



# St Brigid's School

## Mordialloc

2020

## Annual Report to the School Community



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## Contact Details

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## Minimum Standards Attestation

I, Wendy Sullivan, 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 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.

11/03/2021

**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

St Brigid's Vision Statement:

We at St Brigid's Mordialloc are a Catholic Faith filled community. We recognise the importance of the safety, wellbeing and global development of the whole person. We accept the challenge to promote, encourage and develop positive attitudes to faith, life and learning.

## School Overview

### School Context

St Brigid's School is situated in the Peninsula Zone in Mordialloc 24 kms from the CBD. The school commenced as a two-room school in 1911 with three Brigidine nuns and thirty-three students. In 2020 the school has an enrolment of 245 students. There are 31 staff including teachers, integration aides, administrative, technical, cleaning and maintenance staff. We work together to provide a friendly, supportive and safe environment for all stakeholders in order to develop a sense of belonging and connectedness to the school. We promote a family friendly environment where our community is encouraged to actively participate in the life of the school. The students are encouraged to foster a sense of wellbeing and self-worth in themselves and others.

### Parish Links

Fr Andrew Jekot is Parish Priest at St Mary of the Cross MacKillop Catholic Parish of Mordialloc and Aspendale. He resides at St Brigid's Parish House and his office is located at St Louis de Montfort's Church. The school is located approximately 1 km from the church and we witness our faith to the wider community by walking to the church to celebrate mass.

### School Environment

St Brigid's School consists of three main buildings providing 14 classrooms, Brigid Hall, Information Resource Centre, Art Room, Tuck Shop and Resource Rooms. Playground facilities include a Sacred Space at the front of the school, an adventure playground, asphalt games areas, vegetable gardens and grassed areas at the back of the school. The Parish land located opposite the school playground may be used by the school for outdoor activities. In 2019, we had a Building Program and in 2020 we moved into the 4 new classrooms, new staff and admin facilities and the carpark.

### Family Background

St Brigid's School community is predominately Anglo-Saxon, with Language Backgrounds Other than English (LBOTE) of 10%. The school has a Direct Measure of Income (DMI) rating of 104 with a classification as a middle income area. The percentage of families on Education Maintenance Allowance (CSEF) is 12% which is equal to like schools. Student Prep to Year 6 retention rate is 89.1% and 88.2% of Prep enrolments are Catholic. The structure of classes comprises two Foundation, three Year 1&2, three Year 3&4 and three Year 5&6 classes.

## Principal's Report

In writing the Annual Report to the Community I would like to commence by thanking all those associated (staff, parents, students and visitors) with St Brigid's School for their contribution to school life. St Brigid's has a dedicated and committed staff who work collaboratively both in teams and as a whole school to improve their own skills, knowledge and performance in order to improve student outcomes. Our students feel a connectedness to their school and to their peers and are motivated to achieve personal success. Parents are supportive and enthusiastic to assist the school in many ways and work with the staff on school improvement.

The Annual Report is an opportunity to highlight the 'value added' and 'achievements' that have been the result of fulfilling the intended outcomes of our Annual Action Plan.

The Faith Development Team work across two parish schools, St Brigid's and St Louis de Montfort's and implemented a combined sacramental Program — Reconciliation, Eucharist and Confirmation. This brought staff, students and parents together in a spirit of co-operation to develop their faith and bring a sense of connectedness across two faith communities.

This year staff continued to work with our School Improvement Team to strategically plan the professional learning for the year. We continued to embed our Vision for Learning and Teaching and our Principles for Effective Learning and Teaching. A major focus on literacy and numeracy formed our learning and development in pedagogies and curriculum knowledge. Staff also focused on the use of data to differentiate the curriculum to ensure the students learning was targeted to the point of need. Due to COVID, Professional Learning and School Improvement Meetings were held virtually. School reports were also adapted and modified following the guidelines set by Catholic Education Melbourne due to COVID restrictions.

