



# Our Lady of Perpetual Help School Ringwood

2020

Annual Report to the School Community



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## Contact Details

ADDRESS	2 Wilana Street Ringwood VIC 3134
PRINCIPAL	Adrian Scutt
PARISH PRIEST	Fr Anthony Doran
SCHOOL BOARD CHAIR	
TELEPHONE	03 9870 7227
EMAIL	principal@olringwood.catholic.edu.au
WEBSITE	www.olringwood.catholic.edu.au
E NUMBER	E1132

## Minimum Standards Attestation

I, Adrian Scutt, attest that Our Lady of Perpetual Help 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.

19/05/2021

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

# Our School Vision

Growing Together, in Faith, for the Future.

## School Overview

Our Lady's School is part of the wider Parish community of Our Lady of Perpetual Help, Ringwood. Our Parish Priest, Fr Anthony Doran, has been very involved in school life, supportive of the staff, students and families, and has done much to enrich our parish and school life. The following provides some general information about the school composition in 2020.

Our enrolment at the August Census was 275, slightly below our August 2019 figure of 284. In 2020, we arranged our students in thirteen groupings, as follows: two x Prep, four x 1/2 (Junior), four x 3/4 (Middle) and three x 5/6 (Senior). The average class size was 21 students.

Our Lady's had a staff of 35, with twelve full-time and twenty three part-time staff. Our positions of leadership, in addition to our Principal and Deputy Principal, included leaders of Religious Education, English, Mathematics, Learning and Teaching, Student Wellbeing, Digital Technologies (ICT) and Learning Diversity.

We provided specialist classes in LOTE - Italian, Performing Arts, Visual Arts, Physical Education and STEM. Students had the option of learning an instrument through a private company during school hours.

In line with our School Improvement Plan (SIP) for 2017-2020, our key improvement strategies are as follows:

- Embed the faith and life inquiry approach in RE to assist students to make more explicit links between the message of Jesus, the religious education program and their daily lives.
- Further develop and embed whole school understanding of contemporary teaching and learning.
- Continue to build teacher capacity to implement high quality, targeted teaching based on the rigorous and consistent use of student data.
- Develop a whole school practice for Social and Emotional learning and continue to embed social skills across the curriculum.
- Further develop staff capacity to involve parents as partners in their child's learning journey.
- Develop and embed effective collaboration and consultation processes across the school.

## Principal's Report

It was a pleasure to once again lead the school community as Principal in 2020. It was an extremely challenging year for all members of our school community, as we transitioned to remote learning on two occasions as a result of the Coronavirus pandemic. Despite these unforeseen challenges, I was once again fortunate to have the full support of our Parish Priest, Fr Anthony Doran, the staff and parent community. I am extremely grateful for the way in which our school community responded to the many changes throughout the year and supported one another with a strong focus on the wellbeing of all.

Our Lady's School is a caring Catholic community with many families selecting the school based on our Catholic ethos and values, reputation within the local community and our size, where all children and staff have the opportunity to get to know each other.

As a Catholic community, we provide the opportunity for the children to know and experience Jesus in their lives - through the Religious Education program, which is the focal point of the curriculum, and through our personal commitment to living the message shared by Jesus in the Gospels. As such, we see our role as building on the foundation, which parents have laid for their child's spiritual, physical, social, emotional and intellectual development.

During the year we continued to focus on 'collaborative learning', working in teams, setting protocols and maximising the potential of our flexible learning spaces. All staff were committed to working in flexible spaces across all Levels. We continued to implement facilitated planning, with school leaders supporting Level Teams with analysis of student data to inform teaching and learning. The whole school focused on the use of student data as a means for creating differentiated learning opportunities.

During the 2020 year, we have offered many opportunities for the students to engage in rich, deep learning, linked to the curriculum and the real world, through both onsite and remote learning.

The indicators of achievement and satisfaction with the school are identified through the following spheres of school life. Our continuing aim is to focus on living out our Vision of 'Growing together, in faith, for the future' through all facets of school life.

