



# Our Lady Help of Christians School Eltham

2020

Annual Report to the School Community



# Table of Contents

Contact Details .....2

Minimum Standards Attestation .....2

Our School Vision .....3

School Overview .....4

Principal’s Report .....5

Education in Faith .....6

Learning & Teaching .....9

Student Wellbeing .....12

Child Safe Standards .....15

Leadership & Management .....16

School Community .....19

## Contact Details

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## Minimum Standards Attestation

I, Therese Stewart, attest that Our Lady Help of Christians 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.

16/03/2021

**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

**Our school community, united and inspired by the Gospel Values, strives to provide the optimum learning environment in which students are empowered to reach their learning potential.**

Our Mission is to bring our Vision to life by...

- Celebrating our Faith through Liturgy, Prayer and the Traditions of the Church.
- Being a welcoming Catholic Community.
- Reaching out and responding in Christian service.
- Promoting academic achievement.
- Basing our Learning and Teaching on best practice.
- Providing a secure and affirming environment.
- Respecting each person's uniqueness.
- Fostering the wellbeing of individuals.
- Encouraging responsible decision-making.
- Developing the ability to think clearly, independently and imaginatively.
- Developing adaptability to thrive in an ever-changing world.
- Building an awareness of the world, each person's place in it and the need to be environmentally conscious.
- Providing opportunities for children to engage in a healthy, active lifestyle.
- Nurturing creativity, appreciation, performance skills and confidence through the Arts.
  
- We are committed to :
  - Elected Government.
  - The rule of law.
  - Equal rights for all before the law.
  - Freedom of religion.
  - Freedom of speech and association.
  - The values of openness and tolerance.

## School Overview

Our Lady Help of Christians is situated in the leafy overlay of Eltham and is part of a vibrant community hub. The school is in its 92nd year of educating happy and successful students. The children have much choice for playground spaces, and they enjoy a colourful and contemporary learning environment.

The year started with an enrolment of 180 students over 7 classrooms. Teachers work in partnership with families on the educational journey of the children. We believe that children learn best when they are active participants in their own learning. At Our Lady's we cater for individual differences and encourage children to achieve their personal best and be the best they can be.

Our school community is a happy, friendly and welcoming place where children are nurtured to reach their full potential. We believe in the strong bond between parish, school and the parent community. We take great pride in motivating our students to not only learn to the best of their ability but to develop a caring nature that embodies the Catholic faith and its values.

- The school had 29 staff made up of 7 full-time teachers (including the Principal), 11 part-time teachers (with a total full-time allocation of 6.1 FTE) and 11 part-time administration and support staff.
- Weekly specialist classes were offered in Performing Arts, Physical Education/Sport, Library/ICT and Italian.

We are a dynamic learning environment where our Catholic faith underpins all we do.

We are a welcoming and inclusive community where the wellbeing of all is highly valued. We encourage active partnerships with staff, students, families and community and are proud of our high quality personalised curriculum.

Our learning environments are engaging and flexible to enable learning and teaching to be designed to meet the needs of our students.

Our secure, shaded outdoor spaces include Adventure Playgrounds, large open play areas, basketball, and netball areas, sandpits and a 'Passive Play' area where children can play quieter games.

Our Lady Help of Christians is a parish primary school where we are committed to educating the whole child - spiritually, intellectually, physically, socially, emotionally and creatively. We continually strive to create a Catholic learning community in which Christian values are taught, not only through formal lessons, but through our values and relationships with parents, teachers, students and family.

## Principal's Report

I write this report on behalf of Chris Ray the former Principal of Our Lady Help of Christians. This report reflects on the achievements of the 2020 school year.

After 14 years as Principal of OLHC, Chris accepted another Principal appointment. On behalf of the community I would like to thank Chris for his service and dedication to the community and his care of the children and staff.

During 2020 the school experienced a year like no other. The year started well with the welcome of all students and staff and especially our new Preps for 2020 and their families. In March the school went into full lock down to prevent the spread of Covid-19 and the potential effect on communities across the country. The school operated on a skeleton staff onsite caring for the children of essential service workers only.

The school quickly adapted to online learning with the majority of students engaging over the next two terms. If we were to have had time to prepare for what eventuated we would have needed many, many months to support staff with their own professional learning and build the capacity of students and families. Learning was conducted online using regular check ins via Zoom. The school continued to operate with children onsite also learning remotely and engaging in the online learning programs.

