



St Brigid's School Healesville

2021 Annual Report to the School Community



Registered School Number: 1013

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Minimum Standards Attestation

I, Julie Cooke, attest that St Brigid'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 2021 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 Schools.

21/03/2022

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

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

A Christ centred community;

Learning from the past,

Challenging the present,

Creating the future

School Overview

St. Brigid's, as a Catholic Primary school, exists to support the spiritual, intellectual, physical, social and emotional growth of all its students. We are continually striving to develop all involved in the school into a true Christian community where joy, hope and ongoing growth are experienced.

Building on the foundations already laid by the parents, St. Brigid's school strives to aid the child's acquisition of self-respect and respect for others and a sense of responsibility and justice. We aim to give each child equal educational opportunities by catering for individual needs.

We, therefore, work and pray together in this great task of providing a Christian atmosphere in which to bring the student to know and love God and preparing them to make a positive contribution to the wider community.

St Brigid's Catholic Primary School is set in the heart of Healesville and serves the surrounding areas of Yarra Glen, Toolangi, Chum Creek, Dixons Creek and Badger Creek. It participates in a wide variety of community activities and enjoys close relationships with other schools in the area.

St Brigid's Catholic Primary School is composed of fifteen classrooms, a Learning Diversity Room, a Discovery Centre, STEM room, gymnasium and Art/Cooking room. The students have access to a variety of playing areas, including: indoor gym, adventure playgrounds, an oval, grassed and asphalted area.

St Brigid's Catholic Primary School provides a comprehensive curriculum, which covers the essential aspects of children's behaviour, knowledge, learning capabilities and skills. The basis of our educational philosophy is student - centered learning involving critical thinking and inquiry.

Religious Education at St Brigid's is a focal point, it permeates each aspect of the curriculum across the school as well as providing opportunities for students to be involved in the Parish and wider community. Our Religious Education Curriculum is based on the Catholic Education Office Melbourne Religious Education Curriculum Framework which is used throughout the Archdiocese of Melbourne.

Principal's Report

Whilst 2021 was another incredibly successful year at St Brigid's, we, along with all within our sector, were challenged by COVID-19 once again. Our school was impacted because our Principal went on extended sick leave from the end of Term 2. The Deputy Principal was appointed Acting Principal for the rest of the year.

The disruption of the COVID-19 context can be a caveat on any school's progress. Our school responded positively and was reflected in the school's leadership, the resilience and commitment of staff, and the engagement, involvement and support of parents and students. The school was well placed to confront and manage the COVID-19 impact in our contemporary education context. In fact, adaptability, including in communication, support and digital delivery, has been built upon and evolved through the 2020 and 2021.

It was also the year of our Review. This was led by our Leadership team and supported by all staff. Our review report indicated the school has a strong commitment to faith and Catholic tradition. It is well established in the life of the school community. Knowledge and experience of Catholic faith and traditions is variable among families, students and staff.

Our efforts to improve student learning outcomes were acknowledged in the report as evidenced by sustained learning achievements in reading and numeracy. Learning and teaching has been stimulated by a strong alignment between the SIP and teacher professional interactions and learning. This has included the priority for obtaining real value from student data in terms of effectively informing strategic change and development. The report also acknowledged that the school has a continuous improvement approach to developing the effective use of student data to support learning growth.

The school's learning diversity and wellbeing focus included initiatives and strategies to support social and emotional learning, positive behaviour learning, respectful relationships, resilience, and catering for diversity. Re-focusing wellbeing support programs and delivery as needed in the COVID-19 and remote learning context was significant for many students and parents in terms of communication, engagement, connection with the school and general wellbeing support.

The adaptability of the school in successfully responding to the COVID-19 context generally has been widely and positively acknowledged by students, parents and staff. The school was especially active in seeking feedback from the school community in relation to remote learning. For many families both the feedback tools and the learning and wellbeing delivery modes opened up new and more consistent ways of communicating and engaging with the school.