We held our school's bi-annual Visual Arts Show. The theme was "Australiana" and this year it was held as a virtual event. Normal school excursions, incursions and other events were not participated in due to COVID

Finally, I would like to express my thanks and gratitude to all the families of St Brigid's School for the contribution they have made to the life of our school. The discussion and advice on school matters provided by the School Board, the social and fundraising events and activities organised by the class parent reps and committee members and those from the wider community who have enriched the teaching and learning. Our Parish Priest, Fr Andrew Jekot provides spiritual leadership to us all and is a great source of guidance and support to both his school communities. This is greatly appreciated and make St Brigid's a wonderful place of learning, laughter and life!

## Education in Faith

### Goals & Intended Outcomes

#### Goal

- To build teacher individual and collective understanding of the renewed Religious Education Curriculum and integrating with the wider Curriculum.

#### Intended Outcome

- For teachers to build their understanding of the 3 Learning Areas and the 5 Content Areas of the Renewed RE curriculum

#### Key Improvement Strategies

- To explicitly teach staff how to integrate the RE Curriculum into the wider curriculum.
- To utilise the pedagogy of encounter when planning Inquiry units.

### Achievements

Religious Education is the key learning domain unique to Catholic schools. The course content is outlined in documents produced by the Religious Education Department of the Catholic Education Office, Melbourne and further developed by staff at St Brigid's. The Religious Education program is based on 'To Know, Worship and Love' however many resources are used to complement class programs.

What a year this has been, particularly in the religious life of the school. The year began with the celebration of the Feast of St Brigid, combined with the Beginning of Year mass celebrated at school due to extreme heat. Ash Wednesday was also celebrated at school due to severe weather. Since then Covid 19, and the resulting restrictions have led us to be creative in how we celebrate as a community. **As the year has continued, we have celebrated as a community through the pre-recorded Alleluia day, Anzac day and End of Year liturgies**, Graduation liturgy (with limited numbers) as well as the pre-recorded combined masses with St Louis de Montfort's for the Feast of the Sacred Heart and the Feast of Mary of the Cross. While the preparations for the Sacrament of Eucharist had almost been completed, the actual celebrations did not occur and neither did the Sacrament **of Reconciliation though the classroom preparation for each of these Sacraments has been completed**. Confirmation (with limited numbers) went ahead on the 1st and 3rd of December.

The Catholic identity of St Brigid's has been lived out and expressed through the many liturgical celebrations. **Faith** formation activity night connected to the Sacrament of Eucharist and other religious foci and the social justice activities (fundraising and awareness) that have occurred throughout the year- Project Compassion, Mission Month and Naidoc week.

The staff began the year by participating in a staff retreat day with the staff of the Parish and St Louis de Montfort's where our focus was the charisms of St Mary Mackillop.

As a staff, we have continued to deepen our knowledge of the Renewed Religious Education curriculum. There has continued to be a focus on integrating Religious Education with Inquiry.

VALUE ADDED

### **Faith Development Team (FDT)**

- Working with the parish priest Fr Andrew Jekot, FDT and the Religious Education Teams from the two schools within the parish to plan and implement a sacramental program
- Together adapting the sacramental program and liturgical celebrations to continue in a Covid safe manner
- Combined (both schools and Parish staff) staff retreat focusing on the charisms of Mary Mackillop

### **Catholic Perspective**

- Integration of RE with Inquiry
- Daily prayer - throughout the year including Remote Learning
- Use of the To Know Worship and Love as a core document throughout Remote Learning
- Family Week activity during Remote Learning- pictures of families made into a St Brigid's Family video
- **HoH??**

### **Masses and Celebrations**

- Beginning of the School Year Mass, Ash Wednesday Mass, Holy Week Prayer Services (recorded), pre-recorded Alleluia day, Anzac day and End of Year liturgies, Graduation liturgy (with limited numbers) as well as the pre-recorded combined masses with St Louis de Montfort's for the Feast of the Sacred Heart and the Feast of Mary of the Cross.

