



# St Jude's School Langwarrin

## 2020 Annual Report to the School Community



Registered School Number: 1760

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## Contact Details

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## Minimum Standards Attestation

I, Marita O'Sullivan, attest that St Jude's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

15/03/2021

**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](http://www.acnc.gov.au)

## Our School Vision

We at St Jude's value a positive community that is inclusive and respectful of relationships, appreciative of diversity.

We aim to create a learning community that actively promotes knowledge and skills for a twenty-first century society.

We will provide an engaging and differentiated curriculum, growing the whole person through a climate of shared culture and a safe and nurturing environment.

"A Positive Attitude is a little thing that makes a BIG difference".

## School Overview

St. Jude's Parish Primary School is a Catholic Primary School located in Langwarrin, It was established in 1978. The School serves the needs of the children in the Parish of Langwarrin.

- Enrolment in 2020: 241 students.
- There are eleven class groupings 2 x Preps; 3 x 1/2; 3 x 3/4, 3 x 5/6
- Specialist programs offered at the school are Physical Education, Performing Arts, Visual Arts Library and Italian.

St. Jude's enjoys a natural bush setting and a sustainable infrastructure that blends with the local surroundings. We have a 5-star sustainable rating, we have a strong environmental commitment. We endeavour to practice waste wise initiatives, promote energy efficiency, reduce water usage, increase biodiversity in the school gardens and encourage community practice of sustainability.

Our facilities include a junior, middle and senior block where classrooms are spacious and all include a break out space where the classes can come together. There are also specialist rooms and spaces. Specialist classes currently offered are Performing Arts, Visual Arts, Physical Education, Italian and Library. We have a school hall which is a comfortable carpeted space where assemblies are held. There is also an indoor basketball court that opens up out to our spacious grounds. The grounds provide excellent spaces for outdoor learning, fitness and play. They include a grassed oval, two synthetic outside basketball courts, two adventure playgrounds, a kitchen garden which includes a chicken coop, a sensory garden and plenty of shaded spaces.

At St. Jude's we strive to engage each child, with our personalised learning approach, we meet each individual child where they are in terms of their academic, spiritual and social and emotional learning. We recognise that parents are the first educators and the school works in partnership to support the development of the whole child. Jesus' teachings remain the focus of our daily interactions, through our prayers and our faith. Acts of kindness are modelled and affirmed by all members of our school community. Student Wellbeing continues to be a strength at St. Jude's with many initiatives and extracurricular activities including pop up play and lunchtime activities in place. This year we opened our Wellbeing Hub. Our school motto is MERCY PEACE LOVE which simply put means 'USE YOUR KIND HEART'.

## Principal's Report

In 2020 the school year began with great positivity; we went from ten classes to eleven and our much-anticipated Wellbeing Hub was opened. During the summer holidays improvements were made to play spaces, the school hall and a collaborative space in the Junior school building was created. Five new teachers were employed to join our dynamic teaching team.

The leadership team in collaboration with the entire staff developed our Annual Action Plan which enabled the focus to be on improved student wellbeing, student learning outcomes and the continuation of strengthening a learning culture amongst staff.

April 2020 provided enormous challenges with the move to flexible remote learning due to the worldwide pandemic, COVID-19. This provided many challenges for staff, students and families. It also brought us many opportunities. In order to move to remote learning, we needed to engage in different ways of reaching our students and parent community. It was two-fold through the lens of teaching and learning and maintaining and building our school community.

I am so proud of the way St Jude's approached the challenges of remote learning. The staff were both flexible and engaging in their teaching and worked diligently and enthusiastically to ensure that children had the best experience as possible. The staff participated in Professional Learning to ensure that the learning needs of our students were met in this new delivery of learning.

Digital technology became an even more important medium at St Jude's. The school purchased seventy-five Chromebooks to enable a one-to-one device program for students from Year Three to Year Six. A bank of iPad's was also purchased for the Prep students to share. With the new purchases the Year One and Two students now have a device between two to share.

All students were able to return to full-time onsite learning in Term Four. This was a time when the priority was the wellbeing of our students. The key learning areas which were heavily concentrated on were literacy and numeracy. Providing student with extra support was the key priority and building children's self-efficacy as learners.

