



# Mount St Joseph Girls' College Altona

2020

Annual Report to the School Community



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## Contact Details

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PARISH PRIEST	Archpriest Michael Kalka
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E NUMBER	E1235

## Minimum Standards Attestation

I, Kate Dishon, attest that Mount St Joseph Girls' College 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.

07/06/2021

**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 College Vision

### As a Josephite College:

- We promote Catholic values in educating young women to live their faith in the tradition of Saint Mary of the Cross MacKillop
- We aim to develop informed and compassionate women of faith who will strive to make a difference in the world
- We value, foster and respect the uniqueness, integrity and dignity of each person
- We encourage a love of learning through an innovative, dynamic and challenging curriculum
- We encourage students to strive for personal excellence
- We aim to provide a safe learning environment within contemporary specialist learning facilities

## College Overview

Since 1964, Mount St. Joseph Girls' College has been inviting families into a high-quality education partnership committed to continual improvement and supporting the potential of each student who joins our community for their secondary school years.

As a community, we are committed to the ongoing development of our College as a vibrant and inclusive learning community where the pursuit of excellence is encouraged and its achievement celebrated. Together we strive to welcome, to believe, to care, to respect, to learn and to achieve our full potential.

Mount St. Joseph Girls' College breathes life into contemporary learning and inspires students to strive to fulfil their goals and celebrate their many talents. At the heart of our mission is the rich heritage we have inherited from our Josephite charism founded by Saint Mary of the Cross MacKillop and Fr. Julian Tenison Woods.

Inspired by this proud Australian charism and imbued with the values of Jesus Christ, we commit ourselves to walking with young women on their learning and faith journeys towards adulthood. We are committed to the partnership between staff, students and families and we recognise that every student has individual talents. Students are encouraged as independent learners to identify and pursue their goals of academic excellence and the mastery of new skills through sporting endeavours, creative and performing arts and responses to social justice issues.

Our school is based on a culture of positive relationships where students and staff can flourish in an environment that is inclusive, safe and stimulating. We nurture and challenge our students to be creative, collaborative and independent thinkers so we seek to provide a supportive environment that encourages our students to stretch themselves towards their full potential and to proudly pursue their learning and co-curricular passions. As every student has different hopes for the future, we encourage them to try new experiences and achieve excellence in their academic, sporting, visual and performing arts endeavours and various co-curricular ventures locally, interstate and abroad.

## Principal's Report

2020 was certainly an unusual year; the COVID-19 year! I am so incredibly proud of how resilient our students have been, they have responded to all the changes and disappointments of the year with great maturity and understanding.

Our theme for the year was about being humble, understanding that humility opens us to love. The words of Mary MacKillop, 'Work on humbly with the means God has placed at your disposal', have been so apt for us this year. The students and staff have shown so much humility and have used their many gifts and talents to support each other and to truly shine.

Out of adversity we often see great love, creativity and support. This has been so evident this year. I want to commend our Student Leadership Team for their development of the MSJ Connect Website. A website for the students, by the students. These young women certainly saw a need and did something about it! They developed a website that provided MSJ students with resources to support their health and wellbeing, along with great advice, activities and competitions to support them while they were learning remotely.

I have witnessed students and staff reach out to each other, encourage each other and ensure that everyone was okay. Even though things have looked different in 2020, we as a community managed to celebrate Mary MacKillop's Feast Day, conduct our annual Winter Sleepout, acknowledge Indigenous Week, compete in virtual sporting events, travel around Australia and participate in MSJ's Got Talent.

At the beginning of the year, the Sisters of St. Joseph of the Sacred Heart transferred the governance of the College to the Archbishop of Melbourne. At our Opening College Mass, we acknowledged and celebrated the Sisters' hard work, faith and leadership. Over many years, the Sisters in their roles as teachers, principals and leaders have played an important part in ensuring that our Catholic faith, and the values of Mary MacKillop and the Sisters of St. Joseph of the Sacred Heart underpin all that we do. We are a Josephite school that will continue to look to Jesus, Joseph, Mary MacKillop, Julian Tenison Woods and the Sisters of St. Joseph for guidance, inspiration and wisdom.