### **Catholic Social Teaching**

- Project Compassion, St Vincent de Paul Appeals and celebration of Anzac and Remembrance Days

## Learning & Teaching

### Goals & Intended Outcomes

#### GOAL:

To develop the individual and collective capacity of teachers to use data and associated evidence as starting points for teaching to differentiate the curriculum.

#### INTENDED OUTCOMES:

For teachers to build their capacity to analyse student data to ensure ALL students grow

For teachers to understand the skills that underpin all reading data sets

### Achievements

2020 was a year started off with a sense of normality and then COVID-19 arrived. Our students and staff certainly had a steep learning curve in regard to online and remote learning. I have to commend not only the staff and students for the work they did in this space but for the support the parents gave our teachers and their children. As a staff we have continued our journey of understanding, developing and improving our pedagogy (how we teach), improving our curriculum knowledge and how to use data as a starting point to differentiate the curriculum

As a staff we have been involved in the Direct School Support from Catholic Education Melbourne, Southern Office. This is the third year we have been in this project and our focus for this year was supporting the staff to build up their pedagogy and curriculum knowledge in Reading Comprehension and using the data to differentiate the curriculum in Literacy. This initiative has certainly supported our staff in using data to plan the teaching of literacy and collaborating to best suit the needs of the students in their class.

From the School Review recommendations we have:

- Used explicit targets for student achievement and overall school performance
- Used measures such as SPA to track student data and growth
- Continued to develop the collective capacity of teachers to use data and associated evidence as starting points for teaching.
- Used data to differentiate the curriculum, pedagogy and learning environments to suit the needs of all students.
- Increased the use of, analysis of and moderation of data and students work so that the curriculum is targeted to the needs of the students.
- Used a school-wide analysis and discussion of collected data to improve student outcomes.
- Collected, entered and maintained data through a central location.data analysis package (SPA)
- Monitored data for effective and school-wide use to improve student outcomes.

Due to COVID we were not able to enjoy any extracurricular activities on a face to face basis. All our camps, excursions and interschool sports to name a few were cancelled. However, in early Term 4 some classes had incursions linked to their Inquiry lessons.

Our Professional Learning Team Meetings for staff have focused on moderation of work and building up our teacher's capacity to use data to drive their teaching. Our School Improvement Team (Leaders) have worked on following the recommendations from the review and continued to drive the curriculum in their area. They have worked on analysing data and sharing their expertise with the staff at our Professional Learning Meetings. Both PLT and School Improvement Meetings occurred virtually during Covid restrictions.

## STUDENT LEARNING OUTCOMES

At St Brigid's we have used a range of formative and summative assessments to assess the students progress..

The assessments we used were:

PATR

Benchmark Assessment System (BAS)

Record of Oral Language

SEAPART (Phonological Awareness)

Single Word Spelling Test

M100W High Frequency Word Test

Writing Analysis

ARCOTS LAP

PATM

CA-LFIN (Number)

Mental Strategies

Peter Westwood 1 Minute test

MFacts

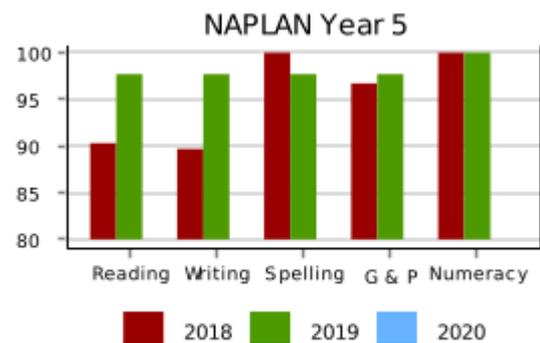
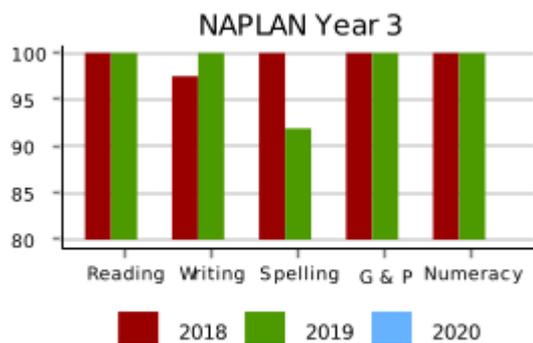
Unit Pre and Post Testing