Due to COVID-19 we were unable to attend excursions or camps, with this in mind we worked hard at creating as many fun and unique opportunities for our students. These included a whole school colour run, a school athletics week and a Year Six special event day. Our Year Six students were given an amazing send-off at their graduation. We turned our carpark into a Drive-in theatre with a 17-metre truck housing an LED screen. Students were presented on a make ship stage and parents sounded their car horns to congratulate each graduate. This was a fantastic event which was a highlight for the students.

While 2020 was not what we envisaged, it was a year of many highlights. Due to the commitment and enthusiasm of the amazing St Jude's staff. We look forward to what 2021 will bring and will be sure to take our learnings from 2020 with us.

## Education in Faith

### Goals & Intended Outcomes

[EFGoalsAndIntendedOutcomes]

### Achievements

Achievements

During the last few years St Jude's has seen excellent growth in living out the Core Catholic Social teachings. The genuine actions generated through our Catholic Social Inquiry program demonstrate how well the students understand the relationship between our shared faith and their real life experiences. In 2020 St Jude's staff built on our successful Catholic Social Inquiry approach to inquiry learning to incorporate student voice through backwards planning. A new and engaging planner was developed and student voice was invited across every year level. Exciting immersion activities were planned to generate genuine questions and stimulate student investigation around Stewardship of Creation concept 'Our World Our Solution'. Experiences during lock down influenced the direction of learning not only during online learning but also when the students returned to learning onsite. It became a priority to cater for mental health and wellbeing, so a different focus was necessary to creatively engage students in their learning in an independent learning approach. A variety of learning tools and visual media were utilised to generate real life actions within home learning situations.

Staff worked in teams and across the school to build a bank of engaging materials which could be shared online. Teachers were creative in the way they implemented online vehicles such as SeeSaw to explore the Gospel message in an engaging way. Videos, songs and hymns were used, particularly during Google Meets, to help students remain connected to the learning and reflect on the impact of the pandemic on God's creation.

Throughout the year staff worked tirelessly to demonstrate our vision to 'Use your kind heart' to promote care and understanding to our whole school community. Staff were continuously creating joy and fun through their presentations and maintaining community connection and engagement to counter the effects of isolation and to give parents support and encouragement.

The Opening School Mass was held in February with the whole school community. It was a beautiful celebration to begin the year and commission our 2020 School Leaders. Ash Wednesday was celebrated and students focused on how they could be their best during Lent. Although COVID regulations prevented the celebration of the sacraments, the sacramental classes continued their preparation through online learning ready to celebrate in 2021.

It was a difficult final year of primary school for our Year 6 students and families, however we were able to hold our Graduation ceremony as an outdoor cinema event to bring those families together and creatively celebrate this important milestone.

**VALUE ADDED**

### Value Added

List a broad range of activities in plain language about curricular and extracurricular activities; not every activity needs to be included.

The focus of activities was to maintain strong sense of community during lock down and then to re-engage when we returned to onsite learning including:

- Daily Google Meets to pray together and build community
- Learning activities shared on SeeSaw
- Weekly online school assemblies with awards personally delivered to students homes
- Videos of songs, dances and staff trialling activities shared to assist students and families to remain connected to school community
- Outdoor cinema Graduation with giant screen and families in their cars, just like a real drive-in theatre!

## Learning & Teaching

### Goals & Intended Outcomes

Goal:

To ensure that the wellbeing of our students is supported by engaging and stimulating teaching which is embedded in all areas of the curriculum by all members of staff at St Jude's.

Intended Outcome:

Develop a shared understanding for staff of what stimulating and engaging teaching looks like in the classroom.

To support student engagement and wellbeing through stimulating teaching.