Kate Dishon

**Principal**

## College Board Report

Mount St. Joseph Girls' College - Altona West is a company limited by guarantee and became an Archdiocesan Secondary College in late December 2019 when the Trustees of the Sisters of St Joseph transferred the company to the Catholic Archdiocese of Melbourne. A new Board of Directors was appointed with four directors nominated by the Sisters of St Joseph and a further five Directors nominated by the Archdiocese of Melbourne. The nominations were accepted, and the Directors appointed for a three-year term by the Archbishop of Melbourne. The Archbishop entrusts the College Board of Directors with governance responsibilities. The focus of the Board is strategic direction consistent with the College vision, mission and objectives, diligent stewardship of financial and physical resources, compliance and risk minimisation and child safety.

The work of the Board of Directors is supported by the Finance & Audit and Facilities sub-committee. In February, Board Director and member of the Finance & Audit and Facilities sub-committee, Mr John Stringer, accepted responsibility for chairing the meetings of this sub-committee. Board Director, Mr Patrick Love joined the Finance & Audit and Facilities Committee early in 2020. Following a resolution of the Board, the majority of meetings of the Board and its sub-committee were conducted via 'Zoom', which enabled all scheduled meetings to proceed as outlined at the commencement of the 2020 school year.

Each Director brings specialist expertise and professional experience to the Board and each contributed generously at Board and sub-committee meetings during 2020. Directors were well-represented at the College 'Opening Mass' along with a number of the Sisters of Saint Joseph, including members of the outgoing Regional Leadership Team. Unfortunately, the COVID-19 pandemic did not allow Board Directors to attend other College events during the 2020 school year, due to COVID-19 regulations imposed during the pandemic and changes to how events were able to proceed, if at all.

The College Principal and Business Manager attend Board and sub-committee meetings in an ex-officio capacity and the Principal's Executive Assistant provides vital administrative assistance. Early in 2020, the Board farewelled Mr Noel Kennedy who as College Business Manager and Company Secretary worked closely with the previous Board of Directors for over a decade. The Board of Directors then welcomed a new College Business Manager, Mr Danny O'Malley, who was also appointed Company Secretary.

In 2020, the College Board of Directors comprised:

- Mr Garry McLean (Chair)
- Ms Josephine Cafagna
- Ms April Honeyman
- Mr Patrick Love
- Dr Geraldine Larkins rsj
- Ms Annie Rahilly
- Mr John Stringer
- Mr Jim Sadler

Ex-officio attendees were:

- Ms Kate Dishon (Principal/Chief Executive Officer)

- Mr Danny O'Malley (Business Manager/Company Secretary)
- Ms Rebecca Pantalleresco (Principal's Executive Assistant/Executive Assistant to the Board)

In 2020, as well as approving and maintaining oversight of the College budget and contributing to strategic planning, the Board maintained a keen overview of the refurbishment and extensions to the Finucane & Pierce Buildings. Given its perceived potential for development as car parking, the Board also maintained an interest in land alongside the Altona Police Station in Galvin Street adjacent to the College and the wetlands area.

The Board also worked with the College in ensuring that financial assistance was available to all our families during the COVID-19 pandemic and lockdowns. The practise of making a debenture payment as part of the enrolment procedure was discontinued and payments held by the College were credited to families' tuition accounts. The parents and carers of students who had paid for their daughters to participate in the overseas study program were refunded in full, thanks to the efforts of the Board and the College administration working co-operatively together to achieve an agreed outcome. Families were also informed well in advance that School Fees for the 2021 school year would remain the same as for 2020. These financial decisions by the Board were designed specifically to support families without impinging on the ongoing viability of the College.

The contribution of all Board Directors in 2020 was significant in terms of their engagement with the College particularly during extended periods of lockdown. The skill set, expertise and experience of Board Directors across Finance, Education, Law, Architecture, Business Management, Planning, Media and Public Relations, proved to be significant as the Board transitioned to the new governance structure with the Archbishop and the Archdiocese of Melbourne. The contribution of Directors to board meetings, sub-committee meetings and stewardship of the College was very pleasing and of tremendous benefit to the growth and provision of Catholic education for girls in Melbourne's west.

