



St Gregory the Great School Doncaster

2020

Annual Report to the School Community



Registered School Number: 1678

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Contact Details

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E NUMBER	E1268

Minimum Standards Attestation

I, Michelle Verna, attest that St Gregory the Great 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.

31/05/2021


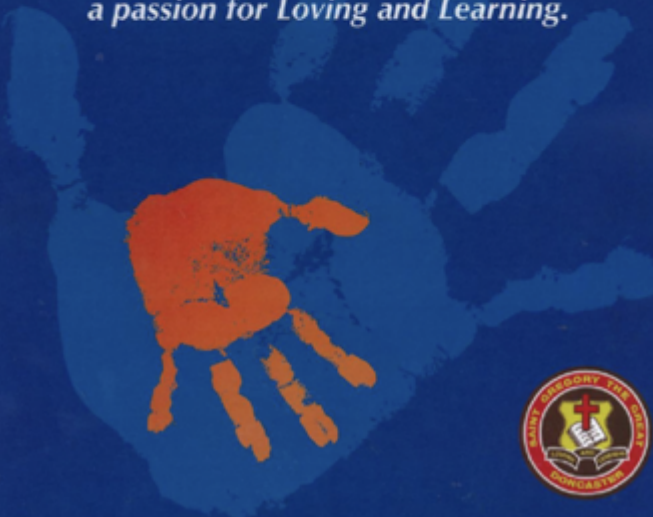
NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Our School Vision

VISION STATEMENT

*St. Gregory the Great Catholic School
is called to serve the children and families
of St. Gregory the Great Parish
and the wider community.*

*We hold and teach the beliefs and practices
of the Catholic Church, engage with parents,
and inspire in our children
a passion for Loving and Learning.*



School Overview

St Gregory the Great Catholic Primary School is situated on the corner of Manningham and Williamsons Roads, Doncaster. The school commenced in 1968 as one room at Ss Peter and Paul's Primary School, East Doncaster. During 1969, three portable classrooms were purchased from East Doncaster and moved to the present site on Williamsons Road. These three portables, along with other portable classrooms were bricked together to form the main building. Children moved into this block at the commencement of term three, 1969. St Gregory the Great received formal registration from the Registered Schools Board in February 1970 under the direction of the first Principal, Teresa Bushell, Fr John Mullally was the first Parish Priest. The present Parish Priest, Monsignor Anthony Ireland, has been at Doncaster since September 2009. Miss Michelle Verna, current Principal, commenced at St Gregory the Great Catholic Primary School in January 2018.

St Gregory the Great Catholic Primary School is called to serve the children and families of St Gregory the Great Parish. We strongly believe that the school is a vital component of the Parish in the nurturing of faith of its children from Prep to Year 6. We cherish our supportive community spirit. We celebrate our faith with contemporary liturgies, give practical witness to Gospel values and explore current social issues. Throughout the school year many opportunities are provided for school families and parishioners to be actively involved in educational, emotional, and fundraising activities. The major aim of our Parish Primary School community is the Christian development of the children within the context of the Catholic tradition. From Year 3 onwards, children have the opportunity to be trained as altar servers and commit to service at Parish Masses. Years 3, 4, 5 and 6 children attend the 9am Parish Mass each week.

On Census Day in February 2020 there were 396 children enrolled at St Gregory the Great Catholic Primary School in 16 classes organised as follows:

3x Prep classes

2x Year 1 classes

2x Year 2 classes

1 x Year 3 class

2x 3/4 classes

1x Year 4 classes

2x Year 5 classes

3x Year 6 classes

St Gregory the Great Catholic Primary School is in the high socio-economic grouping of schools and in 2020 employed 38 staff members. At all times the staff of St Gregory the Great Catholic Primary School is dedicated to the education and wellbeing of our children. We are a high achieving school and go to great lengths to maintain this level of achievement, as identified in the School Improvement Plan.

Principal's Report

Dear Parents and Friends,

It is with pleasure that I present to you the 2020 Annual Report to the School Community. We are extremely proud of our achievements this year through the many programs we offered both online and onsite. St Gregory the Great Catholic School, parish and wider community worked together in providing a very high standard of learning and teaching, in all aspects of the curriculum.

Our positive partnership with families was evident once more when we were warmly invited into the homes of our students and school families via Google Classrooms and Google Meets. This significant point of difference in comparison to other schools in the area, involved staff teaching whole and small focus groups face-to-face and being available online to answer questions for students and their parents throughout the day. This model was well-received and contributed to the great results of our students.

Students are at the heart of all that we do at St Gregory the Great Catholic Primary School, with many opportunities for student voice and parent engagement. St Gregory the Great Catholic Primary School continues to be part of the Learning Collaborative using ongoing data to inform our planning and teaching. This has involved collaboration with other Catholic Schools in the Eastern Region. This has been inspired by our work with Canadian Educationalist Lyn Sharratt.

Our staff at St Gregory the Great Catholic Primary School are a dedicated and experienced group of educators, who are committed to achieving the best outcomes for all students. Their approach to learning and teaching is informed by best practice, and they continue to improve their own professional learning by setting individual professional learning goals and receive support throughout the year in a coaching and mentoring process.