### Achievements

At St Jude's our Annual Action plan for 2020 was set to be an opportunity for reflection about how we teach and how our students learn and determine what can we do to improve our teaching and the students learning. As a whole staff we wanted to examine how we could engage our students even more in their learning through stimulating teaching. Numeracy was our Curriculum area focus where the teaching staff were involved in Professional Development based on how we could differentiate our teaching of Mathematics to cater for all learning abilities and styles. As our teaching platform changed throughout the year, our goal did not. Via Zoom meetings, each Professional Learning team had to examine how to best engage students and reflected upon best practice. We were able to share these ideas in Staff meetings and realised how creative and innovative we had been to engage our students over the Internet using interactive activities, Google digital classrooms, Seesaw, teacher explanations on video, whole school challenges and regular Google Meets with whole class and small focus groups. When the students returned to onsite learning, our staff knew that the ongoing wellbeing of the students needed to be supported by the ongoing engaging and stimulating teaching of our Curriculum. We had to examine and question what were we to embed in our teaching practice onsite that we had learnt from Flexible Remote learning and staff meetings were timetabled to foster these important collegial discussions.

Our focus in the last Term of 2020 was on utilising Essential Assessment for Numeracy data which specifically informed teachers on what to teach and what improvement students have achieved within a set unit of work. Each Learning team discussed the data and planned for targeted teaching groups to cater for the different learning goals. Learning about this purposeful data was essential to what was taught in the classroom and provided the focus for discussion in team meetings. These rich discussions enabled teachers to moderate the skill levels of students so that pedagogy and assessment was consistent across the school. Extension groups were also established as this was a need identified in our PAT and Essential Assessment results.

#### STUDENT LEARNING OUTCOMES

##### Assessment and Reporting

In 2020, NAPLAN data was not available, so we examined the data from PAT for Comprehension and Maths, Essential Assessment for Numeracy and our own Writing

assessment continuum. At St Jude's we use a variety of Assessment tools as well as our Professional judgement to guide our teaching and learning utilising both formative and summative data. We had both written and verbal Reports for our parents and due to the changes in the learning environment, we conducted 3 way Interviews online via WhereBy. Formal written reports were still completed by the teachers each Semester but only reported on specified areas of the Curriculum as outlined by CECV.

#### Numeracy & Literacy

In 2020, how we teach Numeracy was our whole school focus and by introducing Essential Assessment we moved from a very similar school designed program to an online digital platform which gave the teachers instant feedback to help direct their teaching. The Pre and Post tests for each Mathematical topic was used to determine student achievement and enabled teachers to plan to meet the students individual requirements. PAT Maths was administered in October 2020 which was used as a basis for our Data Wall and again gave the teachers a visual focus for discussion on where our students are and what growth they have shown. A similar Data wall was set up based on the PAT Reading scores. Staff meetings were led by our Maths leader and stimulating ideas were shared and then trialled by classroom teachers. The ideas of "hooks" and engaging mathematical games mixed with brain breaks led to many Mathematics lessons being more engaging for all students.

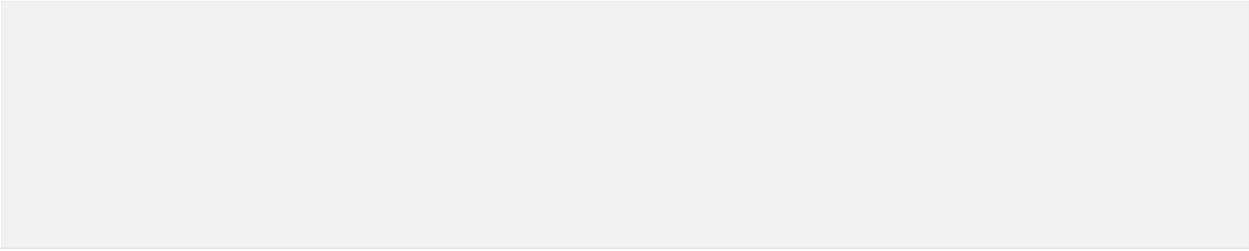
#### Inquiry

In 2020, the staff were challenged in looking at how we could include student voice in the direction of the learning in Inquiry and making the strong link between Religious Education, Sustainability and either Science, History or Civics and Citizenship. The first goal for our staff was to co-create a Planning proforma that gave the staff an opportunity to plan in small steps to cater for where the students wanted to take their Inquiry and personal action for change. Our Inquiry Units were planned using the Catholic Social teaching themes which are based on guiding our students in being challenged to live responsibly and help build a just society.