Throughout 2020, the Board of Directors continued to acknowledge the dynamic leadership and management of the College by the Principal and the incoming Business Manager, together with the Deputy Principals and members of the College Stewardship Team, all of whom contributed to a very unusual and exceptionally challenging school year. The Board also acknowledged the outstanding academic achievement of the 2020 VCE and VCAL student cohort and their teachers over the six years of secondary education provided by the College. The continued participation of students with support from the teaching staff in artistic pursuits, sporting endeavours, social justice initiatives and local community activities during a year like no other was also commended by the Board.

Mr Garry McLean

**MSJ Board Chair**



## Education in Faith

### Goals & Intended Outcomes

To strengthen the College as a faith filled, dynamic and contemporary Catholic learning community in the tradition of Saint Mary of the Cross MacKillop and Fr Julian Tenison Woods.

### Achievements

- Adopted and responded to the theme 'Humility Opens Us To Love'.
- Celebrated a Mass of thanksgiving for the years of service and commitment from the Sisters of St Joseph of the Sacred Heart.
- Developed online faith activities to engage all members of the school community during remote learning including Stations of the Cross liturgy, weekly online chapel prayer, Mary MacKillop Feast Day prayer service and JJAMM week activities.
- Reviewed the Religious Education curriculum to reflect student interests and support remote learning experiences.
- Developed a renewed senior school in house RE program focused on student engagement and experience of faith across a number of areas to be implemented in 2021.
- Developed online staff Faith formation modules to engage staff during remote learning.
- Completed Enhancing Catholic School Identity (ECSI) data/survey.

### VALUE ADDED

- Set up online faith engagement opportunities during COVID. Students and families were able to experience various forms of prayer and reflect on the wider faith community and Christ's message of hope and love during a difficult time apart.
- Engaged with external agencies through online zoom sessions to deepen student and staff awareness of the Josephite story and its significance to our College.
- Developing online courses and utilising communication platforms in the College, parents were able to engage in matters of faith and life, such as through CANVAS and SIMON bulletins.
- Social justice activities with Edmund Rice tutoring at Tarneit.
- Fundraising for Caritas and providing Christmas hampers.

## Learning & Teaching

### Goals & Intended Outcomes

To improve student learning outcomes through personalised, effective and stimulating learning and teaching that builds student engagement and success in all areas of the curriculum.

### Achievements

- Ensured each student was able to access the curriculum through the Learning Management System
- Improved communication with Learning Support Officers and classroom teachers to engage at-risk students
- Produced Remote Learning Handbooks
- Improved VCE outcomes
- Conducted subject conferences, allowing students to self-reflect and set own goals for improvement
- Utilised classroom data to improve student learning outcomes
- Implemented a new library management system
- Implemented new processes for the National Consistent Collection of Data (NCCD)
- Whole-school Differentiation professional development
- Developed strategies with staff to improve adjustments for students with additional learning needs
- Reviewed the Exam structure for 2020
- Implemented administrative changes to the exam procedure
- Transitioned to Subject Conferencing

### STUDENT LEARNING OUTCOMES

In the absence of NAPLAN in 2020, the College continued with the usual Progressive Achievement Test (PAT) program run in-house each year for students in Years 7-10. This data was used to identify students who would take part in the Numeracy and Literacy intervention tutoring in 2020-2021 and inform classroom teachers of the curriculum areas that have been impacted by remote learning.