At St Gregory the Great Catholic Primary it is our aim that your child/children come to know the person of Jesus Christ and be encouraged to live out the Gospel values in their daily lives. The 2020 school year saw many opportunities for Mass online for students as well as attending Mass onsite when restrictions were lifted. Students received the opportunity to reflect on Monsignor Tony's 'take home message' and connect this to their lives. The Sacramental program was put on hold for most of 2020. Later in the year, directives from the Archbishop Peter Comensoli enabled the celebration of the Sacrament of Confirmation with restrictions. Thank you for the support and guidance from Monsignor Tony and staff.

All children from our Prep to Year 6 enjoyed a great year of learning and fun as they engaged in specialist programs in the Visual Arts, Performing Arts, Physical Education and the Language programs of Mandarin and Italian, both online and on site. Chinese New Year celebrations in February focussed on the Asian perspective of our culture. A Multicultural day was also celebrated online in August, as part of our Languages program. These opportunities highlighted the benefits of belonging to a diverse multicultural community.

St Gregory the Great Catholic Primary Schools commitment to innovation was also evident with its involvement with the Digital Technologies project, Coding Animated Narratives as Contemporary Multi-modal Authorship in Schools (CAN). This was a collaborative project with the Australian Catholic University, Macquarie University, University College London, and with Marcellin College.

Renowned for the many extra-curricular programs that are offered, our students were given the opportunity to participate in events such as Catholic Education Melbourne STEM Mad Online Expo, Year 6 Big Day Out and a modified outdoor Year 6 Graduation ceremony.

This report has been uploaded to the school website and parents can collect a copy from the school office or be sent one on request.

We are proud of the high quality of learning and teaching, the positive and supportive relationships within our community, as well as the warmth and welcome to all.

It is with this in mind that I ask that you please join me in thanking Monsignor Tony Ireland for his ongoing support and congratulating our students, parents, and staff for their amazing efforts in 2020!

Michelle Verna

Principal

Education in Faith

Goals & Intended Outcomes

To strengthen our Catholic Identity in the context of a contemporary world.

- Continue with the Religious Education Collective to support assessment and reporting in R.E.
- To further strengthen St Gregory the Great Catholic School as a prayerful, active, and authentic Catholic community in which individuals are supported to live their faith in the contemporary world and enhance Catholic identity.

Achievements

To achieve the goals and intended outcomes of St Gregory the Great Catholic Primary School in the area of Education in Faith, the following strategies and ongoing practices were undertaken during the 2020 calendar year:

- The School Vision and Mission Statements have been central to the life and work of the school to continue to build a community in which the traditions and beliefs of the Catholic Faith permeate all areas of the curriculum.
- The Religious Education Program at St Gregory the Great Catholic Primary School sits within the context of the Education Framework for the Archdiocese of Melbourne, Horizons of Hope.
- The Learning Progression at St Gregory the Great Catholic Primary School in Religious Education has followed the Religious Education Curriculum which comprises of three strands of learning and five content areas:
 1. Knowledge and Understanding
 2. Reasoning and Responding
 3. Personal and Communal Engagement
 - I. Scripture and Jesus.
 - II. Church and Community.
 - III. God, Religion and Life.
 - IV. Prayer, Liturgy and Sacrament .
 - V. Morality and Justice.
- The Catholic Education Melbourne Religious Education curriculum has been used by staff to inform planning and designing of the curriculum to provide authentic, relevant, and rich learning experiences for the diverse learning needs and backgrounds of the students and in particular this year's unique context of online learning.
- A strong focus was given to designing rubrics covering the three strands of the Religious Education curriculum learning to evaluate student learning.
- Links were created between the Inquiry Learning and Religious Education curriculum and developed during level planning.
- The Core Principles (Common Good, Solidarity, Subsidiarity and Human Dignity) of Catholic Social Teaching featured as part of the Religious Education curriculum planning.

- The Catholic Identity of the school continues to be highlighted with religious icons displayed in classrooms and around the school and in practices of prayer and worship.
- Prayer continued to form an integral part of each day as the children and staff engaged in practices such as meditation. Students gained experience in praying prayers of petition, praise, penance, and reflective opportunities to enable the deepening of their relationship with God
- To Know, Worship and Love was made available via the Google platform for the staff to include as part of planning for the students to use as a resource during online learning
- The Catholic Faith was celebrated as a community through assemblies, liturgies and Masses as determined by the Liturgical Calendar. Due to COVID 19 these celebrations were predominantly celebrated via Zoom links. These celebrations included Holy Week, The Resurrection, St Gregory the Great's Feast Day, praying The Rosary and Migrant and Refugee Week.
- The Year 3 to 6 students participated in Masses weekly with the parishioners via Zoom link set up by the Parish Priest to provide the opportunity for continued participation in celebrating the Eucharist. The principal and the staff read readings and Responsorial Psalms. On occasions the principal was present at the Mass and acted as Eucharistic Minister. The tradition of Monsignor Tony's Take Home Message continued, and students reflected on The Word and the homily as a follow-up activity.
- Adjustments were made to Reporting and Assessment for Religious Education due to Online Learning as recommended by CEM staff.
- Four Confirmation Masses were celebrated in St Gregory the Great Parish church by Monsignor Tony Ireland for the Year 6 students.
- Social Justice actions were a focus particularly at Christmas where the school community supported the annual Vinnies Christmas Tree appeal with generous donations of gifts and funds.
- Education in Faith continued to feature as an agenda item during Parish Education Board Meetings. A presentation about the Religious Education Curriculum and initiatives was shared with the board members by the Religious Education Leader.
- The Religious Education leader participated in online Professional Learning related to CEM Resources - Teach Cool available on the REsource page through Google Meets with CEM RE Consultants and other Religious Education Leaders.
- The Religious Education Leaders participated in Google Meet sessions to stay informed about relevant strategies, resources, and experience to enhance Education in Faith Learning online.