It was indeed a year to celebrate our growth in resilience, and we thank our highly dedicated, creative and hard-working staff, who exceeded the highest of expectations, delivering an exemplary remote/online learning program for our students.

Despite these challenges, we continued to focus on building teacher capacity to improve classroom practice, and thereby, learning for all students. Demonstrating a deep commitment to the school and its students, staff invested considerably in creative practices and delivery modes for an online platform for a short time.

Ongoing investment in 'high impact' strategies will remain a priority in 2022

NCCD, led by the Learning Diversity Leader staff continued to refine our work in this area. As a whole, we sharpened our intervention framework to better target student needs and differentiate learning. The school has now fully implemented the NCCD guidelines, and we believe we are in a much stronger position to undertake this process again in 2022. In spite of the disrupted school

year, our students still enjoyed numerous successes and were provided with many opportunities to show initiative, creativity and leadership, albeit via an online platform.

Our vibrant and active parent community (P&F) worked tirelessly to ensure our community remained 'connected' and supported, despite the restrictions on opportunities to gather for typical events and functions. We also thank our highly committed School Advisory Board, who collaborated and continued to support the school over the year. Our families continue to contribute significantly to the welcoming culture and spirit within the school community.

St Brigid's looks forward with anticipation and excitement to a period of increased growth, learning and wellbeing for all in the St Brigid's community in 2022.

School Advisory Council Report

We also thank our highly committed School Advisory Board, who collaborated and continued to support the school over the year as we were not able to meet face to face. They continue to support and help leadership at the school to make decisions on matters that affect the school. Members of the Advisory Board participated in the School Review process and the reviewer was very impressed with the calibre of the Board.

Education in Faith

Goals & Intended Outcomes

Goals

- To embed the renewed RE framework using the Pedagogy of Encounter and Inquiry Approach.
- To increase teacher capacity to teach and assess students' learning in religion. (Adjusted goal)
- To develop the charism of St Brigid including the history of the school.
- To increase the awareness and active participation of the whole school community in religious celebrations.

Intended outcomes

- That teachers have an improved capacity to deliver an engaging RE curriculum using the Renewed RE Framework integrated with Inquiry Units.
- That teacher confidence is increased in the teaching of the Gospel stories.

Achievements

Achievements

Religious Education in the school year of 2021 began with a whole school liturgy to celebrate the beginning of the school year and our patron saint - St. Brigid. The staff of St. Brigid's school was also commissioned at this liturgy in front of the school children which usually doesn't happen as the commissioning was previously done at a Sunday parish mass. We met with the Parish Liturgy team to organise dates for sacraments for our Year 3, 4, 5 and 6 students. This year we had Year 5 students who were preparing for the Sacrament of First Eucharist as they Covid restrictions stopped that in 2020. A snap lockdown meant that our planned Ash Wednesday mass couldn't occur. Ashes signifying that we are followers of Jesus. were able to be distributed by classroom teachers on return to the classroom on Thursday 18th Feb. Due to Covid restrictions the Year 6 students were unable to attend the two Anointing Masses as per our usual arrangements. The senior students made comforting home-made cards that the care group handed out to the parishioners which were gratefully received during a difficult time for many elderly parishioners. Sacraments Three different lockdowns and Covid restrictions had a big impact on the preparation and celebration of sacraments during 2021

VALUE ADDED

Sacraments

Three different lockdowns and Covid restrictions had a big impact on the preparation and celebration of sacraments during 2021. All students learnt about the Sacrament of Reconciliation during Term1 and a group participated in a reflection session before participating in the sacrament on May 20th. During remote learning Year 4 & 5 prepared for the Sacrament of First Eucharist, due to ongoing lockdowns the masses needed to be rescheduled and were finally celebrated in November. Once again numbers were restricted due to restrictions. This

was similar situation for Year 6 students, they prepared for the sacrament during remote learning in Term 3 and had a short reflection morning once back at school. They were able to celebrate their Sacrament of Confirmation in December with Bishop Lesley Tomlinson.