School resumed as normal in Term 4. The children were ecstatic to be back onsite as were their parents. Our sense of community was severely affected with parents and families having no access to the school site at all. Children were dropped at the gates and picked up from the same location. This was to continue for much of the remainder of the year.

A great deal was learnt from the Covid-19 experience. Our schools became extremely clean and well sanitised places. We came to value the importance of family and taking the time to be together without the busyness of life. The children experienced how to learn differently, they developed the skills of organisation, adaptability, perseverance and resilience, for some it was a positive experience for others it was a challenging and difficult time. We have taken many of the skills we learnt during this time and have maintained them on our return to 'normal' school life.

It is very important to acknowledge the wonderful job that parents did during this time. While trying to maintain their own connections and responsibilities with their work commitments they also became their children's teachers for a period of time. We thank them!

To the staff who overcame difficulties, who learnt something new every day and were challenged in their practice as teachers, Well done! And most importantly to the children, they showed what great learners they were and did the very best they could and were so excited to be back with friends and teachers when we all returned to school in term 4.

2020 was a year like no other, without precedent and hopefully never to be repeated. Schools should be filled with the laughter and chatter of children learning every single day, and it was during 2020 that we realised this more than ever before.

Therese Stewart

Acting Principal 2021

## Education in Faith

### Goals & Intended Outcomes

**To have a highly visible school-wide culture in which the Catholic faith underpins our approach to the wellbeing of each child.**

- That there is a whole school approach to teaching and learning in RE, based on the CEM RE Framework.
- To introduce staff to the new RE Curriculum Framework.
- That teacher confidence and ability to teach in RE improves.
- That student engagement in RE improves.

### Achievements

- Introduction of OLHC RE planning Folders to staff. This includes introduction of a whole school RE planner, introduction of The Catholic Social Teaching Principles and a Prayer and Parts of the Mass Scope and Sequence
- Purchase and update of Class Prayer cloths for the Liturgical Seasons of the Church for Class Prayer Tables.
- Continuation of prayers carried out before Staff and Professional learning meetings.
- Links introduced and maintained between the three parish schools of Montmorency and Eltham: Holy Trinity, Eltham North (HT), St Francis Xavier, Montmorency (SFX) with Our Lady Help of Christians, Eltham (OLHC). This includes fortnightly Federated Schools' meetings with Parish Moderator and Principals and Education in Faith Leader.
- Faith Formation night held for parents for the Sacrament of Reconciliation with Parish Schools.
- Introduction of 'Parent initiated, School Supported, Parish Based' Sacramental program within the Montmorency and Eltham Parish with the 3 Schools, HT, SFX and OLHC.
- Introduction of Kathy Horan Books Becoming Catholic for Reconciliation, First Eucharist and Confirmation as a family resource to assist with preparation of Sacraments and extend the "God talk' to home.
- Sacrament of Reconciliation celebrated as a 'Communal Rite of Forgiveness'. 2 out of the 3 celebrations were carried out and one was postponed due to Covid-19 Lockdown.
- Sacrament of First Eucharist preparations began for our Year 4 students but the Faith Formation nights and Sacrament were postponed due to Covid-19 restrictions.
- Sacrament of Confirmation-Students and Parents were informed by newsletters and formal correspondence regarding the preparation for the Sacrament of Confirmation. Students were prepared for this Sacrament in the 2020 school year but their Sacrament of Confirmation was postponed due to Covid-19 restrictions.