VALUE ADDED

At St Gregory the Great Catholic Primary School, we continue to develop and strengthen our Catholic Identity through a rich and dynamic Religious Education program. St Gregory the Great's School Vision underpins the life at the school whereby it is a priority to engage with parents and inspire in our children an appreciation for Loving and Learning.

The Horizons of Hope Framework has been significant in guiding the implementation of the Religious Education program with a focus on the core principles being 'deep learning', 'animated learners' and 'powerful teaching'.

The ongoing commitment from the Leadership Team to provide opportunities for relevant professional learning for staff to gain expertise in the delivery of contemporary learning and teaching practices ensuring that the Religious Education Curriculum supports the Faith development of students and their families.

Students have consistently been provided with opportunities to make strong connections with the Core Catholic Social Teaching principles through Inquiry units linked to the Religious Education Curriculum.

Learning & Teaching

Goals & Intended Outcomes

To build a collaborative and engaging learning environment that focuses on rigour, challenge, and high expectations.

- That consistent practices and strategies for personalising student learning will lead to improved student outcomes (learning growth) in literacy and numeracy.
- That the students will be more engaged and motivated learners.
- To provide a contemporary learning environment that equips all students to engage with the Catholic tradition for success as leading learners of their 21st century world.

Achievements

During the year 2020, the following achievements and ongoing practices ensured the continued positive outcomes at St Gregory's School in the area of Learning and Teaching.

The majority of Learning and Teaching was delivered in an online capacity by the classroom teachers and specialists. All classes continued with direct teacher instruction to the students and activities were provided daily via a posted schedule on Google Classrooms. This allowed the students access to relevant and current work to improve their learning.

Specialist teachers continued to deliver their programs online which allowed students access to a variety of subjects throughout the week.

- The Specialist areas that were taught during 2020 were Physical Education, Visual Arts, Performing Arts, Mandarin, and Italian languages.
- Staff participated in a number of professional development opportunities such as EAL new curriculum, essential assessment reporting, mindfulness, behaviour management and learning diversity.
- Attendance of Learning networks in literacy, numeracy, teaching and learning continued in 2020 with the majority being in an online capacity through live meetings and webinars.
- The Learning Collaborative (TLC) led by Lyn Sharratt continued in 2020 and the area of focus for the whole school aims at improving student growth in Mathematics.
- The 14 parameters of learning were unpacked and discussed by all staff. Staff began using learning intentions and success criteria to enhance student learning and allow for effective feedback in all subjects.
- The Learning Collaborative team continues to attend professional development and develop the whole staff through staff meetings and Professional learning teams.
- Initiatives such as Learning walks, Case Management Meetings, the set up and use of a whole school data wall, 'Bump it up walls' and the third teacher to enhance student feedback are being implemented across the school.
- Professional learning teams (PLT) allowed the opportunity for staff to collaborate in a collegial environment and engage in professional conversations. These conversations were initiated by professional reading on a variety of educational topics, student growth, moderation of work samples, planning effective and engaging activities and supporting and developing skills in a variety of areas.

- The staff used data to inform teaching and learning and used small, targeted teaching groups to implement a differentiated approach to individual learning needs.
- The assessment used in 2020 was Progressive Achievement Tests in Mathematics and Reading (PAT M & R), Essential Assessment for Mathematics, SINE Mathematics, Reading Running Records, Benchmark Assessment System (BAS) for reading fluency and comprehension, Peter's dictation, South Australian spelling, focus books and other formative and summative assessments.
- The data gathered from this testing has allowed the teachers to differentiate learning and cater to students needs with a more informed approach.
- The end of semester one and two academic reports was made available for parents to access via the parent report portal through the nForma reporting package. Semester one report followed the same format as the previous year however, semester two had limited comments and learning descriptors due to assessment limitations.
- New literacy resources were purchased for all levels. These reading books will be used as classroom resources.
- Resources were purchased for Science and Mathematics to enhance the use of concrete aids in the classroom.
- The Junior level used the programs PM, Sunshine Online and Wings Online to enhance their reading program.
- Electronic programs such as Mangahigh, Mathletics and Read Theory, Study ladder and Readworks are used in different levels across the school.
- The Leveled Literacy Intervention program was scanned for electronic use and the resource was completed ready for use in 2021.
- Learning Support Officers continued to support students with needs and this also continued in the senior classes during remote learning and teaching.
- Book week was celebrated online and the students participated in numerous book week literacy activities.
- The school took part in an NCCD audit with an external auditor to ensure the school's evidence and record keeping was up to date.
- The S.T.E.M. Mad Challenge was held as a virtual event and St Gregory the Great Catholic School had two entries in the competition run by Catholic Education Melbourne (CEM). The first entry focused on a sustainability theme and the second focused on wellbeing. One entry won the innovation award, and the other entry was runner-up in their section.
- Chromebooks were distributed to the Year 3 and 4 students. All students from Year 3 to Year 6 have a chromebook for individual use.
- Laptop computers and ipads continue to be used by students in Prep to Year 2 allowing all students access to technological learning.
- Online learning improved technology skills through the use of Google Classrooms, Google Meets, Google Docs and turning work in electronically. The use of slide shows, videos and Google sites enhanced the presentation skills of the students.