The Religious Education leader and Acting Principal were part of a Rural Community of practice with four other schools in the region. They met regularly throughout Term 3 with Professor Peta Goldberg RSM to build knowledge in St. Mark's gospel and plan for a whole day professional learning day across the five schools. This day was held online on the 16th August for all staff at the five schools. Staff learnt about the literary and historical aspects of Mark's Gospel and engaged in discussions around various parables and healing miracles identifying specific literary patterns.

Four staff gained accreditation to teach in a Catholic school and three were accepted into further study beginning in 2022

. Prayer

Each class has a prayer table and gathers each morning for prayer together. The prayer table has the coloured cloth for the relevant church season. A copy of Children's Daily Prayer was purchased for each classroom to help guide and develop prayer time in the classroom. An online resource has been further developed for teachers to access music during this prayer time and seasons in the church calendar. The school prayer space continued to be used when classes were onsite. The senior level prepared the space during term one. The display was focused on the Caritas 2021 message of Oscar Romero - 'Aspire not to have more, but to be more'. Each class across the school visited and prayed using guiding questions and quiet music.

During term four we gathered as a whole school for a Remembrance Day liturgy which was led by our student Ministry leaders. Unfortunately, Covid restrictions meant that we were unable to hold a Graduation Mass this year.

Learning & Teaching

Goals & Intended Outcomes

Learning and Teaching

To build a contemporary learning community characterised by an environment that is challenging, rigorous, supportive and engaging. (2018 SIP)

2021 AAP Goals

- Build teacher capacity to analyse and use current student data effectively to inform teaching and case management.
- To develop a whole school approach to the learning and teaching of literacy and numeracy (modified)
- To continue using the elements of the Assessment Waterfall in daily teaching to differentiate teaching.

Achievements

A significant portion of the year was spent remote learning due to several periods of lockdown due to the COVID 19 pandemic. These intermittent periods of remote learning and the restrictions enforced on schools due to the pandemic had a significant impact on our ability to address the priorities identified in our 2021 Annual Action Plan. As a school, we have had to be mindful of the wellbeing of both students and staff during a very difficult and challenging year and this has meant that we have often had to place a focus on areas and goals other than those that were developed in our Annual Action Plan.

The staff worked hard to ensure a continuation of learning for children and adapted their practise throughout the year to best ensure attendance and engagement in online learning materials. In adhering to operational guidelines, students "at risk" were encouraged to receive onsite supervision and support throughout remote learning periods. Overall, all students were supported through their learning through differentiated activities, online Google Meets and regular communications.

Specialist subjects remained as Indonesian, STEM, Physical Education and The Arts. We continued to provide access in sport through; Swimming, Cross Country, AFL clinics District and divisional level sports, and athletics carnivals .

Towards the end of 2021, our Assessment and Reporting processes and schedules were utilised. Students are assessed annually in November via the ACER PAT testing and Fountas and Pinnell Benchmarks which is then evaluated and analysed by staff when determining student successes, growth and needs. Staff continue to use this data to triangulate the results to determine the goals 2022.

In Mathematics this year, we have implemented two new programs including 'Getting Ready in Numeracy' (GRIN) and 'Early Number and Algebra' (ENA). GRIN provides small group support in mathematics and is currently taking place with two groups in the senior levels, with the plan to expand this program into the middle levels next year. ENA is an assessment tool that provides teachers with specific data on student achievement and allows for highly targeted learning

experiences in the Junior years. For both programs, we have gained pleasing data which shows the impact of each initiative. We have continued the focus on writing as our major focus for literacy this year and will continue to focus on it next year. Data shows improvement in writing.

We continued to provide two intervention teachers in the support in Literacy and this continued during remote learning .

Feedback from parents and students has been positive about the remote learning program.

Assessment days were trialled at the beginning of the year so that teachers began with current literacy and numeracy data on each student and were able to spend one on one time with their new students before school began.. Teachers found these days extremely valuable in getting the data about each student at the beginning of the year and being able to start the year with current, rich data for learning.

