower students to be confident, independent, respectful and resilient learners and leaders**

Achievements

In 2020, Christ the Priest Primary School relaunched the Positive Behaviour for Learning approach. The successful implementation of the program began with the induction of the schools staff at the beginning of the year. All staff members were involved in understanding how to respond to student behaviour according to a well defined behaviour management flow chart and processes. The staff role played different scenarios and professional development accorded throughout the school year. The SWIS system to record student behaviours was implemented and presented behaviour trends in the student population which staff identified and discussed ways to support positive behaviours to re-correct any undesirable behaviour trends.

VALUE ADDED

- Positive Behaviour for Learning (PBL) launched
- Behaviour response flow chart developed for consistent responses and student behaviour
- Explicit PBL lessons each Monday morning across the whole school to support consistent messaging around expected behaviours
- Participating in the National Day of Action against Bullying & Violence - Bullying No Way
- Twice termly Supernova awards to recognise student academic and behaviour achievement
- SWIS student behaviour tracking system and staff data analysis to support behaviour trends and take proactive steps to support positive student behaviours
- Grade 5 & 6 School Camps to promote independence, resilience and problem solving skills

STUDENT SATISFACTION

Throughout remote learning, students were given the opportunity to complete a weekly survey that asked them to rate, using a scale of 1 (Not at all) -5 (Very much), how they enjoyed their home learning. Overall the average response from P-6 was 4. Some of the feedback from students included;

"I have really enjoyed our specialist classes; it has been really enjoyable. It's been great that we can choose our own tasks. It has been great being able to lots of cooking for investigation. PBL lessons have been interesting, it's great that you can learn about situations that are happening around us."

"I love the specialist grid. I also really liked the reading slides and showing my passion in writing."

"This week was good the work amount was terrific with it being interesting while keeping it challenging."

"The online math classes were my favourite because they were fun. I enjoyed learning with the play dough and making number lines."

STUDENT ATTENDANCE

Parents are required to notify the school of any absence via written note, school app message or email. Our school uses the "Every Day Counts" resource to support compulsory school attendance. Any unexplained absence is followed up by the school office each day. This is done via SMS and if required, a follow up phone call to the parent to ascertain the reason for the child's absence.

When a child is absent, parents are expected to:

- provide a written explanation to their child's teacher or
- phone the school office to inform of the absence or
- verbally let their child's teacher know prior to the absence

Teachers have a professional duty to follow up on extended or unexplained student absences and are asked to inform the Principal or Deputy Principal should they have difficulties in obtaining these.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	93.0%
Y02	92.1%
Y03	95.2%
Y04	94.9%
Y05	94.6%
Y06	95.1%
Overall average attendance	94.1%

Child Safe Standards

Goals & Intended Outcomes

- **To further our commitment to providing a safe environment for all students by actively implementing processes that establish expectations and accountabilities for people working with our students**

Achievements

All staff received ongoing professional development regarding Child safety and the Reportable Conduct Scheme to ensure the embedding of policies and commitments into everyday practice.

Human Resources practices were reviewed and processes refined to ensure child safety was addressed when employing new staff.

The embedding of procedures has led to staff having a clear understanding of what has to be reported and how support is offered. It has clarified our role as a school in child safety and highlighted to our community that child safety continues to be a school priority. The school actively displays all the relevant information posters around our school, as a visual support of staff, students and families who may require support in making a report.

Every adult, other than parents, who enters the school and has contact with students is inducted, agrees to abide by the Child Safe Code of Conduct. Contractors go through this process as well and as far as possible, work at school outside of school hours to minimise risk to students.

All staff and regular CRTs sign the ChildSafe Code of Conduct each year.

Leadership & Management

Goals & Intended Outcomes

- **To grow and sustain a staff culture that is characterised by shared vision, distributed leadership and a focus on continuous learning and improvement for all.**

Achievements

At the beginning of 2020 grade level teams participated in a survey that identified their personality traits that enabled conversations about who staff are and why they do things the way they do. Each team then created a Code of Conduct that they used and referred to throughout 2020 to facilitate productive and professional conversations.

Early in Term 1, all leadership members participated in the Introductory to GROWTH Coaching Course. This PD brought about a shared understanding of empowering conversations and solution focussed thinking. Throughout the year leadership continued to reflect on this PD and participated in coaching sessions and a refresher session towards the end of the year to maintain the focus.

By the end of Term 1, change brought about by COVID-19 became the major focus of the leadership team. Three weeks before the end of Term 1 it was evident that staff required professional development and a clear plan of how the school would manage remote learning if this was to eventuate. Staff meetings were changed to include PD on the Google Meet Platform and other resources such as EPIC that could be used online to facilitate learning. The Leadership worked on a Remote Learning Guideline and when remote learning did eventuate, sought feedback from students, parents and staff. Small and gradual adjustments were made to appease and improve the learning for all stakeholders.