Due to the school operating remotely, a range of activities such as the kitchen garden program, incursions, excursions, camps, visiting authors, book fair, swimming program, interschool sport, district sporting competitions and extracurricular activities were cancelled during 2020.

STUDENT LEARNING OUTCOMES

NAPLAN DATA 2020

Due to COVID-19 the students did not complete NAPLAN assessments.

Progressive Achievement Test (PAT) are completed in May and November. The following data shows the progression of the students from 2019 to 2020 in PAT Mathematics and PAT Reading.

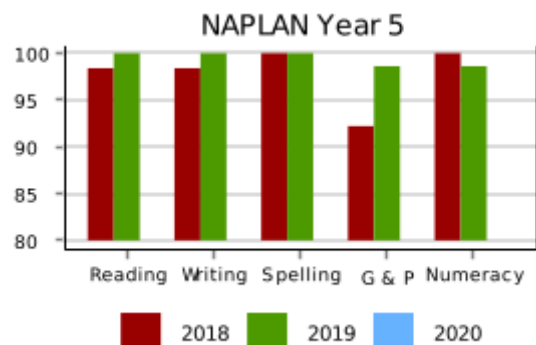
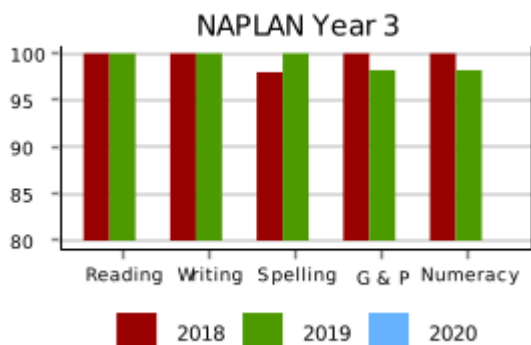
The data shows that the results are consistent from 2019 to 2020. The median has increased in Mathematics from 113.2 in 2019 to 114.1 in 2020. The median has also significantly increased from 103.2 in 2019 to 111.7 in 2020 in PAT Reading.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	98.2	-1.8		
YR 03 Numeracy	100.0	98.2	-1.8		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	98.0	100.0	2.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	92.2	98.6	6.4		
YR 05 Numeracy	100.0	98.6	-1.4		
YR 05 Reading	98.4	100.0	1.6		
YR 05 Spelling	100.0	100.0	0.0		
YR 05 Writing	98.4	100.0	1.6		

* 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.



Student Wellbeing

Goals & Intended Outcomes

To develop students as self-managing and self-regulating learners who increasingly take responsibility for their holistic development and that of others.

- That the students will be more confident in their learning.
- That student behaviour will improve.
- To provide a learning environment that is inclusive, collaborative, supportive and reflective of our Catholic Identity.

Achievements

To achieve the goals and intended outcomes of St Gregory the Great Catholic Primary School in Student Wellbeing, the following strategies and ongoing practices were undertaken during 2020.

- The Child Safe Standards continued to be a major focus ensuring their continuous development and compliance with the Ministerial Order 870.
- Staff members completed the Mandatory Reporting eLearning module.
- The Student Wellbeing Leader attended the new Learning Diversity network and Nationally Consistent Collection of Data (NCCD) information day, Wellbeing network with CEM staff and Wellbeing Cluster with participating local schools.
- The Student Wellbeing Team Leader continued in her role overseeing the areas of Student Services and Student Wellbeing.
- Parent Support Group (PSG) meetings continued to be conducted for students experiencing difficulties in social, emotional, academic, or physical areas incorporating where necessary the support of CEM Psychologist, Speech Pathologist and Learning Consultants. CEM staff provided support in writing Personalised Learning Plans for many students on the NCCD list
- CEM consultants met with staff to inform them of services and processes available to assist teachers in meeting the needs of students with English as an Additional Language (EAL) and to ensure teachers were familiar with the updated curriculum in EAL.
- CEM psychologist and speech pathologist met with selected staff to offer support and discuss various strategies to assist with student behaviour issues experienced in the school setting.
- CEM consultants met with classroom teachers to discuss strategies for hearing impairment.
- The school offered the services of one school counsellor for two days a week for students for one term only. Services were not provided during remote learning.
- As part of the Cybersafety program, all students received a Digital Device User Agreement to share with their parents and return to school signed before being allocated a digital device; Year 3 to Year 6 students also received a Chromebook Contract to share with parent and return to school signed.
- As members of The Alannah and Madeline Foundation, initiatives related to cyber safety and cyber bullying eSmart were included as part of the curriculum as was incorporating the Better Buddy program.