2021 was our review year. The review report stated that we are a contemporary learning school in that we are innovative in our approach to learning. We focus on informed research supported by professional learning aligned with our School Improvement Plan. We have a commitment to school vision and values, and to pursuing, reflecting upon and responding to our School Improvement Plan. It also stated that we are committed to and provide practical support for the use of student data to enhance individual learning student learning growth and teacher practice in catering for learning diversity.

STUDENT LEARNING OUTCOMES

The percentage of students in Year 3 reaching minimum standards has increased between 2019 to 2021 in grammar and punctuation, numeracy and spelling. Reading has decreased by 5%.

The percentage of students in Year 5 reaching minimum standards has increased between 2019 to 2021 in grammar and punctuation and reading. Numeracy decreased by less than 1% and writing by 3.6%.

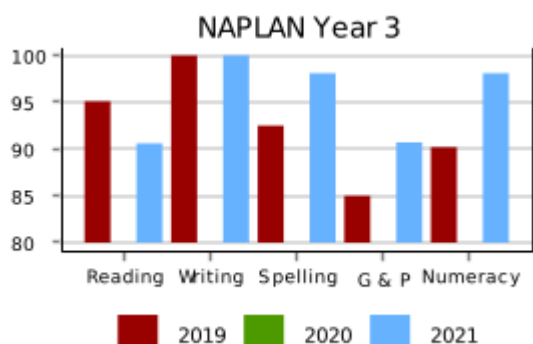
Writing has been identified in the Annual Action Plan as a major focus for professional learning. Naplan results have formed part of the analysis for the identification of the focus.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	85.0	-	-	90.7	-
YR 03 Numeracy	90.2	-	-	98.1	-
YR 03 Reading	95.1	-	-	90.6	-
YR 03 Spelling	92.5	-	-	98.1	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	90.7	-	-	92.1	-
YR 05 Numeracy	98.1	-	-	97.3	-
YR 05 Reading	98.1	-	-	100.0	-
YR 05 Spelling	98.1	-	-	92.1	-
YR 05 Writing	98.1	-	-	94.7	-

* 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

Goals and Intended Outcomes

2021 SIP Goal:

- To develop students as enablers of their own learning and wellbeing so that they can take their place in the world as confident and responsible citizens.

2021 A.A.P Goals

- To build and consolidate a shared understanding and whole school approach to the wellbeing of all our students.
- To embed efficient processes for teachers to meet students' needs.
- To give students opportunities to engage and have a voice in all aspects of the school community.

2021 Intended Outcomes

- That students are engaged, confident, independent and interdependent learners who feel connected to school and the broader community.
- That students and families feel they have a voice in the student wellbeing process. PBL initiative.
- All staff are supported to meet individual student needs.
- For staff to use the LD drive for student record keeping for NCCD, wellbeing and access to academic data.
- Students improve their learning opportunities and personal skills by utilising the goals and strategies put in place throughout the student wellbeing process (student voice).

Achievements

- Ensuring all staff completed First Aid Training and Mandatory reporting modules. The Learning Diversity and Student Wellbeing Leader also completed the MARAM,FISS and CISS - child information sharing scheme.
- The Student Wellbeing continued to significantly impact by COVID in 2021. We continued to go in and out of lock down for a total of 113 days last year. Many families, parents, students and staff were affected financially, emotionally and socially. The students in particular were affected by the uncertainty of the COVID restrictions. Many experienced a disconnection from their friendship groups and lost opportunities to experience and learn from each other. E.g. Sharing , negotiation skills, compromise, taking turns etc. Students also missed the classroom environment and face to face teaching experiences.
- Many individual supports were put in place to assist the Healesville Community with the assistance of St Vincent's and the Community Care Group. These included ready-made

meals, food vouchers, school uniforms and computers for some students going into Year 7, petrol vouchers, assistance with bills such as power, phone and gas.