#### PAT Numeracy results

Essential Assessment data indicated a 26% increase in students achieving at or above the expected understanding in Numeracy in Year 5. 55% of our Year 3 students achieved at or above the expected understanding for Number and Algebra. Our PAT data in Numeracy indicated that in 2020 our Year 3 students achieved 10 points higher than the median for the Year 3 norming sample. The Year 5 cohort in 2020 matched the median results of the Year 5 norming sample.

PAT data from 2020 in Reading Comprehension indicated that our Year 3 cohort matched the median level and our highest achievers exceeded the Year 3 norming sample by 4 points. The Year 5 cohort in 2020 achieved a narrower spread of results compared to the Year 5 norming sample with a difference of 9 points which indicates a positive result for our students.

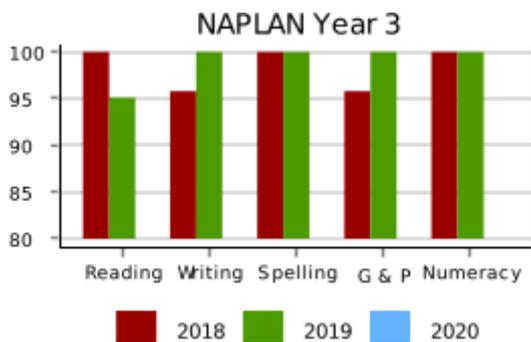


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes %	%	Changes %
				*	*
YR 03 Grammar & Punctuation	95.8	100.0	4.2		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	95.1	-4.9		
YR 03 Spelling	100.0	100.0	0.0		
YR 03 Writing	95.8	100.0	4.2		
YR 05 Grammar & Punctuation	97.3	97.1	-0.2		
YR 05 Numeracy	100.0	97.1	-2.9		
YR 05 Reading	100.0	97.1	-2.9		
YR 05 Spelling	97.3	97.1	-0.2		
YR 05 Writing	94.6	97.1	2.5		

\* 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 ensure that the wellbeing of our students is supported by engaging and stimulating teaching which is embedded in all areas of the curriculum by all members of staff at St. Jude's.

### Achievements

Student Wellbeing is at the core of all that is done here at St Jude's. During January work began to modify and renovate the music room to create a glass wall which created three learning zones.

This work enabled a space for the St Jude's Wellbeing HUB to be established.

The HUB is a vibrant space which has seven learning zones which cater for different learning styles. The entire space is fitted with contemporary furnishings including pedal desks, whiteboard tables, wobble stools, stand up stations, and soft furnishings.

Learning that takes place in the HUB includes independent, small group and whole class learning. Literacy, Numeracy, Robotics, Social & Emotional capabilities and so much more is taught in the HUB. One zone is filled with sensory tools, children are explicitly taught how these tools can be used to help them be the best learners that they can be.

Another space includes two 3D printers which enables children to be taught processes around design and production. Children work collaboratively throughout an innovative process to create 3D projects

The HUB is positioned next door to the school gym which has a mezzanine floor which has been fitted out to include a mindfulness zone and a work-out space. This amazing inclusion is a space where children in small groups are taught strategies to be centred and grounded.

The school year began with our start-up program this is a two-week teaching block that prioritises the explicit teaching of our three school expectations. This is also an opportunity to make transition to the new year as smooth as possible for all students.

Everyone at St Jude's has the right to be treated with respect.

Everyone at St Jude's has the right to feel safe.

Everyone at St Jude's has the right to learn.

Mr Milan Greco began at St Jude's and was appointed as the Student Wellbeing Leader. Milan is currently completing his Master's in Education — Student Wellbeing at Melbourne University. Milan leads the Wellbeing Team which consists of five staff members. This team meets each week to prioritise initiatives and to look over data including that collected during playtimes.

The school motto is Mercy Peace Love simply put this means Use Your Kind Heart. This message has become such an important one at St Jude's. Staff, students and parents have adopted this message, and together we strive to make kindness the focus of our school.

In 2020 the wellbeing of all students was paramount with the added pressure that COVID-19 delivered. We look forward to 2021 where we can continue to support our students and further embed such initiatives as our HUB.