- Better Buddy days were designed to allow students to interact with students across levels. A session in week seven of each term was dedicated to a whole school Better Buddy activity to promote the importance of building strong relationships within the school community.
- Year 6 students were allocated a prep buddy for the entire school year and they participated in weekly activities together.
- Students received services from external agencies such as the Department of Education Primary school nursing program (PSNP); SCOPE Physiotherapy and Occupational Therapy and private Speech Pathologists, Occupational Therapists, Psychologists and other medical practitioners.
- Selected students in Year 1 continued to receive extra support through the Reading Recovery and Literacy group programs.
- Restorative Practices continued to be the approach used in supporting students to manage conflict resolution.
- The Transition program for preps, included three morning sessions and an orientation morning for all new Prep children, where they also met the 2021 teachers and buddies. These sessions were held onsite with parents being unable to attend the sessions due to COVID restrictions.
- Members of the Leadership Team conducted Volunteer Interviews in accordance with Child Safety requirements.
- The Student Wellbeing Team continued to promote the Respectful Relationships Teaching Units incorporating Resilience, Rights and Respectful Relationships, Daniel Morcombe and Child Safety.
- Online links were published in the newsletter to provide support to parents about relevant information to build resilience in children and to promote wellbeing across the community.
- Secondary school Staff met with Year 6 teachers to discuss background information about prospective students moving to secondary schools.
- Transition meetings for students with needs were held with Secondary school staff, parents, and current teachers.
- There was a Whole School Transition Day held in Term 4 for students to meet their 2021 teacher, new classmates and visit their new classroom.
- All staff and students were involved in performing emergency evacuation/lock down drills.
- Year 6 students developed leadership skills whilst holding a leadership role in 2020.

Many wellbeing activities were cancelled in 2020 due to COVID-19. These activities were: The whole school Mini Vinnies School Soup Lunch Day, extracurricular activities which included Chess Classes; Kids Unlimited Cooking Classes; Marcellin College Nutrition Classes; Hooks and Rods Club, the Kids View Social Justice Conference, information evenings, camps, incursions and excursions.

VALUE ADDED

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- Online learning improved technology skills through the use of Google Classrooms, Google Meets, Google docs and turning work in electronically. The use of slideshows, videos and Google sites enhanced the presentation skills of the students.

STUDENT SATISFACTION

According to St Gregory the Great Catholic Primary School's Insight SRC survey data in relation to other Victorian schools, Student Morale is in the top 30% which is relatively high and indicates that children feel valued and respected. The Insight SRC data shows that Student Motivation and Learning Confidence are high, indicating that children see themselves and their abilities in a positive manner and are motivated to perform to the best of their ability.

STUDENT ATTENDANCE

The average student attendance over the year was 96.1%. This high attendance rate shows the commitment and dedication of our children and their parents. Children and their parents see the value of attending school regularly. In accordance with our school policy, parents are contacted if students are absent from school for more than three days without explanation.

At St Gregory the Great Catholic School, we manage non-attendance by students as follows:

- All student absences are recorded in the morning (by 9.30am) and the afternoon (by 2.30pm) by teachers.
- The principal has the responsibility to ensure that attendance records are maintained and monitored by the school.
- A phone call to parents is made in the morning of unexplained absences.
- All enrolled students are required to attend school regularly and are only absent if ill or if necessary.
- Parents have a further responsibility to communicate to the school explaining why an absence has occurred either via email, phone call or written note on the day or prior.
- The principal has a further responsibility to ensure that unexplained absences are investigated, and that high levels of absenteeism are adequately explained.
- Parents will be notified of high levels of unexplained or unapproved absences (more than 10 days per term), and a meeting with parents and principal will be arranged with the view to developing and implementing strategies to minimise absences.
- Minutes will be kept of all meetings and these minutes placed in the child's file.
- Student attendance and absence figures will appear on student half year and end of year reports.
- Aggregated student attendance data is reported to System and Government authorities as required. In addition, it is reported to the wider community each year as part of the Annual Report.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.8%
Y02	95.2%
Y03	95.5%
Y04	96.0%
Y05	96.0%
Y06	95.8%
Overall average attendance	95.7%

Child Safe Standards

Goals & Intended Outcomes

- To continue to improve the care, safety and wellbeing of all students.
- To continue to educate our community on Child Safety.

Achievements

Maintaining compliance for Child Safe policies and procedures in accordance with VRQA.

Staff meetings which included:

- Mandatory Reporting Modules, Risk Management, Cybersafety and Behaviour Management procedures.
- Principal and Parish Priest meetings where Child Safety is an agenda item.
- Processes for visitors and contractors were fully implemented including an induction process.
- Risk Management processes continued to be implemented.
- The School Community continued to be informed of the Child Safe Standards through the Parish Education Board and newsletter items.
- Child Safe policies made accessible through the school website.

Staff professional learning included:

- Student Wellbeing Cluster meetings with a Child Safety focus
- Leadership Team meetings where Child Safety is an agenda item.