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	100.0	0.0		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	100.0	91.9	-8.1		
YR 03 Writing	97.5	100.0	2.5		
YR 05 Grammar & Punctuation	96.7	97.7	1.0		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	90.3	97.7	7.4		
YR 05 Spelling	100.0	97.7	-2.3		
YR 05 Writing	89.7	97.7	8.0		

\* 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

**Goal:** To develop safe, positive and enabling learning environments

**Intended Outcomes:** For teachers to create opportunities for students to have input on how their learning environment can be safe, inclusive and their learning experience more positive.

That leaders, staff, students and families work collaboratively to create and strengthen child friendly environments for learning.

### Achievements

Focus on promoting Student Wellbeing using a common language.

Annual audit of Student Wellbeing actions and programs at St Brigid's considerate of evidence based best practice.

Planned integration of Respectful Relationships and Resilience Program aligned with the Inquiry and Religious Education program over a two year period.

Increased scheduled multimodal feedback sessions provided to all parents and students to connect, maintain and extend relationships. This resulted in improved timetabling, shared online social expectations and regular check-ins with students and families.

This included a continuous and equitable provision for student/teacher, student/student and school/family learning decisions to foster the relationship connection to support student wellbeing during the unprecedented pandemic event.

### Personal and Interpersonal Domains

Student wellbeing is embedded in learning and teaching, Individual Education Programs and Program Support Group Meetings with teachers and parents, integrating values education with Victorian Curriculum.

#### *Restorative Practices*

Implementing social and wellbeing strategies across the school, maintain professional learning in restorative conversations, intervention framework, student behaviour monitoring and individual behaviour plans, Circle Time, visual presence of Restorative Practices around the school.

#### *Student Leadership*

Meetings with Student Wellbeing Representatives from Foundation to Year 6. Senior leadership groups with roles and responsibilities (Sustainability, Information, Communication and Technology, Liturgy and Social Justice, Arts, Culture and Wellbeing, Public Relations and Sports) in terms 1 and 4.

VALUE ADDED

We continue to focus on student wellbeing in the students' learning experiences at St Brigid's. We have extended on meaningful, mutually respectful relationships between the home and school setting. In addition to an increased shared understanding of the challenges, constraints and potential for benefit to student/teacher, student/student and school/family for all members of our school community. We are making visible programming links across all areas of the curriculum with the aim to develop the knowledge and skills to enable students to build personal and social capabilities. They are witness to understanding and participating in how relationships are developed and using personal and interpersonal skills to establish and maintain respectful relationships. ed

## STUDENT SATISFACTION

Feedback from parents showed they were very happy with the support given to both themselves and their children during remote learning. Access to learning was easy to negotiate and parents felt the children were well-supported in their learning and the building up of relationships on the online platform was very good. Weekly communication and Zoom parent teacher interviews were very successful and as a community we are continuing this process moving forward, Videoing of Sacraments, Assemblies and other significant events throughout COVID and Term 4

Term 4 saw students back on site and the Year 5/6 teachers conducted a survey with their children which asked what worked well and what could have been improved on during remote learning. Children also nominated what they would like to see continue that was used during remote learning such as video instructions of activities and the use of technology to show the work that needed to be completed for the week.

Upon return to school in Term 4, certain elements of remote learning continued including weekly communication with parents, Zoom Parent Teacher interviews, video of events such as Confirmation and an online Art Show showcasing the students work. Feedback from the school community was overwhelmingly positive.

## STUDENT ATTENDANCE

St Brigid's School follows up student absences with parents that are not within acceptable limits and notes 'days absent' on Semester 1 and 2 student reports. Days late were included on Semester 1 and 2 student reports this year and this will be continued in 2021. An attendance register is maintained for each class and attendance is recorded twice daily (morning and afternoon) including any reason for a student's absence.