Adrian Scutt

Principal

## Education in Faith

### Goals & Intended Outcomes

- To grow as a living Catholic community, strengthening students' relationship with Christ and enabling them to experience the Faith in a way that is meaningful and inspiring in today's world.
- That student understanding of and engagement with the Catholic faith and tradition is deepened, visible and connected to real life

### Achievements

In 2020 there was a continued focus on 'Providing opportunities for staff to explore and dialogue around the Renewed Religious Education Curriculum Framework'.

We continue to grow as 'a living catholic community' as we provide many experiences of faith development for the students at Our Lady's School.

#### VALUE ADDED

- Through Concept Based Learning teachers were able to authentically integrate the Religious Education Curriculum with the Learning Concepts for 2020; Relationships (Semester One) & Discovery (Semester Two).
- Staff meetings focused on mapping units against the Religious Education Framework. Teachers used the RE standards to plan for cohesive and scaffolded learning. When planning teachers referred to the Framework and document the relevant standards and descriptors. The learning schema from Horizons of Hope, assessment and moderation in Religious Education have been priorities for meetings.
- The RELs led discussions concerning the Religious Education Policy, the Education in Faith component of the Annual Action Plan and collaborated on a Prayer scope and sequence.
- Meditation continued once a week, including during remote learning, with a focus on the Gospel of the Week, Sacraments or special feast days. This is an embedded practice within the school and is run by the Year Six student leaders.

- A whole school approach to the Sacraments also continued. All students from prep to year six were exposed to the Sacraments. This was seen as an opportunity for all children to develop their understanding of the Sacraments at an age appropriate level, an opportunity to encounter and deepen their knowledge of the Sacraments earlier in their faith education.
- The RELs assisted the Middle and Senior Levels in planning for the Sacrament of Reconciliation, Eucharist and Confirmation. The children were well prepared for the Sacraments although the reception of each Sacrament was postponed until 2021.

## Learning & Teaching

### Goals & Intended Outcomes

- To maximise student achievement in a contemporary learning environment in which each student is supported and empowered to be a confident and successful learner
- That student outcomes in Mathematics improve
- That student outcomes in Reading and Writing improve
- That student engagement in learning improves

### Achievements

The school year of 2020 certainly posed many challenges for all. The year commenced in a somewhat 'ordinary' manner, but as the first term progressed, educational circumstances changed due to the coronavirus pandemic and teachers began preparing for offsite learning. Staff were involved in their own professional learning and were also developing students' ability to learn through a digital platform. During this period, learning and teaching was certainly impacted. Staff were required to deliver the curriculum differently. The focus was on ensuring that outcomes of the Victorian curriculum were met, especially in English and Mathematics. Student Wellbeing became a huge focus with staff regularly incorporating wellbeing tasks in student's digital workbooks.

- The analysis of data enabled teachers to set specific goals for children, with targeted teaching for students as teachers set tasks at the zone of proximal development.
- Staff focus on deepening their knowledge of the Victorian Curriculum for effective planning and implementation of appropriate pedagogy (teaching practices).
- A continued focus on the elements of Concept Based Learning, studying the big idea in a variety of learning areas, including Religious Education.
- Learning Concepts for 2020; Responsibility and Discovery.
- Staff Professional Development in a Regional 'Learning Collaborative - Cohort 2' with a focus in Mathematics.
- The use of 'Essential Assessment' (EA), an online tool for teachers to use to assess and analyse outcomes in all three domains of the Victorian Mathematics Curriculum.
- School Leader attendance at relevant CEM Regional Network Meetings

- The addition of new Chromebooks at the beginning of the year enabled 1:1 device use for students in Years 1-6.
- Prep and Junior students continued to learn the new Digital Technologies curriculum and in particular coding, using robotic devices (BeeBots) throughout their learning in English, Mathematics and Science.
- Middle and Senior students used technology in a variety of ways with encoding and decoding, block coding (visual programming) using Spheros (robotics) and Scratch (MIT online coding). These students were also introduced to 3D software (TinkerCAD) to develop their spatial reasoning along with realisation of product development in STEM sessions.
- Introduction of Hapara to the Middle and Senior students, a learning management system that allows teachers and students to connect their learning digitally.