MEDIAN NAPLAN RESULTS FOR YEAR 9		*
Year 9 Grammar & Punctuation		
Year 9 Numeracy		
Year 9 Reading		
Year 9 Spelling		
Year 9 Writing		

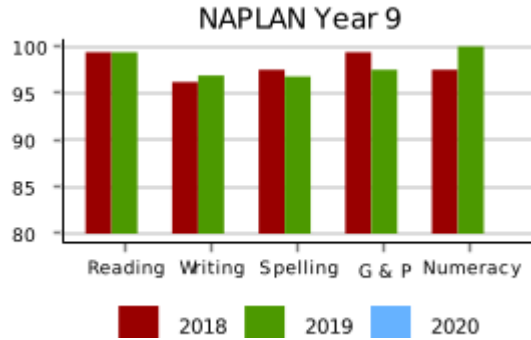
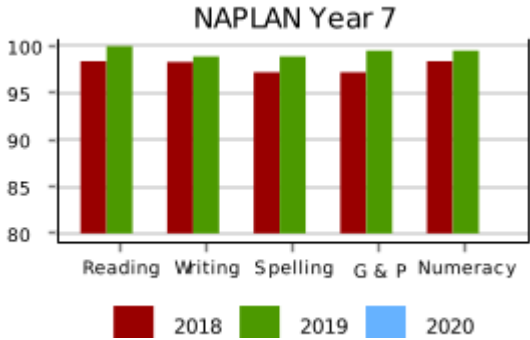
\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 07 Grammar & Punctuation	97.2	99.5	2.3		
YR 07 Numeracy	98.4	99.5	1.1		
YR 07 Reading	98.4	100.0	1.6		
YR 07 Spelling	97.2	98.9	1.7		
YR 07 Writing	98.3	98.9	0.6		
YR 09 Grammar & Punctuation	99.4	97.5	-1.9		
YR 09 Numeracy	97.5	100.0	2.5		
YR 09 Reading	99.4	99.4	0.0		
YR 09 Spelling	97.5	96.8	-0.7		
YR 09 Writing	96.2	96.9	0.7		

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

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

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



## Student Wellbeing

### Goals & Intended Outcomes

To develop further and enhance practical school-wide approaches that value diversity, respond to individual needs and foster positive respectful relationships between all members of the College's community.

### Achievements

- Continued growth and strengthening of student leadership portfolios.
- Development of Student Website that promoted connections and wellbeing during our COVID remote learning periods.
- Continued to utilise our Supportive Friends and Peer Support programs to build community.
- Ran 'Tuning into Teens' program.
- Secured student involvement with 'Bullying, No Way' survey, Learning Mentor program and pastoral periods.
- Implemented new processes and procedures for NCCD (Nationally Consistent Collection of Data) for students with disabilities.
- Continued research into Mental Health Collective with MacKillop College Werribee, Clonard College, and Caroline Chisholm Catholic College, and created a partnership with Victoria University who are taking the lead with the Project.
- Introduced PULSE surveys as weekly check-in for student wellbeing. This was invaluable after students returned from remote learning.
- Continued to work with Victoria University and RMIT Social Work Departments.
- Students participated in online wellbeing forums on cyber safety.
- Students engaged in check-ins with their Learning Mentor three mornings a week whilst in remote learning.
- Worked with Victoria Police Community Engagement Project to explore safe relationships, partying and online behaviours.
- Held a successful International Women's Day Breakfast.

### VALUE ADDED

- Initiated and worked with Learning Mentors to formulate student-led conferences designed to increase student voice and advocacy in learning
- Improved communication channels and documenting of student learning and wellbeing concerns
- Student-led Wellbeing Time that focused on mental health and consent
- Student-led initiatives that develop community and peer relationships

- Created an online graduation
- Created an online Year 6 Induction Program
- Held a Year 7 Induction Day
- Had Years 7-12 Reconnect Days when students returned from remote learning
- Development of clear procedures for school refusers
- Increased number of support groups: Young Carers, ASD, Coping Skills, Academic Success, Confidence and Resilience
- Promoted engagement with parents through the Deep & Meaningful Series at MSJ - mothers, fathers and grandparents
- Successfully worked with our community to seek feedback about remote learning and wellbeing concerns through Zoom conferences

## STUDENT SATISFACTION

As part of our continual feedback cycle, the College leaders met with groups of students after we returned from the COVID lockdown. Students were interviewed in year levels and we invited two captains from each homeroom to discuss the strengths and challenges of the experience of remote learning. The College actively sought feedback about our learning management system, teacher engagement and our wellbeing practices. This feedback was triangulated with our feedback from staff and families. The College continues to seek feedback and to work in partnership with our families.