During Covid student attendance requirements were modified as students were learning remotely. Each day our attendance roll was marked. Those students who attended onsite learning were marked as present, all other students were marked as offsite due to the Pandemic.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	97.1%
Y02	95.0%
Y03	95.2%
Y04	94.4%
Y05	96.3%
Y06	96.1%
Overall average attendance	95.7%

## Child Safe Standards

### Goals & Intended Outcomes

At St. Brigid's Mordialloc we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel.

- All students deserve, as a fundamental right, safety and protection from all forms of abuse and neglect.
- Our school works in partnership with families and the community to ensure that they are engaged in decision-making processes, particularly those that have an impact on child safety and protection.
- All students have the right to a thorough and systematic education in all aspects of personal safety, in partnership with their parents/guardians/caregivers.
- All adults in our school, including teaching and non-teaching staff, clergy, volunteers, and contractors, have a responsibility to care for children and young people, to positively promote their wellbeing and to protect them from any kind of harm or abuse.
- The policies, guidelines and codes of conduct for the care, wellbeing and protection of students are based on honest, respectful and trusting relationships between adults and children and young people.
- Policies and practices demonstrate compliance with legislative requirements and cooperation with the Church, governments, the police and human services agencies. All persons involved in situations where harm is suspected or disclosed must be treated with sensitivity, dignity and respect.
- Staff, clergy, volunteers, contractors, parents and students should feel free to raise concerns about child safety, knowing these will be taken seriously by school leadership.
- Appropriate confidentiality will be maintained, with information being provided to those who have a right or a need to be informed, either legally or pastorally.

### Achievements

With the introduction of Child Safe Standards into schools in 2016 much work was done to ensure that St. Brigid's was compliant with these standards. As a result, the following have become embed practices in 2020:

- Professional learning for Principal, School Board and senior leaders.
- Annual professional learning for all staff at a Professional Learning Meeting based on Child Safe Standards, PROTECT and Mandatory Reporting
- Presentation of material to all staff, teaching and non-teaching, parents and school board
- Development and implementation of Child Safety Policy in line with Child Safe Standards.
- Communication to parents and families through the School Board, Parents and Friends Association and newsletters.
- Signing of 'Safeguarding Children and Young People Code of Conduct by all staff.

- Employment of new staff revised. All applicants to have signed the 'Child Safe Standards Declaration Form' when applying for a position. Specific questions relating to Child Safe Standards asked in the interviews.
- Implementation of the "PROTECT" protocol which assists us to identify and respond to all forms of abuse in schools.
- Disclosure by staff of any relationship with parents outside of school
- Development of a Child Safety Team which includes Principal, Deputy Principal and members of the leadership team.

## Leadership & Management

### Goals & Intended Outcomes

**GOAL:** To develop the leadership capacity of teachers

**LEARNING INTENTION:** For the School Improvement Team (SIT) to develop effective leadership of all staff

**GOAL:** To build the School Improvement Teams capacity to lead change

**LEARNING INTENTION:** For SIT to lead and manage change initiatives to improve student outcomes

### Achievements

During COVID Leadership continued to offer Professional Learning to staff within their sphere

The ICT Leader continued to:

- Support staff in planning
- Lead staff in the professional development of the use of ICT tool that were used in remote learning
- Lead staff in the use of data to differentiate the teaching
- Lead staff in improving their understanding of how to analyse data
- Provide support to staff by way of video instructions on how to use different platforms
- Manage the reporting process in line with COVID reporting guidelines

The Literacy Leader continued to

- Facilitate the Zoom meetings for the Direct School Support
- Support staff in planning
- Support staff in planning Literacy Week activities for all year levels
- Ensure actions between Direct School Support were completed
- Ensure the Assessment Schedule was maintained

The Numeracy/STEM Leader continued to:

- Support staff in planning
- Support staff in planning STEM and Numeracy week activities for all year levels
- Ensured the Assessment Schedule was maintained

The Religious Education /Teaching and Learning Leader continued to:

- Support staff in planning
- Plan Sacraments
- Facilitate the celebration of Confirmation
- Provide Godly Play videos to support units of work