- Individual students and families were supported with social emotional and learning issues through individualised learning plans and regular phone contact and support.
- Students with additional needs were closely supported with a low student to staff ratio on site at school at the request of their parents.
- Online students were given daily check-in activities to gauge their physical reactions to stress, worries and anxiety. They were also provided wellbeing activities which focused on-growth mindset, mindfulness, and resilience skills. There was also a focus on maintaining a sense of community and friendships
- We continued to support students and their families with ongoing regular Extended and PSG meetings so we could work as a team to develop appropriate adjustments and SMART goals in relation to individual disabilities.
- Supporting various parents with specific parenting issues to reduce behavioural difficulties regarding their family. E.g.: School Refusal and aggression.
- Supporting staff by working through adjustments and strategies for students who were disengaging during online learning.
- Completing and submitting funding for NCCD and ATSI students.
- Learning Diversity leader attended MACS programs that were relevant to the Learning Diversity and Wellbeing role.
- Going into fourth term students needed opportunities to reconnect with their peers relearning how to share, negotiate, share feelings, and positively play together. They also needed practise positive classroom behaviours.

VALUE ADDED

Moving Forward: ANNUAL ACTION PLAN GOALS 2022:

Priority 1: Consistent and effective pedagogical practices

Goal: To ensure consistent, personalised and differentiated learning and teaching approaches

- Key Improvement Strategies: Understand the progression of learning and design meaningful learning opportunities for all students based on data.
- Investigate as a staff to develop student agency

Priority 2: Authentic feedback culture

Goal: To establish a culture of authentic feedback for students and staff

- Ensure that students can articulate what they are learning and why
- Build collaborative practices for student and staff feedback
- Intervention sessions continued with students throughout the year with the Intervention Staff online and onsite.

- As a staff we began the process of the PBL- Positive Behaviours for Learning. This is a three to five-year process. We developed a PBL team and had several staff development days where we developed the school expectations - Be Safe, Be Respectful, Be Responsible and Be Kind. We also develop the PBL Matrix which we will teach the expected behaviours in relation to various areas within the school- Playground, transitions, and learning areas etc. The Gotchas and shields were also developed to recognise and reinforce positive behaviours from the students.
- Our student leaders were given opportunities to practise their leadership skills when we returned to school- holding Assemblies, meetings with leadership and making some decisions particularly with the school graduation.
- Assisting small groups and individual students with friendship issues and self-regulation.
- In Term 3 and 4 a group of students (up to 15) from Grade 3 and 4 who were struggling with anxiety met weekly for the Cool Kids Club. They developed an understanding of their body signals and strategies to help them cope with anxiety. Importantly they shared their feelings and learnt that others also struggle with similar issues.

STUDENT SATISFACTION

MACSIS Student Survey- domains: rigorous expectations (1), learning disposition (6)

STUDENT ATTENDANCE

- Absenteeism was recognised as an issue at St Brigid's. The Learning Diversity and Student Wellbeing Leader developed a RTI model and interventions to address the issue. The level of Absenteeism has been closely monitored over the last three years however we are aware that COVID has greatly influenced student attendance.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.3%
Y02	95.0%
Y03	94.6%
Y04	93.5%
Y05	94.1%
Y06	95.1%
Overall average attendance	94.6%

Child Safe Standards

Goals & Intended Outcomes

Our review report indicated that we have a strong focus on student wellbeing as central to all policies, programs and practices

We have a wide range of policies including MACS policies that focus on the well-being and safety of our students. These will continue to be embedded into everyday practice.

Achievements

We have developed a plan for the implementation of PROTECT so that we can identify and respond to all forms of abuse in Victorian Schools.

Child safety is always part of the agenda in leadership meetings so continue to implement strategies and initiatives in the school to enhance the safety of our students. One of these initiatives is the Positive Behaviours for Learning program that we are implementing in partnership with MACS. The teachers, students, and parent community identified 4 key expectations. One of these was 'Safety' A matrix has been finalised which outlines key positive behaviours expected around safety in all areas of the school. This is visible in each classroom and is monitored in a shared approach to the safety of our students.

Cybersafety is taught each year as part of the curriculum, and we have facilitated online experts to run parent and student sessions on cybersafety.