#### **STUDENT LEARNING OUTCOMES**

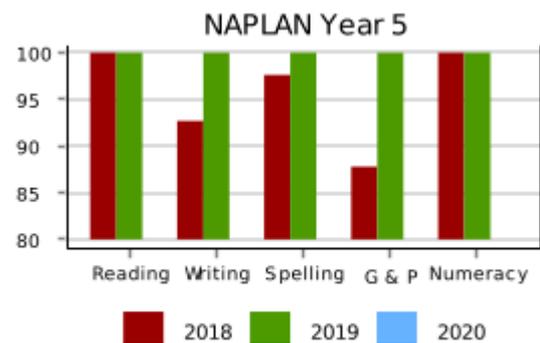
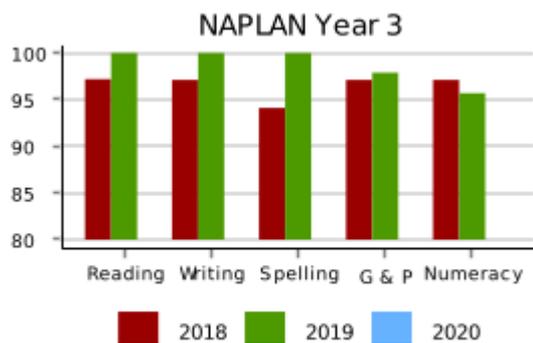
- Assessment data in English (BAS - Benchmark Assessment System) and Mathematics (EA - Essential Assessments) were used to inform focus teaching throughout the year.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	97.1	97.9	0.8		
YR 03 Numeracy	97.1	95.7	-1.4		
YR 03 Reading	97.2	100.0	2.8		
YR 03 Spelling	94.1	100.0	5.9		
YR 03 Writing	97.1	100.0	2.9		
YR 05 Grammar & Punctuation	87.8	100.0	12.2		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	97.6	100.0	2.4		
YR 05 Writing	92.7	100.0	7.3		

\* 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 further develop a school environment which fosters a sense of belonging and inclusion and empowers students to be responsible, confident and resilient members of the school community
- That students' sense of wellbeing and 'connectedness' is strengthened

### Achievements

Throughout 2020, during remote and onsite learning, student wellbeing was a major focus. We began the year with the first 3 weeks focusing on Wellbeing in all learning levels, including the development of student / teacher relationships. We also conducted 'Meet and Greet' sessions prior to the beginning of the school year to establish a platform for parent / school partnerships.

During remote learning there was a designated Wellbeing page on our digital learning platform and a commitment from staff to contact parents on a weekly basis. When transitioning back to school, student wellbeing continued to be at the forefront as we considered the COVID impact on students and families.

### VALUE ADDED

- Continued with the implementation of School Wide Positive Behaviour Support (SWPBS). SWPBS is an approach to assist our school to improve social behaviour and academic outcomes for our students. The interventions are evidence based, with a focus on data-based decision making.
- Continued to develop staff understanding and implementation of the Personal and Social Capability (Victorian Curriculum)
- SEL is embedded in all that we do at Our Lady's, but it is also taught through specific lessons across the school. This program is supplemented by other practices and resources such as Circle Time, Kimochis and Values education.
- Attendance at Professional Learning for Student Wellbeing Leaders.

- The introduction of 'Be You' as a whole school practice and philosophy to support students and families. Staff also completed the Respectful Relationships Program.
- The SRC is an avenue for students to share their ideas and have a voice within our school. The SRC have assisted with making decisions and planning for fundraising events to support our nominated social justice projects.
- Our EAL / Refugee Support teacher continued to support our EAL families to inform, share and discuss information about school and family life in Australia.