## VALUE ADDED

- Establishment of our HUB.
- Weekly Child Safety and Student Wellbeing meetings.
- Staff videos were created to engage the students.
- The Berry Street Educational Model professional learning.
- Introduction of Student Wellbeing Wednesday meetings, which included student spotlight.
- Autism professional learning.
- ADHD professional learning.
- Supporting behaviour professional learning.
- Prep — Year 6 Buddy program.
- Year 6 and staff buddy program.
- Student Wellbeing report included in the school newsletter.
- Lunchtime play initiatives continued and extended.
- Beginning of year and term start up program.
- Development of school message to link with our school motto — Use Your Kind Heart.

## STUDENT SATISFACTION

Feedback was collected throughout 2020 especially during the time of remote learning. This was gathered through small group catch-ups online with teachers and school leadership. The following were responses from some students:

"I like using Seesaw, because I get to hear my teachers voice about my work"

"Google Meets are good, I get to see my whole class. I like how my teacher is available to have extra meets if I don't understand something"

"RnB Fridays are the best, my whole family joins in with the learning"

"My whole family watch the virtual assembly each week, the teachers are so funny"

Students recognise that their voice is an important one at our school, especially in terms of student leadership initiatives. Students acknowledge that teachers care about them and their future. Students feel that learning is important to them, and they try hard to do well at school.

**STUDENT ATTENDANCE**

Attendance at St Jude's continues to be closely monitored electronically. Late arrivals and early departures are required to sign in or out at the office. To ensure safety of all students, An automated system is used to communicate with parents when their child is absent from school. All student attendance is recorded in nForma.

During periods of lock down in 2020, parents were asked to contact the school office to advise if their child was absent from remote learning. If children were not in attendance on Google Meets parents were contacted.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	94.6%
Y02	94.8%
Y03	95.0%
Y04	96.1%
Y05	94.3%
Y06	91.1%
Overall average attendance	94.3%

## Child Safe Standards

### Goals & Intended Outcomes

In 2020 St Jude's Parish Primary School continued to hold the care, safety and wellbeing of students as a central and fundamental responsibility of the school. Our commitment is drawn from an inherent belief in the teaching and the mission of the gospel. St. Jude's Parish Primary School acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community. Throughout 2020, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. We continued processes to induct and digitally track all visitors and volunteers to our school and to maintain current records of Working with Children Checks. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse.

### Achievements

- Staff participated in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and student's management, duty of care, and reporting requirements.
- Student participation and empowerment strategies were continued.
- Strategies addressing the school's three rights were a focus at school assemblies
- At St Jude's everyone has the right to be treated **with respect, to feel safe and learn**
- Including the Child safety Team/Committee with the Student Wellbeing Team to allow Child Safety to be an agenda item at weekly meetings.
- Continued to implement appropriate and necessary child safety protocols when recruiting and inducting new staff members.
- Child Safety Standards remains a regular agenda item at Parish Board meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed.

To be in line with COVID-19 regulations the following was put in place;

- A QR code was set up for the tracking of all adults entering the school.
- Hand sanitiser was purchased and placed in all areas of the school
- Protocols were put in place where students were explicitly taught good hygiene this included washing and sanitising of hands.
- Sign relating to good hygiene practices and social distancing protocols were displayed around the school.
- Social distancing decals were placed in the main office indicating where people should stand.
- A traffic management plan was put in place and actioned to ensure the safe dropping off and picking up of students, this included staggered start and dismissal times.
- When directed by CECV temperatures were taken of all staff and students who were onsite.

- Cleaning was conducted by a cleaning contractor during the school day of all touch points as well as normal after school cleaning.
- All staff who could work from home worked from home.
- Work permits were collected from parents who were essential workers.

## Leadership & Management

### Goals & Intended Outcomes

Goal:

To establish a positive effective feedback culture within St Jude's which encourages student agency, student engagement, ongoing reporting to parents and teacher self development as we are all lifelong learners.

Intended Outcome:

An improved culture of feedback to enhance student agency and engagement.

### Achievements

Positions of Leadership were allocated in 2020 for a two-year period. These included two Education Faith Leaders these roles were broken into Curriculum and Liturgy, Leader of Learning & Teaching, Leader of Wellbeing, Leader of Learning Diversity and Leader of Sustainability.