Leadership & Management

Goals & Intended Outcomes

To build a professional learning community which is characterised by respectful, positive relationships, high expectations, collaboration and a focus on continuous improvement. (2018 SIP)

- To build shared beliefs and understandings of teaching and learning as a whole staff.
- To build the leadership team's knowledge of the Assessment Waterfall (L.Sharratt) in order to lead the learning with teachers.
- To continue to build the use of descriptive feedback to build a feedback culture.

Achievements

[LMAchievements]

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

SILC with Simon Breakspear

Positive Behaviours for Learning with MACS

Getting Ready for Mathematics

Early Number and Algebra

Cyber Safety

Mandatory Reporting

NCCD

Religious Education with Peta Goldberg - Reading scripture

Literacy - Writing

Writing Moderation

Number of teachers who participated in PL in 2021

42

Average expenditure per teacher for PL

\$26

TEACHER SATISFACTION

The survey indicated that teachers thought that they worked well together successfully in teams to improve teaching and learning and that leadership provide the conditions for this to happen

productively. Staff have a strong belief that they have the knowledge and skills to continue to improve instruction. The data also showed that the school has a positive climate for learning.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	84.7%
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ALL STAFF RETENTION RATE

Staff Retention Rate	92.1%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	22.2%
Graduate	16.7%
Graduate Certificate	16.7%
Bachelor Degree	66.7%
Advanced Diploma	11.1%
No Qualifications Listed	16.7%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	31.0
Teaching Staff (FTE)	25.8
Non-Teaching Staff (Headcount)	12.0
Non-Teaching Staff (FTE)	13.4
Indigenous Teaching Staff (Headcount)	1.0

School Community

Goals & Intended Outcomes

To build and enhance authentic partnerships for learning within our school and the wider community. (2018 SIP)

2021 AAP Goals

- To engage parents authentically in their children's learning.
- To make visible for students the connection between what they are learning and the teachings of Christ to their interactions with those around them, locally and globally.
- To explore the best ways to communicate with parents both in the classroom and the wider school community

Achievements

The COVID-19 restrictions have had a significant impact on our efforts to build on the collaborative partnerships with families, parish and the wider community to optimise learning and wellbeing and maintain an inclusive and informed school. Many of the day-to-day conventions and annual family events that underpinned connections to the school community could not proceed in 2020 and 2021.

We continued to build on our use of communication tools such as Seesaw, Facebook and video conferencing during the remote learning periods to engage with families and students. COVID restrictions have prevented us from having parents on-site and actively promoting increased levels of parent participation and engagement in the life and development of the school community. It will remain an important future goal to get more families to come into school, volunteer their time and gain a better understanding of learning at St Brigids. The move to remote learning and the communication challenges this created was addressed through innovation, creativity and persistence to support our community. Developing new ways of engaging, involving and informing parents, and seeking their views and feedback were acknowledged in the 2020 school-based parent surveys. Elements of this experience could be transformational in terms of future engagement and communication with the school community.

Our Mother's Day Pamper morning was organised a bit differently and mothers were scheduled across the day so we could manage the restrictions. It was a successful event with many Mums, Grandmas and special ladies in attendance. The students prepared a song for their special mums, had a family photo in the photo booth and scones and cream was served for morning tea.

The annual Walkathon went ahead as one of our regular community events

All students have been able to participate in swimming lessons this year even though it was only for one week.

PARENT SATISFACTION

CEMSI September 2019 parent survey data for each domain whilst below benchmarks, may be more indicative of the low response rate to the survey as not many parents completed the survey. The data was in contrast with perceptions of the review parent group discussion which was positive, and balanced in terms of identifying improvement opportunities. A practice of parent focus groups, held in between annual or variable date surveys, could be valuable in deepening understanding of different community perspectives. Forums to seek input to identify community partnerships, as connections to improve student learning and social action opportunities, could be considered. □ Many of the day-to-day conventions and annual family events that underpinned connections to the school community could not proceed in 2020