## STUDENT ATTENDANCE

- The roll is taken each morning in Learning Mentor Time and a text message sent to families at 9:30am to advise them of student absence
- During remote learning, the Learning Mentor contacted parents directly if a student did not log in
- Rolls are marked again at each lesson and monitored by Wellbeing Leaders, Director of Students, and Deputy Principal - Student Wellbeing
- Unexplained absences are continually monitored until a resolution is found
- At the beginning of Week 4 and Week 8, the Learning Mentor analyses the attendance patterns of students and a school letter is sent to families whose student's attendance is unsatisfactory
- Family interviews are held to explore school absence and refusal

### YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	89.1%
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### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	96.0%
Y08	93.6%
Y09	94.4%
Y10	92.3%
Overall average attendance	94.1%

### SENIOR SECONDARY OUTCOMES

VCE Median Score	31.0
VCE Completion Rate	100.0%
VCAL Completion Rate	97.0%

### POST-SCHOOL DESTINATIONS AS AT 2020

Tertiary Study	72.0%
TAFE / VET	4.0%
Apprenticeship / Traineeship	4.0%
Deferred	15.0%
Employment	3.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%

## Child Safe Standards

### Goals & Intended Outcomes

To embed the Child Safe Standards:

- Standard 1: Strategies to embed an organisational culture of child safety, including through effective leadership arrangements
- Standard 2: A Child Safe Policy or Statement of Commitment to Child Safety
- Standard 3: A Code of Conduct that establishes clear expectations for appropriate behaviour with children
- Standard 4: Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel
- Standard 5: Processes for responding to and reporting suspected child abuse
- Standard 6: Strategies to identify and reduce or remove risks of child abuse
- Standard 7: Strategies to promote the participation and empowerment of children

### Achievements

Standard 1: Strategies to embed an organisational culture of child safety, including through effective leadership arrangements

- Each staff member has completed modules on Child Safe behaviour and DHHS reportable conduct
- Each Stewardship, Staff and Wellbeing Meeting has a permanent Child Safety agenda item
- Child Safety Statements placed on College intranet and revisited at a Staff Meeting each semester
- Reception staff and Administration Manager are fully aware of child safety and risk compliance
- Open discussions about child safety
- Staff, students and parents encouraged to discuss issues pertaining to child safety
- Establishment of programs to support vulnerable students
- Appointment of Child Safety Officers
- Child Safety email address
- Regular notices in Synergy - College newsletter
- Semester Briefing with students
- Clear procedures for Mandatory Reporting
- CEM/DHHS Registrar with Deputy Principal Student Wellbeing and Principal EA
- Staff training through CompliSpace



- Each Board director, staff member and Direct Contact Volunteer having to complete Child Protection Training which provides information with respect to key risk indicators of child abuse and reporting procedures
- Establishing clear guidelines for reporting child abuse concerns
- Creating an environment supportive of children from culturally diverse backgrounds and children with disabilities

Standard 2: A child safe policy or statement of commitment to child safety

- Placed on website, staff intranet
- Revisited with students each term. Notices placed in College newsletter, wellbeing lesson focus on Child Safe Standards

Standard 3: A Code of Conduct that establishes clear expectations for appropriate behaviour with children

- Code of Conduct revisited each year and covered in staff induction
- With the support of CompliSpace, Child Safe practices are revisited each semester by the Deputy Principal Student Wellbeing

Standard 4: Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel

- College enforces expectations on new staff, thorough referees checks and citing of all original documents. All staff and volunteers are compliant
- Pre-employment questions
- Applicant's declaration
- Questions in interviews
- Questions in reference checks
- Staff Induction

Standard 5: Processes for responding to and reporting suspected child abuse

- Extensive training of Wellbeing Team and Learning Mentors on the new PROTECT Framework

Standard 6: Strategies to identify and reduce or remove risks of child abuse

- Administration Manager and Deputy Principal Student Wellbeing regularly undertake site audits and audits of documentation ensuring highest standards
- Extensive risk management procedures for incursions and excursions

Standard 7: Strategies to promote the participation and empowerment of children

- Establishment of Child Safety Committee with both parent and student voice; meets once per term

## Leadership & Management

### Goals & Intended Outcomes

To grow and sustain a professional culture that is characterised by a shared vision, clear communication, effective teamwork and a focus on continuous improvement.