- Whole School involved in an Ash Wednesday Parish Mass at OLHC, Student and Staff leaders from SFX and HT were invited to come along. Ashes distributed to students at the Mass. At this Mass we launched the collection for Caritas-Project Compassion.
- Some classes attended Parish Masses with their class but such celebrations were unable to continue due to the Covid-19 restrictions.
- Education in Faith leader provided Prayer/Reflection Services via Slideshows, whilst students were home learning, to be viewed at home for the following liturgical celebrations:
- Feast of the Sacred Heart, St Francis Xavier Feast Day, Easter and Advent. These were well received by the community.
- Education in Faith Leader introduced and invited staff and students to be involved in a Sacred Space Blog for resources for faith development and to complement religious Education lessons.
- Due to the impact of Covid 19 a free Subscription offered to SFX for the Digital To Know Worship and Love Resource. Students and Staff used where appropriate.
- Subscription to the Understanding Faith website to assist teachers and students with their Religious Education lessons as this resource could be accessed online and proved interactive for students in both a School and Home Learning environment.
- Staff mass celebrated at the beginning of the school year with staff from SFX and HT at St Francis Xavier Church to begin school partnerships. Unfortunately, we could not do this at the End of the school year.
- School Community managed to raise a considerable number of non-perishable food items for the St Vincent de Paul Winter Food Appeal. The collection began on the Feast of the Sacred Heart (The OLHC Feast day) and concluded on Holy Trinity's Feast day.
- Continued implementation of the new RE Framework and Horizons of Hope document for the planning of RE curriculum and the framework was continued to be used for reporting against the learning descriptors and reporting progression.
- Introduction of the use of Catholic Social Teaching Principles, Caritas units of work and Understanding Faith website to complement the planning of RE units and Inquiry.
- RE Professional Learning Meetings carried out where appropriate for completion of Enhancing School Identity Data and planning of RE lessons.
- Education in Faith Leader attended Level planning where appropriate
- Education in Faith news published in newsletters.
- Community invited to participate in the Light in the Darkness to light a candle for our suffering World in August.
- Continual update of scripture resources for classrooms and teacher reference.
- Make connections between School Values Education and Gospel values.
- Continuing and enhancing our responsibility of being a FIRE Carrier School via Aboriginal Catholic Ministry. The Message stick used at Prayer liturgies.
- Attendance by our community at Community Memorials such as ANZAC Day and Remembrance Day in line with Covid restrictions either at home or via virtual links.

- Graduation Service held at OLHC on the Basketball court with families due to Covid restraints.

**VALUE ADDED**

During these times the school has worked to ensure children have stayed connected to their faith and learning in very creative ways. There has been much achieved during Covid times and then again after the children returned to school.

## Learning & Teaching

### Goals & Intended Outcomes

**To engage students in challenging, meaningful learning with high expectations for each learner.**

**To personalise learning for each student informed by an embedded systematic approach to the collection and analysis of data.**

- That student growth improves across the school.
- That classrooms are established with positive independent learning environments that better allow for the implementation of targeted teaching practices
- That there be consistency of practice across the school in the Literacy block.
- That teacher confidence and ability to differentiate improves.

### Achievements

The main focus in teaching and learning in 2020 was the development and continued implementation of the Reader's workshop to bring consistency of practice, differentiated teaching and positive learning environments, which would lead to improved learning outcomes. Despite the challenging circumstances, we managed to have professional learning with Deb Sukarna which allowed for teachers to deepen their knowledge of how students learn to read and to set clear expectations in terms of classroom practice. This included the formulation of a statement of intention that outlined the core beliefs and evidence-based teaching principles that underpin our approach.

Around the lock down periods, we also continued to develop teacher knowledge about the use of learning intentions and success criteria and trialled these within the writing block. Our Student Performance Analysis meetings were also conducted during the onsite periods. These allow teachers to present a 'child of wonder' for whom learning goals and strategies are discussed by a team of teachers. The SPA meetings have helped teachers to differentiate practice in literacy, and to analyse and use data to drive teaching and assess outcomes and the effectiveness of the chosen strategies.

Learning Walks were conducted regularly in all classes, during which data was gathered about students' awareness of goals and engagement in independent learning. This information was used to inform further learning for teachers about the use of learning intentions and success criteria.

### STUDENT LEARNING OUTCOMES

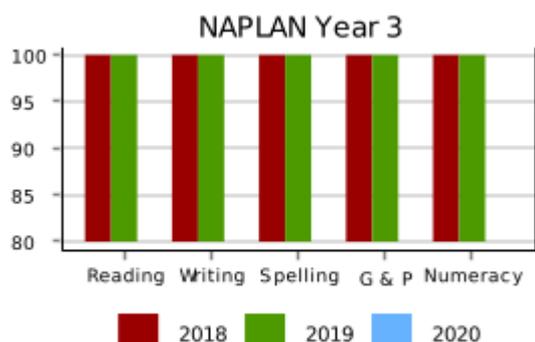
The school continued to manage remote learning during the COVID-19 pandemic but did not formally assess learning during this time. Children were tracked according to attendance and engagement with their learning during this time. After returning to school we continued with the implementation of the school's assessment schedule where appropriate.

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	100.0	0.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	100.0	97.0	-3.0		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	97.1	-2.9		
YR 05 Spelling	100.0	97.0	-3.0		
YR 05 Writing	100.0	97.1	-2.9		

\* 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

- Establish a clear, sequential program for the implementation of learning across the school in student wellbeing.
- Establish a whole school plan for Wellbeing and Social Emotional Learning.

