



# Our Lady of Perpetual Help School Ringwood

2021  
Annual Report to the School Community



Registered School Number: 1342

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## Contact Details

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## 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 2021 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 Schools.

30/03/2022

**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)

## Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Our School Vision

### Our School Vision

'Growing together, in faith, for the future.'

At Our Lady's Ringwood, the individual is encouraged to develop as a whole person, with Catholic values as the foundation of all learning.

- We aspire to support each individual's faith journey through teaching and modelling Catholic faith, tradition, ethos and values.
- We aspire to provide a supportive, inclusive environment where everyone feels safe and valued.
- We aspire to celebrate and encourage a supportive relationship between parish, school and the wider community.
- We aspire to develop individual and collective leadership skills through positive example and active support.
- We aspire to provide an optimum learning environment, which engages and stimulates individuals on their journey as life-long learners.
- We aspire to be proactive towards social justice issues by living out the Gospel values of love, compassion, justice and truth, where the dignity of the human person is respected.

## 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, transferred to a new Parish mid-year however up until then he had been very involved in school life, supportive of the staff, students and families. Late in the year we became part of the Parish/Mission of Mitcham and Fr Dispin John became our Parish Priest. Families have welcomed Fr Dispin and his approach to liturgy. The following provides some general information about the school composition in 2021.

Our enrolment at the August Census was 271, slightly below our August 2020 figure of 275. In 2021, we arranged our students in thirteen groupings, as follows: two x Prep, three x 1/2 (Junior), four x 3/4 (Middle) and four x 5/6 (Senior) classes. The average class size was 21 students.

Our Lady's had a staff of 38, with 15 full-time and 23 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 Digital Technologies. Students had the option of learning an instrument through a private company whose teachers attend during school hours.

In line with our School Improvement Plan (2021-2024), our Key Improvement Strategies are as follows:

Identification and reflection approaches being used across the school, encouraging teacher voice.

Implementation of Catholic Social Teachings across the curriculum.

Align Professional Learning opportunities with SIP and Staff Professional Learning Goals.

Visible learning is co-constructed by teachers and student.

## Principal's Report

It was a pleasure to once again lead the school community as Principal in 2021. It was another challenging year for all members of our school community as we transitioned in and out of remote learning as a result of the Coronavirus pandemic. Despite these challenges, I was once again fortunate to have the full support of the staff and parent community along with our Parish Priest, Fr Anthony Doran, until he left us in July, 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, where Covid restrictions allowed us to do this. 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 2021 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 [2021]

## School Advisory Council Report

During 2021 we set about the task of forming our School Advisory Council. We now have a SAC that consists of 8 people. They are: The Principal, Principal nominee, a parent who is also from the parish, a member from the Parents Association, 2 parents and the Parish Priest. 2021 was mainly about setting up the constitution and establishing clear protocols for meetings, areas of influence and looking at policies. The SAC met on the third Wednesday of the month, six times in 2021. These meeting were help via Zoom due to the restrictions in place.



## 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 2021 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 2021; Connectedness (Semester One) & Curiosity (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 REL 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 twice 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 REL assisted the Middle and Senior Levels in planning for the Sacrament of Reconciliation, Eucharist and Confirmation. The children were well prepared for the Sacraments.

## Learning & Teaching

### Goals & Intended Outcomes

#### Strategic Intent

To develop a deep learning culture of powerful evidenced-based teaching, in the context of our Catholic school community, where all staff and students are considered leaders of their learning.

- To implement highly effective teaching strategies, utilising research-based teaching practices, to ensure that every student is engaged, challenged and learning successfully.
  - that the school will have a clear pedagogical approach to drive effective teaching practices
  - that regular and timely feedback processes are embedded for effective teaching and learning for staff and students
  - that the school will engage with the broader community to build educational partnerships
- To create a professional team of highly able staff, through continuous professional improvement and collaboration, with a shared responsibility for the learning and success of all students.
  - that teachers have high levels of confidence and understanding of the curriculum
  - that all staff have a strategic professional learning plan for ongoing knowledge and development of skills to improve student learning
  - that modelling and coaching processes are implemented to improve collective teacher efficacy
- To enhance student voice, agency and leadership to develop independence and to strengthen teacher/student relationships
  - that effective student leadership structures are implemented across the school
  - that students regularly co-construct their learning

### Achievements

When we started the 2021 school year, we thought that things would be back to 'normal' in respect of educational goals for our students. Yet, we were wrong! With a raft of new COVID guidelines, students were intermittently at school and at home.

The Victorian Curriculum was presented to the staff in a different version this year. Each curriculum outcome was provided on a hexagonal tile where the staff spent some time each term employing hexagonal thinking to begin the process of making the curriculum more transdisciplinary rather than single or bi-disciplinary. This continued throughout the year and will continue into 2022 supported by scaffolded Concepts prepared by the Australian Curriculum, Assessment and Reporting Authority (ACARA). This also included the Religious Education curriculum so that teachers could embed Catholic Social Teaching principles to concept-based learning.

Due to the impact COVID-19 on student learning in 2020, funding was provided to the school to support identified students in the areas of Mathematic and English.

Throughout the year, there was continued focus on Lyn Sharratt's 14 parameters for school improvement through the School Improvement Learning Collaborative (SILC). This was the first step of professional learning to connect two of the Annual Action Plan priorities; student engagement and effective pedagogical practices. Staff set regular goals and made efforts to improve their planning to understand the five questions for both teachers and students. This work will continue as it supports the three priorities within the School Improvement Plan.

A major change to teaching practices this year was the introduction of the English as Additional Language curriculum. This changed from a learning continuum to a mandated curriculum.