### Achievements

- Continued to plan for expansion in enrolments
- Reviewed the College Positions of Leadership
- Completed the transition to a school-wide BYOD/BYOSD program to replace school-provided laptop program
- Continued the staff reflection/goal setting initiative for staff with continued focus on improvement and growth
- Oversaw the deep clean of the College after a positive Covid case
- Provided support to staff and students impacted by a positive Covid case
- Provided ongoing wellbeing support for staff throughout remote learning
- Sent 'care packs' to staff during remote learning
- Held a leadership workshop for senior leaders
- Provided targeted professional learning to develop future 'whole school' and individual goals.
- Provided professional support and learning for remote learning
- Commenced the refurbishment and extensions for the Finucane and Pierce buildings and commenced planning for a new Art and Technology facility
- Progressed ICT strategy implementation with replacement of firewall, photocopiers and the telephone system
- Progressed risk management and compliance policies and procedures
- Completed the transfer of ownership of the College from the Sisters of St. Joseph to the Archdiocese of Melbourne

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2020

- Anaphylaxis
- Diabetes
- Leadership Conferences
- Bullying and Harassment
- First Aid Training

- Child Safety
- Differentiation
- Subject-specific Conferences
- Faith Development
- Occupational Health and Safety
- Student Wellbeing and Health
- Mental Health
- Mandatory Reporting
- Respectful Relationships
- Purposeful Teaching
- NCCD Adjustments
- VCE Assessor Training
- VCAA subject/general Webinars
- Growth Coaching
- Online platforms training and workshops

Number of teachers who participated in PL in 2020	77
Average expenditure per teacher for PL	\$1200

**TEACHER SATISFACTION**

Each Stewardship member was responsible for a group of staff during remote learning, which provided an opportunity for ongoing contact and support.

On a regular basis, surveys were conducted with staff to seek their feedback on remote learning and how improvements could be made.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	94.6%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	85.2%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	31.3%
Graduate	32.5%
Graduate Certificate	3.8%
Bachelor Degree	78.8%
Advanced Diploma	6.3%
No Qualifications Listed	6.3%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	77.0
Teaching Staff (FTE)	72.0
Non-Teaching Staff (Headcount)	37.0
Non-Teaching Staff (FTE)	35.4
Indigenous Teaching Staff (Headcount)	0.0

## College Community

### Goals & Intended Outcomes

To ensure that the College continues to be a community where all its members experience a sense of belonging, purposeful learning and connectedness to the school and the broader community.

### Achievements

- Continued implementation of the marketing strategy
- Developed a virtual tour and promotional video
- Held online information sessions for prospective families
- Fostered partnership through International Women's Day
- Participated in Clean Up Australia Day
- Continued parent information nights, student-led conferences and parent/student/teacher conferences via Zoom
- The Age "Schools that Excel" Winner

### VALUE ADDED

- Virtual VCE Folio Exhibition
- RU OK Virtual Day sharing Zoom lunches
- Book Week author visits
- Harmony Day celebrations
- *MSJ Connect* website established during COVID to keep community connected and involved
- 'Crazy Hair and Sock Day' to support the Catholic Mission
- "Be Happy" - Teachers created a video to send to Year 12 students to keep them motivated during lockdown
- Virtual race around Australia - Families created teams to log their COVID walks and virtual travel around Australia
- Parenting webinars and *Tuning into Teens* virtual workshops
- Zoom dress up days for staff and students
- Students sent letters and cards to aged care residents in lockdown

## PARENT SATISFACTION

In the absence of the CEMIS parent survey, a Zoom forum was held for parents to obtain feedback about remote learning. We were provided with some positive feedback and suggestions for improvement.

*Communication between teachers and parents (e.g. daily email, family handbooks), staff commitment and student engagement in learning is working well.*

*A mix/balance of doing work in a notebook (and uploading it) and online work to reduce screen time may work better.*