### STUDENT SATISFACTION

Our school based surveys indicated support from parents in regard to a focus on Student Wellbeing throughout the pandemic, particularly when transitioning back to onsite learning. Our students also indicated that they enjoyed the flexibility of their learning, including student choice and access to additional wellbeing activities.

Our staff also indicated that they felt extremely well supported throughout remote learning and were able to maintain regular contact with most parents throughout the year.

### STUDENT ATTENDANCE

If a student is absent from school without notification, parents are contacted on the day of absence to ascertain the reason. Significant non-attendance is recorded on the Semester Report and via Program Support Group meetings or phone calls from the Principal.

During remote learning all students were required to attend a morning Google Meet to confirm attendance. If a child was absent the School Office contacted the family on the same day as soon as practicable.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.4%
Y02	96.9%
Y03	96.0%
Y04	96.1%
Y05	96.6%
Y06	95.6%
Overall average attendance	96.1%

## Child Safe Standards

### Goals & Intended Outcomes

The care, safety and wellbeing of children and young people is a central and fundamental responsibility of Catholic education. At Our Lady's we are committed to promoting the safety, wellbeing and inclusion of all children. With CECV, we are committed to strengthened practice for the protection of children in line with the Victorian Government child safety reforms.

To create and maintain a child safe organisation, we are committed to implementing:

- strategies to embed an organisational culture of child safety, including through effective leadership arrangements
- a child safe policy with a commitment to child safety
- a code of conduct that establishes clear expectations for appropriate behaviour with children
- screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel
- processes for responding to and reporting suspected child abuse
- strategies to identify and reduce or remove risks of child abuse
- strategies to promote the participation and empowerment of children

As part of our 4 year cycle of review, we were required to demonstrate compliance against all standards. We were successful in demonstrating evidence that our practices and procedures are compliant with the VRQA Child Safety Standards.

### Achievements

- Updated our Child Safety Policy, using the CECV template as a guide
- Inducted new staff and parents, introducing the Code of Conduct and Parent Volunteer Form, and provided a copy to the new families in our school community.
- Incorporated the acknowledgement of our Code of Conduct when signing in as a school visitor, parent helper or contractor.
- Designated Professional Learning Team Meetings and time on School Closure days to develop policies, raise awareness and participate in relevant training.
- Annual review of the PROTECT document with staff, which is centred around Identifying and responding to all forms of abuse in Victorian schools.

- Regular consultation with the community through the Parents' Association, Fete Committee, Parish and school newsletters.
- Introduction to the Child Safe Standards, including policies and practices, at our Prep Parent Information Evening.
- Introduction of new processes for parent helpers, including updating our WWCC register and completion of Volunteer Application Form for all child connected work.
- Engaged with the Parish Child Safety Officer to ensure our Child Safety policies and procedures were aligned, particularly in regards to Parish and School initiatives and events.
- Implementation of new processes for the employment of staff, in line with the new CECV guidelines.
- Many aspects of the eSmart framework, of which we are in the implementation phase, also align closely with the Child Safe Standards.
- Reviewed other relevant policies as part of the Child Safety standards.

## Leadership & Management

### Goals & Intended Outcomes

- To further develop a positive team culture characterised by a shared vision, active staff engagement and a focus on continuous improvement
- That there is a responsive team environment which encourages and supports empowerment and collaboration.