- The leadership team met regularly throughout 2020 to monitor and plan for the implementation of the School Improvement Plan.
- Building the capacity of middle leaders continued to be a focus.
- Review meetings were held for all staff, the AITSL standards were used to provide feedback.
- School Leaders attended relevant network meetings.
- Weekly staff news from the principal was emailed to staff each Sunday.
- During remote learning senior leaders attended all PLT meetings.
- The leadership team communicated through the school newsletter.
- Staff participated in mandated annual training in OH&S, Mandatory Reporting, the Disabilities Discrimination Act, Anaphylaxis and First Aid raining, and also emergency management through the service provider Dynamiq.
- Student voice and choice was gained through various student leadership initiatives.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2020

- Mandatory Reporting & Child Safety Training
- Emergency Management
- Disability Standards for Education
- Essential Assessment
- CareMonkey Training Webinar
- VCOP — Literacy

- First Aid — CPR
- Exploring Mathematical Pedagogies/Rich Assessment Reimagined 3-6
- Exploring Mathematical Pedagogies/Rich Assessment Reimagined Prep-Year 6
- Marketing that works
- Reimagining Reporting Collective
- ICON Training - Administration Staff
- Responsive Remote Learning
- Differentiation with engaging open-ended tasks 3-6
- Team around the child: Prep Transition for students requiring extensive adjustments Southern Reg

Number of teachers who participated in PL in 2020	28
Average expenditure per teacher for PL	\$450

**TEACHER SATISFACTION**

Feedback from staff was collected on an ongoing basis throughout 2020, particularly in relation to staff wellbeing. It was a year that brought so many challenges and at times left staff feeling overwhelmed by the enormity of the task at hand. However, despite this, staff feedback indicated that they were very satisfied with the level of support they had received from leadership throughout the year. Staff also highly valued the collaborative relationships they have within their teams and the support they received from one another

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	93.5%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	88.2%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	0.0%
Graduate	31.6%
Graduate Certificate	10.5%
Bachelor Degree	78.9%
Advanced Diploma	47.4%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	27.0
Teaching Staff (FTE)	18.8
Non-Teaching Staff (Headcount)	11.0
Non-Teaching Staff (FTE)	8.6
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

Goal:

To strengthen the collaborative partnership between home, school, parish and the wider community to support student learning and wellbeing.

Intended Outcomes:

That parents will be more actively engaged with, and have a greater understanding of their child's learning.

That students' learning will be enhanced by way of stronger community connections.

### Achievements

In 2020 we were excited to build school community spirit. The school year began with a family picnic. This was a great event which was well attended by families and staff.

Our school Facebook page was re-launched and was used as a further way to communicate and celebrate success at school. Parents were encouraged to like the page. It has become a fantastic platform which has helped create a positive social media presence.

The move to flexible remote learning at the beginning of Term Two required staff to adapt teaching practice and utilise a range of new digital learning tools to connect with students. We adopted the platform Seesaw to enable a smooth transition between onsite and remote learning.

During flexible remote learning communicating to parents was essential not only to share information but also to continue connection. This was done via a couple of mediums, Caremonkey was used for written material, phone calls and Google meets to name a few. It was continually communicated that there was always someone available whether that be for tech support or for a check in.

One means to keep community engagement strong was by the delivery of our weekly virtual assemblies. These episodes became a time of connection and included recorded visits dropping off remote learning awards. Students, parents, siblings, grandparents and staff would tune in each week, it became a time of connection, a time to show that we were in this difficult time together.

Due to COVID-19 we were unable to hold some community events, however we were fortunate to be able to celebrate our Year 6 students with our drive in graduation. This event was live-streamed on our Facebook page for our community to tune in and enjoy the celebration of the class of 2020.

2020 was a challenging year in many ways, however as a school community we worked together and made the best of every opportunity in connecting with the entire school community. We look forward to continuing to build community spirit at St Jude's in 2021.

### PARENT SATISFACTION

During flexible remote learning there were five parent forums held via Google meets, this was an opportunity to receive and show respect for the parents voice. These forums were advertised well in advance, they were reasonably well attended. A survey was also sent out to parents with 121 families responding.

92% of parents were happy with the level of communication from school to home.

88% of parents felt that learning tasks were meeting their children's learning profile.

82% of parents felt that Google Meets were effective in assisting their family with your child/ren's learning?