Leadership & Management

Goals & Intended Outcomes

To build a strong professional learning culture that is characterised by shared leadership, high expectations, teamwork, feedback, and accountability that focuses on continuous improvement.

- To maintain a strong professional and dynamic learning culture reflective of our Catholic identity, characterised by high level leadership, effective management, and strong accountability.
- Continue to build and develop the leadership capacity of our leaders through effective professional learning and feedback.

Achievements

At the heart of the positive school culture which exists at St Gregory the Great Catholic Primary School is our shared vision to have God at the centre of our lives so that we can assist our students and community to live lives which are Christ centred. The following achievements are highlighted for the 2020 school year in Leadership and Management:

- Emphasis on building teacher capacity continued as the Professional Learning Team (PLT) day was timetabled to release teachers to share learnings at each level of the school. Moderation of student work and analysis of data were important aspects of this professional learning.
- Child Safety continued to be an area of focus for us in 2020.
- Administration and organisational tasks were implemented and evaluated by the Leadership Team on a regular basis. Resources in Religious Education, English, Mathematics, ICT and other curriculum areas were audited, purchased and maintained to provide delivery of all school programs.
- Staff attendance at St Gregory the Great Catholic Primary School was extremely high.
- Staff met with the principal as part of their own Individual Professional Learning Goals and Annual Review meeting with the principal.
- The principal and parish priest met weekly.
- Principal, Deputy Principal/Religious Education, Learning and Teaching/Student Wellbeing/Learning Diversity Leaders participated in regular professional learning and attended Network meetings.
- The Leadership Team met weekly.
- Staff met two to three times a week.
- Our Learning Support Officers meet weekly with Learning Diversity Leader
- Commitment to Professional Learning enables teachers at St Gregory the Great Catholic Primary School to increase their knowledge and skills, and consequently strengthens the teaching and learning capacity within the school.
- Successfully leading a school community during a year of a global pandemic (COVID 19).
- Parish Priests and Principals Governance Briefings attended through the year.

- Members of the Eastern Regional Office working with the Leadership Team in preparation for our upcoming School Review in August.
- Working with leaders from Our Lady of Good Counsel PS, Deepdene and St Francis Xavier PS, Box Hill on Assessment and Reporting in Religious Education as part of a RE Collective in the Eastern region.
- Continue to strengthen links between school and parish.
- Preparations for our School Review scheduled for 2020, but now postponed to 2021.
- Audit of policies and relevant documentation.
- Build teacher capacity in Contemporary teaching practices and pedagogy.
- In 2020 the introduction of a learning assistant in Mandarin mid-year to work with the Italian teacher and classroom teachers in Semester two.
- Working with Educationalist Lyn Sharratt and twenty-two schools in the Eastern region as part of a Learning Collaborative to improve our data in Mathematics.
- Staff continuing to work with students to build on the many initiatives over recent years.
- Implement programs that focus on social and emotional lessons that conveys our Catholic Identity and promotes the full flourishing of all students.
- Continue to educate our community on Child Safety.
- Cyber safety awareness.
- Continue to build on ways to support and engage with parents from diverse cultural backgrounds.
- Promote school and parish events.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

- Sue Larkey Attention Deficit Disorder Classroom Strategies Professional Learning
- Athletics Professional Learning -Middle School
- CERES Education Outreach Resource Smart Schools Progress Workshop
- Learning Collaborative
- RE Collective
- Principal Wellbeing Webinar
- Religious Education Leader Network
- Learning and Teaching Network
- Student Wellbeing Network
- Learning Diversity Network
- Principals Network

- Deputy Principals Network
- Director of Learning and Teaching-Master of Educational Studies.
- E-Learning Network
- End of Year ICON Workshop
- Engaging in Prayer Workshop
- Care for Creation Workshop
- School Governance Briefings and Forums
- School Closure Day 28th of January-Strong Teams/Strong Schools
- School Closure Day 10th of March-Improving Maths Data/Lyn Sharratt
- School Closure Day 14th of April-Remote Learning and Teaching Planning
- School Closure Day 2nd of November-Assessment and Reporting
- School Closure Day 17th of December-Student Handover and Planning

Number of teachers who participated in PL in 2020	38
Average expenditure per teacher for PL	\$60

TEACHER SATISFACTION

The staff are extremely pleased with their work and efforts in 2020. Parent and student feedback via emails, phone calls and parent teacher child interviews highlighted the successes of our online and onsite learning and teaching programs in the 2020 school year.

Professional learning is highly valued at St Gregory the Great Catholic Primary School and teachers reported that this learning has improved professional practice. Teachers work in collaborative year level teams, reflecting upon student learning and professional practice.

St Gregory the Great Catholic Primary School staff are passionate about the safety of the students in their care. Staff feel confident that the wellbeing of students is discussed and at the forefront of all that they do. Staff participate in open and honest dialogue, dealing with sensitive issues professionally. Staff feel supported when dealing with student conflict.

Catholic Identity is strong at St Gregory the Great Catholic Primary School. The staff understands the place of prayer in all gatherings throughout the school year, including staff meetings, school assemblies and parent gatherings. In addition, the staff highlight that the Catholic Church's liturgical seasons is woven throughout the school year, both in community celebrations and learning.