Student learning was regularly adjusted by teaching and support staff using a Google Form that provided evidence for Nationally Consistent Collection of Data (NCCD) and the mid-year review changed the format of data gathering utilising a new framework for teachers. This report will be provided under Learning Diversity.

- 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 2021: Connectedness & Curiosity.
- 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
- All students now have 1:1 Chromebooks.
- Consolidation 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

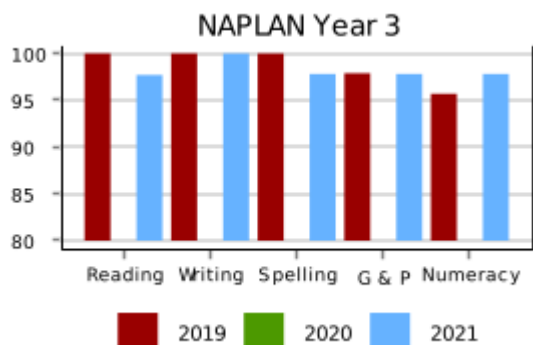
- Assessment data in English (BAS - Benchmark Assessment System) and Mathematics (EA - Essential Assessments) were used to inform focus teaching throughout the year.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	97.9	-	-	97.8	-
YR 03 Numeracy	95.7	-	-	97.8	-
YR 03 Reading	100.0	-	-	97.7	-
YR 03 Spelling	100.0	-	-	97.8	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	100.0	-	-	92.9	-
YR 05 Numeracy	100.0	-	-	97.6	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	100.0	-	-	100.0	-
YR 05 Writing	100.0	-	-	97.5	-

\* 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 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

Due to the disruptions to on-site learning in 2020, the focus at the beginning of 2021 was to ensure that students reconnected with their peers and school community.

Throughout 2021, 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

- We continue at Our Lady's to be a Positive Behaviour Support (PBS) School which is a whole school initiative. The initiative is the promotion of positive behaviour and designed to improve the behaviour and academic outcomes of our students. Through the FAIR matrix the expectations are taught explicitly to all students and modeled through all school settings.
- Continued to develop staff understanding and implementation of the Personal and Social Capability (Victorian Curriculum).
- The introduction of PAT Wellbeing has been a very valuable resource. It has been implemented from Year one to six. It has informed staff about their students' and allowed their students to have a voice. PAT Wellbeing is analyzed twice yearly and used to help support the planning of Social and Emotional Learning (SEL) programs and Circle Time sessions.
- Beginning to provide all staff with Professional learning in the Respectful Relationships Initiative. Introducing the Resilience, Rights and Respectful Relationships (RRRR) learning materials to help support their Social and Emotional Learning (SEL) programs.

- Our Student Representative Council (SRC) is a group of students that work together to improve our school. It is an opportunity to enhance student voice and engagement. The SRC's have assisted with making decisions such as providing their voice on grant applications and building projects and they also plan for fundraising events to support our nominated social justice projects.
- The implementation of the Peaceful kids Program designed by Georgina Manning. An eight week program to assist students in developing skills to manage their emotions and relationships. It will also assist students to understand mind body connections of their thoughts, feelings and actions.
- Attendance at Professional Learning for Student Wellbeing Leaders.
- During Learning@Home providing parents with online materials from Peaceful Kids and the Resilience Project to support them while working with their children.

**STUDENT SATISFACTION**

Although Learning@Home was a challenge for some students others reported that they preferred this way of learning as it gave them more autonomy over their learning. They liked the choice aspect in relation to when they completed different tasks and the time they had to complete them. Other students preferred being given direction as to when a particular task had to be done and how long they needed to spend on the task.

**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	93.6%
Y02	94.6%
Y03	95.5%
Y04	95.6%
Y05	94.3%
Y06	95.7%
Overall average attendance	94.9%

## 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

### Achievements

With the introduction of the Ministerial Order No. 870, there has been considerable focus to ensure that we are compliant with the Child Safe Standards. In working towards compliance, we completed the following:

- Teachers had regular check-ins with students during Learning at home to ensure that the physical and mental well-being of our students was a focus.
- 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.
- When signing in as a school visitor, parent helper or contractor acknowledge our Code of Conduct
- 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.

## 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).
- Until the Parish Priest left in July the Principal and he 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 2021

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 2021	28
Average expenditure per teacher for PL	\$150

**TEACHER SATISFACTION**

Due to the situation in 2021 staff found the ability to work collaboratively, which is the desired way of teaching at our school, a challenge. Teachers say they feel supported by Leadership and each other.

#### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	93.4%
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#### ALL STAFF RETENTION RATE

Staff Retention Rate	94.3%
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#### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	4.5%
Graduate	0.0%
Graduate Certificate	0.0%
Bachelor Degree	18.2%
Advanced Diploma	9.1%
No Qualifications Listed	81.8%

#### STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	30.0
Teaching Staff (FTE)	23.0
Non-Teaching Staff (Headcount)	9.0
Non-Teaching Staff (FTE)	6.6
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 2021.
- Due to learning@home parents were very involved in their child's learning. Many said this gave them a great insight to how their child learns and a better understanding of their child's strengths and challenges.
- 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

As a school we received a lot of very positive feedback from our family, especially around our Learning@home program. After each lockdown we reviewed the processes and procedures that we put in place during learning @ home and adapted accordingly. Parents were very supportive and positive about the way we adapted according to the feedback they were giving us in relation to how their child was coping with our delivery of the programs and the extra support they may have needed to be successfully engaged in their learning. Parents were also

very satisfied with the processes we implemented to help the students adjust to being back on-site after each lockdown period.