### Achievements

- Conducted a School Review, overseen by our School Reviewer, Graeme Luck. Formulated a new School Improvement Plan (SIP) for 2021-2024 and demonstrated compliance with VRQA and the Child Safety Standards.
- Migration to the Integrated Catholic Online Network (ICON), including the appointment of a new Business Manager through CEM to support this migration.
- The School Leadership team met on a fortnightly basis to monitor the implementation of the Annual Action Plan, with regular support from the CEM Eastern Region Office (Principal Consultant, Learning and Teaching Advisor and Religious Education Advisor).
- The Parish Priest and Principal met on a weekly basis. The Parish Priest was also present for the interview process for new teaching staff.
- Annual Review Meetings for all staff, meeting with the Principal to explore their personal professional development plans, to review the year, affirm their achievements, establish goals and plan future professional development.
- Allocated time for planning (whole school and level) for the term ahead. This planning involves Level teams meeting with curriculum leaders to plan the delivery of curriculum for the following term.
- School Tours for prospective parents, including online tours and meetings during remote learning.
- Resources were purchased to maintain the delivery of all school programs, including an ongoing financial commitment to purchasing ICT resources in the use of Google Apps For Education (GAPE) technologies.

- Excellent communication of all staff matters is maintained via Weekly Staff Briefings, minutes of meetings and an online Google calendar of school activities.
- The promotion of the `Flexischools' app as a main form of communication, to further enhance communication between parents and the school. Parents are able to record absences, contact staff and check the school calendar via the app. The school is also able to 'push' notifications to parents to inform them of upcoming events.
- The continued use of Operoo, a digital platform / portal for medical and permissions forms. Our Operoo administration team carried out data transfers and set up a new system to alleviate completing medical forms for every excursion that occurs at school. All parents/caregivers were asked to create a digital profile so they share student information with the school that is relevant for the safety and wellbeing of the child. This allows the parents to control the information shared with the school on a regular basis.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

Description of Professional Learning undertaken in 2020

All staff participate in professional learning, both internal and external. Internal Professional Learning Team meetings include Religious Education, Literacy, Mathematics, Digital Technologies, Student Wellbeing, Learning Diversity, English as an Additional Language and policy review.

Due to COVID restrictions, most of the following professional development undertaken occurred online:

Dr Lyn Sharratt based work on Data Walls, Parameters and Assessment for School Improvement.

Respectful Relationships online modules

Integrated Catholic Online Network - training for admin staff

Specific professional learning occurs in First Aid / CPR, anaphylaxis, asthma and emergency procedures annually. Other professional learning occurs based on the staff member's Professional Learning Plan.

Number of teachers who participated in PL in 2020	28
Average expenditure per teacher for PL	\$150

**TEACHER SATISFACTION**

Our teachers indicated that they felt extremely well supported throughout the year, both during remote learning and when transitioning back to school. Staff wellbeing was also a high priority as we navigated the challenges throughout the year.

#### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	82.2%
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#### ALL STAFF RETENTION RATE

Staff Retention Rate	88.6%
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#### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	8.3%
Graduate	0.0%
Graduate Certificate	0.0%
Bachelor Degree	25.0%
Advanced Diploma	12.5%
No Qualifications Listed	75.0%

#### STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	29.0
Teaching Staff (FTE)	24.1
Non-Teaching Staff (Headcount)	9.0
Non-Teaching Staff (FTE)	9.1
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

- To strengthen community partnerships which enhance parent engagement in student learning
- That parents will be more actively engaged in their child's learning

### Achievements

Due to COVID restrictions, the school was limited in its ability to engage with families onsite and in person. Subsequently, a number of our regular initiatives were unable to take place.

- Limited Social and fundraising activities organised through the Parents' Association raised additional funds for the school's needs, including a welcome back to school BBQ, special lunch and a Disco for the children.
- The Parents' Association hosted a Graduation Breakfast for our graduating students on 2020.
- Parents are always invited to be involved in curriculum based, social and fundraising activities.
- The Newsletter provided regular information about all programs within the school. During each term, the Levels, Specialists and those responsible for certain key areas reported about the focus/development in that area.
- Teachers provided a Newsletter for parents each term outlining the topics to be covered and key events.

### PARENT SATISFACTION

Our school based survey following remote learning indicated a strong support from parents regarding our approach to online learning. As a school we responded to feedback in the survey to further meet the needs of students and parents.

Our Lady's also featured in an article in The Age newspaper during Lockdown 2, with the Principal outlining the school successes and parent support in the article.