The staff are thanked for the amazing work they did in leading our school community positively and always for the best interest of our school community.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	96.2%
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ALL STAFF RETENTION RATE

Staff Retention Rate	81.0%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	34.8%
Graduate	34.8%
Graduate Certificate	0.0%
Bachelor Degree	91.3%
Advanced Diploma	56.5%
No Qualifications Listed	0.0%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	36.0
Teaching Staff (FTE)	27.2
Non-Teaching Staff (Headcount)	9.0
Non-Teaching Staff (FTE)	5.7
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

To build strong and authentic partnerships with parents and the broader community in the holistic education of our children.

- That more parents will be engaged in learning.
- That parent voice is enhanced.
- To further develop as an inclusive and socially just Catholic school community, fostering strong partnerships and connections between the school, staff, families, and parish.
- To strengthen relationships with families of non-English speaking backgrounds by creating Welcome packs for our new arrival students and their families.
- Provide sessions and workshops for parents on parent engagement.
- Continue to build on ways to support and engage with parents from diverse cultural backgrounds.

Achievements

During the 2020 year, the following achievements and ongoing practices ensured the smooth running of St Gregory the Great Catholic School in School Community.

- Chinese New Year Celebrations took place with a variety of activities which included crafts, Lion Dance, games, and an exhibition.
- Students participated in colouring competitions to acknowledge the Chinese New Year. Our students were amongst the winners and attended The Manningham Rejoice Competition Ceremony.
- A Mother's Day Celebration was held via Zoom with a guest speaker - Virginia Burke who is the Chair of the Mercy Health Boards, has significant experience in law, corporate governance, and consultancy, as well as active involvement in community organisations. We had a positive reception of this as it was one of the first opportunities we had to meet with families/mothers as a school community.
- Parish and school had the opportunity to provide collaborative support at Working Bee on one occasion before lock down. This was well attended.
- St Gregory the Great Catholic Primary School hosted community boards to advertise Open Days for feeder secondary schools.
- Meetings with Transition Coordinators from feeder secondary schools and St Gregory the Great staff were undertaken via Zoom to assist students and their families with their transition to secondary education.
- Parishioners and Parents were actively involved, encouraged, and provided as much as possible (in light of COVID) to participate in decision-making processes as representatives on various committees such as the Parish Education Board and Parents Association
- Parents provided feedback via Catholic Education Melbourne - School Innovation Rapid Capture Survey to capture family's views and learnings achieved through remote learning. The results of these surveys were summarised and presented to The Parish Education Board

- Students were provided with incursions (Insects Incursion) to enhance learning and include opportunities that involved expert personnel other than school staff.
- Communication remains a high priority to forge relationships with parents and the wider community. Relevant information about school-related events and procedures were communicated to parents through various forums. These have included: online weekly newsletter, flyers advertising forthcoming events, Skoolbag app, Facebook posts and Twitter feeds and the Operoo platform. There was a significant focus this year with informing families about updates regarding COVID restrictions and recommended procedures for schools.
- Annual Report to the Community, a report from the chairperson of the Parish Education Board was presented at the Annual General Meeting.
- The school profile is advertised through the school website, Catholic Magazine, Child Manningham, billboards, and many local kindergartens.
- School tours were conducted by the principal predominantly via Zoom.
- A School Readiness Webinar was presented by the principal via Zoom. Information was shared about ways to assist children in their transition to primary school and a Q and A followed, for parents to ask questions related to enrolment procedures.
- As part of 2020 Prep Transition, enrolled Prep students attended two sessions at the school with a limit of numbers for each session in light of COVID restrictions.
- Father's Day was acknowledged with an invitation to fathers and their children via Zoom. A Guest Speaker, Sam Saracino shared his insights as a father and his many roles in Sports events in Regional Victoria. This was well-received.
- School parents were invited to a 'cuppa with the principal' via Zoom throughout the year.

Value Added

At St Gregory the Great Catholic Primary School, there has been a continued ongoing focus to strengthen and develop as an inclusive and socially just Catholic school community, fostering strong partnerships and connections between the school, staff, families, and parish. Despite of Covid restrictions during 2020 many opportunities were provided for parents to connect and stay in touch with the school via Google and Zoom platforms. It was the priority of the school to ensure parents continued to contribute to the decision-making and committees such as the Parish Education Board and Parents Association remained connected as far as possible. Once having resumed onsite learning and teaching, the school was able to reconnect and continued to strive to work together in partnership and strengthen ties.

PARENT SATISFACTION

2020 Remote Learning and Teaching Parent Feedback

Dear Michelle,

I hope this email finds you well and relieved that we are off to a great start!

I just wanted to acknowledge how well today has gone and especially acknowledge all the hard work that everyone at school has put in, considering what little time the school had to prepare for today. I personally and honestly think that today was a huge success and that this learning is going to work well. My child certainly had a great time, and he was most excited to see everyone, despite him still saying he wants to go to school :) He said that this will do if he cannot be at school :) I have to say that I too miss school (before the beginning of last year, I never imagined myself saying so).

As a parent who used to work in IT, I thought.... this will be a piece of cake! Technology and setting this up? Easy.... That was not to be the case... lol. . But, once everything was set up, this morning and the whole day was a breeze.