The Leadership Team also made the decision to designate one leader per year level to support teaching teams and learning support officers. This member of leadership supported teams during planning sessions and made regular individual contact with members of the team. A daily 3.30pm question time was created on Google Meet where any staff member could log in and ask questions or discuss concerns with the Principal.

During the second round of remote learning, approximately 200 devices were loaned to families. Operoo and Seesaw announcements were the main forms of communication with families that occurred regularly during remote learning. A shared learning newsletter was developed and sent home fortnightly.

As parents became more involved in learning the leadership team identified the need to provide instructional support to parents. A series of recordings were made and shared with families about Reading and Number.

Annual review meetings were held for each staff member, via Google Meet, which allowed staff to reset their goals and plans for the end of 2020 and the beginning of 2021. On line, professional development continued throughout remote learning through the Google Meet platform. This allowed for all compliance PD to be completed and for the first three modules of the Intervention Cycle to be facilitated.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

- Emergency Management
- CPR
- Mandatory Reporting
- Intervention Framework - Modules 1-3
- Introduction to GROWTH coaching
- SWIS training
- CEOM - Western Region Literacy Leaders' Network Days
- CEOM - Student Diversity Leaders Network Days
- CEOM - Principal Network Meetings
- ICON finance training
- School Based - Faith Formation
- School Based - Weekly Professional Learning Team Meetings (Religious Education, Literacy, Maths, Student Wellbeing)

Number of teachers who participated in PL in 2020	35
---	----

Average expenditure per teacher for PL	\$2077
--	--------

TEACHER SATISFACTION

Throughout remote learning, staff at Christ the Priest embarked upon the Intervention Framework Professional Development. Part of this PD was to look at and evaluate the staff culture at the time.

This data showed that 57% of staff felt that the school was enacting a curriculum that recognises educational adjustments and that a further 35% of staff feel as though the school is working towards this. 96% of staff believe that educators at CtP are working together to make adjustments and individually tailor learning to maximise growth. 32% of staff believe that the school has sustained processes to regularly monitor and assess the progress of all students and a further 46% believe that there is evidence of this and the school is working towards establishment in this area.

During remote learning, teachers were given the option of a WWW and EBI survey. From feedback, adjustments were made by leadership in the support that was given to teams and the method and frequency of communication that was disseminated. Teachers were happy with the Google Meet platform and were grateful that this was a means of being able to stay in touch with families.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	82.1%
--------------------------------	-------

ALL STAFF RETENTION RATE

Staff Retention Rate	91.5%
----------------------	-------

TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	30.3%
Graduate	9.1%
Graduate Certificate	12.1%
Bachelor Degree	87.9%
Advanced Diploma	36.4%
No Qualifications Listed	6.1%

STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	39.0
Teaching Staff (FTE)	33.3
Non-Teaching Staff (Headcount)	17.0
Non-Teaching Staff (FTE)	16.3
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

- **To support student learning and wellbeing through the development of strong family and community partnerships.**

Achievements

In the area of communication, two newsletters were distributed per term, posts to social media were regular, the school website was continually updated and parental use of Operoo was established. Seesaw Home was introduced during remote learning, which allowed families to share student work with teachers. Seesaw also introduced an announcement feature that allowed for short and timely announcements to be made.

Whole school assemblies continued to be held three times per term via Google Meet. Fr Richard Rosse regularly attended assemblies, along with the Grade 6 Liturgy Leaders. All assemblies were recorded and made available to families through the school website. Grade levels continued to hold assemblies via Google Meet to continue recognising the achievements of students. Student awards were posted so that students could still receive their awards, even while learning at home.

The kinder program that was developed in 2019 was adapted to recorded video sessions that were made available to families. Photos of the activities that pre-schools participated in were shared via social media with parent permission.

The Prep Transition Program consisted of Google Meet meetings for parents, virtual school tours and pre-recorded transition sessions. 2021 preps were able to attend Christ the Priest for one transition session in groups of eight.

The end of the year concluded with an end of year Mass that was live-streamed via Youtube to families.

PARENT SATISFACTION

In Week 6 of Term 3, parents were surveyed in five areas;

1. Quality of the Learning Program
2. Quantity of the Learning Program
3. Focus on Student Wellbeing
4. Communication with Teachers
5. Enthusiasm of the student to engage in remote learning.

This survey was on a five point scale; 1 being the lowest and 5 being the highest rating.

Across each of the first four areas, 297 parents CtP scored above 4. The fifth area received a rating of 3.7. This was an overwhelmingly positive response to the learning programs and staff/parent relationships held at CtP over the period of remote learning.

Below are some of the parent comments of the CtP Remote Learning Program;

"I think my son has some level of fatigue with the online learning model, but full marks to CTP staff for effort to keep them engaged, thanks for the great work."

"You guys are doing an amazing job! I can't speak highly enough of how well you have handled this whole year."

"You are all doing an absolutely amazing job and I can't thank you all enough. You have truly put so much effort and detail into every aspect of the home learning program, taking every child's needs into consideration. Thank you xx."