- Attend Faith Development Meetings

The Learning Diversity Leader continued to:

- Facilitate PSG meetings each term via Zoom or phone
- Facilitate Direct Instruction for students on Multi Lit
- Liaise with parents during remote learning
- Support staff in planning

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2020

- Tertiary Education (Executive Masters in Business Management and Leadership)
- Principal Coaching
- Mandatory Reporting
- National Consistent Collection of Data
- Child Safe Standards
- Disability Standards Modules
- Dynamiq online modules
- Introduction of Genius Hour
- First Aid
- RE-Mary Mackillop charisms
- Direct School Support-Reading Comprehension
- School Wide Improvement Framework
- RE network
- A Recovery Curriculum- responding to trauma and adversity
- Arcots
- Coronavirus
  - the use of technology for remote learning- Google Meets, creation of videos, Harpara and Workspaces
  - planning for remote learning- protocols of the use of technology
  - planning for and returning to onsite learning procedures and protocols
- RE and Inquiry- Pedagogy of Encounter
- Coaching Feedback and Mentoring
- Data-SPA
- Data- Pat analysis

- Stem Week
- Literacy Week
- Literacy- Fountas and Pinnell Literacy Continuum
- Writing Moderation

Number of teachers who participated in PL in 2020	31
Average expenditure per teacher for PL	\$11189

**TEACHER SATISFACTION**

All staff who work at St Brigid's are extremely dedicated and committed to their job and their combined efforts result in effective programs, positive learning environments. This commitment was evident and enhanced throughout remote learning.

Anecdotal feedback from parents showed that the majority of our community were very happy with the communication, support and learning provided during remote learning.

Staff felt supported by leadership during remote learning.

Student feedback showed that they appreciated the element of choice in their learning and the supports provided during remote learning.

Upon return to school in Term 4, certain elements of remote learning continued including weekly communication with parents, Zoom Parent Teacher interviews, video of events such as Confirmation and an online Art Show showcasing the students work. Feedback from the school community was overwhelmingly positive.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	97.0%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	87.9%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	0.0%
Graduate	12.5%
Graduate Certificate	0.0%
Bachelor Degree	75.0%
Advanced Diploma	50.0%
No Qualifications Listed	0.0%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	24.0
Teaching Staff (FTE)	16.2
Non-Teaching Staff (Headcount)	10.0
Non-Teaching Staff (FTE)	8.7
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

Goal: To build a school/ parent partnership that develops positive relationships

Intended Outcome: For staff, parents and students to be involved in building up relationships.

### Achievements

- Virtual Art Show
- Family Week video- which families contributed to
- Book week video- which families contributed to
- Virtual Opening of the school building
- Nixon House connection through letter writing and recordings
- Virtual assemblies
- Virtual Newsletters
- Recorded Story time for 2021 Preps
- Zoom meetings with 2021 Prep Parents with Fr Andrew and Principal
- Zoom Meeting information night for 2021 Prep Parents
- Live-streaming of Confirmation
- Zoom Parent Teacher Interviews
- Virtual Board Meeting
- Weekly communication from teachers to parents
- Graduation (with limited numbers)
- Recording of Masses and liturgies.
- St Vincent de Paul Food Drives

### PARENT SATISFACTION

Anecdotal feedback from parents showed that the majority of our community were very happy with the communication, support and learning provided prior to and during remote learning. The parents were also appreciative of the schools support in terms of providing access to technology and clear, differentiated, easy to follow instructions for the children and families.

Upon return to school in Term 4, certain elements of remote learning continued including weekly communication with parents, Zoom Parent Teacher interviews, video of events such as Confirmation and an online Art Show showcasing the students work. Feedback from the school community was overwhelmingly positive.

## Future Directions

Future directions for St Brigid's:

- Coaching and Mentoring professional development for staff
- Feedback - to staff, to leaders, to students to be implemented
- External Coach for School Improvement Team
- Embedding of the use of Data to differentiate the curriculum
- Creating an outside classroom/prayer space at the front of the school