I'd like to congratulate you and your staff for a successful start. Sincerest thank you for all the work that you and your staff have done in getting us all to where we are today with the online learning.

We are truly missing everyone and hope that this will soon pass.

Dear Michelle,

I'm pleased to say that St Gregory the Great's teaching agenda has been brilliant and has set a standard for other schools. Having our teachers online throughout the day and actually teaching as they would in the classroom (compared to some schools who are only touching base with their students for 10 mins in the morning), setting structure and allowing them to still do their specialist subjects (PE, Italian, Art, Music) has been wonderful. Particularly for working parents who can't be teaching our children whilst we are committed to our own jobs throughout the day. Once again, I want to say a big thank you to you and all the staff who are truly doing an amazing job!

Dear Michelle,

I wanted to reach out and say thank you for the recent update (4) to parents. It is encouraging and provides support for parents and families. This is something we all needed to read at the end of a long week.

Thank you in particular for listening and taking on feedback from parents in regard to the school day structure and the necessity for flexibility in the school routine with working parents.

Dear Michelle,

Overall, an absolutely positive week. My wife and I are thoroughly impressed with the preparation and effectiveness of the teachers. Our children are engaged, happy, positive about the learning environment and logistics and able to manage the workloads and keep occupied throughout the days.

Thanks for your leadership here. We've heard horror stories from my friend and colleague across the world about how virtual school has been managed, and we have been pleased to share how well St Greg's is doing.

Dear Michelle,

It feels strange the term starting and I haven't said hello. I hope you are coping with the additional workload as the school moves online.

From my perspective it seems to be going quite smoothly and the teachers are being very patient.

I hope you are well and look forward to the chance to say hello face to face!

Future Directions

Education in Faith

At St Gregory the Great Catholic Primary School, we will continue to build a strong Catholic Identity. We are committed to our vision to engage with parents and inspire in our children a passion for Loving and Learning. The staff will work to sustain and build upon current contemporary practices to ensure that the Catholic Faith is relevant to the lives of our students and their families. The Horizons of Hope will continue to guide the implementation of the Melbourne Religious Education Framework Renewal standards. The standards will be utilised to support the development of relevant contemporary Religious Education Curriculum in the school.

St Gregory the Great Catholic Primary School will continue to work with another Catholic Primary Schools in the Eastern Region in a Religious Education Collective, our focus will continue to explore assessment and Reporting in Religious Education. Together we will also continue to develop the understandings of staff in the recontextualization of scripture and how to teach this to students. School families and students will continue to be provided with opportunities for involvement in the Sacramental and Liturgical life of the School and Parish through the attendance at the weekday 9am Mass and with allocated Class Masses at the Sunday 5pm Mass. The school will continue to strengthen links between the School and Parish.

Learning and Teaching

In 2021 we will continue to build teacher capacity in contemporary teaching practices and pedagogy. Together with students, teachers will continue to build and develop our Catholic Identity by making learning relevant to their world and make links with their learning.

The school will be involved in a number of initiatives such as the Lyn Sharratt learning collaborative with twenty-two other Catholic Primary Schools in the Eastern Region, where our focus will be to improve Mathematics data. In 2021, our work with Lyn Sharratt will continue to assist us in using our data to differentiate learning by using a successful waterfall assessment chart. The Digital Literacies Technology project with the Australian Catholic University will continue with our Senior students. Our partnership with Melbourne Archdiocese Catholic Schools (MACS) and STEM projects will continue.

Student Wellbeing

In 2021 we will continue to engage with parents and students to implement programs with a focus on social and emotional lessons that conveys our Catholic Identity and promotes the full flourishing of all students. We will continue to build on a Cybersafe awareness and educating our students families on developing a greater understanding of the use of technology and how to keep safe through a variety of e-smart programs. We will continue to educate and inform our community on Child Safe standards and Resilience, Rights and Respectful Relationships. Additional investment in resources will continue to assist students with different learning needs so they can be the best learner they can be.

We will continue to engage in professional learning for staff in the Social Emotional Program, Play is the Way to develop students as self-managing and self-regulating learners who increasingly take responsibility for their holistic development and that of others.

Leadership and Management

In 2021 in Leadership and Management, there will be a focus on auditing policies and relevant documentation in preparation for the external school review process. The Leadership Team and principal will continue to be involved in professional learning opportunities to build the capacity of leaders. The principal will continue to support and encourage staff to be involved in professional learning opportunities and meetings to set professional goals and provide evidence of achievement.

Growth Coaching opportunities will be made available for the Leadership Team and Level Leaders, engaging in experts to provide growth coaching workshops throughout the year. Ongoing work and partnership under the new Governance of MACS will continue.

School Community

At St Gregory the Great Catholic Primary School we understand that at the very heart of each Catholic school is a desire for the full flourishing of each student, across religious, physical, cognitive, emotional, and social domains. In 2021 the school will continue to promote and support school and parish events. We will also focus on making connections with working parents and those from diverse cultural backgrounds to improve engagement and connectedness to the school and wider community. Through sessions and workshops, we will endeavour to provide learning opportunities for parents on effective parent engagement.