### Achievements

- The Principal and Student Wellbeing Leader (SWL) reviewed relevant procedures and elements of The Child Safety Standards. In particular, the areas related to Risk Management.
- The SWL attended Professional development exploring key documents to support wellbeing in schools. In particular, eXcel: Wellbeing for learning in Catholic School Communities with a focus on ENABLE along with other network online meeting and with the local SWL cluster group.
- Focus on the importance of nurturing authentic partnerships and engagement with families to enhance social, emotional and cognitive development led to the continuation of Friendly Friday Pick-Ups. However, after only one of these events in early March, COVID led to school closures with no more of this successful community event.
- Parent partnerships continued to be enhanced by encouraging parent voice particularly in relation to conducting Program Support Group Meetings and the writing of Personalised Learning Plans. Term 1 meetings were held onsite, but Term 2-4 had these meetings held via Zoom, due to parents not being able to attend onsite.
- Prep Interviews continued for Term 1 and a specific transition process was implemented which was targeted to support families of new preps for the following year to provide social and emotional information that may affect their learning. COVID rules restricted onsite visits and school tours. Prep orientation was finally able to be conducted in Term 4. Parent groups met in Our Lady's church gathering space while the children were able to visit their Prep class preparing for 2021. This worked well, managing the number of adults permitted onsite adhering to COVID guidelines.
- The staff continued to implement rules and practices related to School-wide Positive Behaviours. Reviewing expected behaviours and our five school rules is a means to implement a consistent and positive approach to behaviour management.
- The SWL continued overseeing the implementation of the Rights, Resilience & Respectful Relationships initiative. The SWL continued to lead the staff in establishing a consistent approach to SEL and in developing understandings of the principles of Respectful Relationships, specifically to model respectful relationships across the whole school community as part of its commitment to respectful relationship's education.
- Professional Learning, with a focus on Staff Wellbeing, was coordinated by Brigitte Walker and Peta Fualau, our Rights, Resilience & Respectful Relationships contact. 'Pin it and Bin it' boards were introduced in the staffroom and some classrooms, acknowledging what we can be grateful for during these challenging times.
- We utilised the services of 'I Can' Network to run our 'Imagination Club' to develop skills and values for a targeted group of children. We were finally able to complete these sessions once

we returned to school after remote learning, in late November. We shared the success of this initiative with families via Google slides as our face to face parent evening planned for June was cancelled, due to COVID restrictions.

- The Year 3/4 children and their teachers coordinated with healthAbility in Eltham to write to local elderly people to bring them joy during COVID lockdown. This proved to be fun for all, learning about our local residents, their talents and interests.
- The SWL supported families during remote learning 1.0 & 2.0 with regular phone calls, Zoom sessions and weekly documents of encouragement and family information via the School Newsletter. Peaceful Kids supplements were provided weekly, along with many other relevant mindfulness supplements to support families during this challenging time.

### VALUE ADDED

- The Student Action Leaders were encouraged to take on various leadership roles and were supported to develop student led initiatives. They spoke each week at assembly, either face to face or remotely.
- As a FIRE Carrier school, we had a team of Year 5 students, supported by staff, who lead our school in being a place where Aboriginal reconciliation is highly valued and where we take action to build reconciliation. This group led the school community in fundraising for the Opening the Doors Foundation by having a free dress day once we had returned to onsite learning.
- We had a special Wellbeing focus during term one, conducting our own SWELL Day, and subsequent SWELL weekly sessions to promote and build wellbeing and connections with teachers and children across the school.
- The Better Buddies initiative designed to create friendly and caring primary school communities where bullying is reduced was managed online for some sessions due to learning remotely. As school returned in November, this program was able to take place once mixed groupings of children were permitted.
- The National Day of Action against Bullying and Violence was recognised throughout the school in March.
- Our School Spoonville was set up by Year 3/4 in the Year 1-2 garden for family and community engagement and enjoyment during remote learning 2.0. It now acts as a reminder of successful times, working together as a school.
- Lunchtime clubs; Passive Play, Wednesday Welcome Club, Library sessions and Gardening Club each ran to support children looking for an extra activity to attend during lunchtime, when we were onsite at school.
- Year 6 Wellbeing Leaders were appointed at the end of 2020 for 2021 to carry on the work of the Student Action Leaders in 2020. Two children were appointed.

### STUDENT SATISFACTION

- The SWL introduced Pat Wellbeing for data collection for Year 2-6 in November. This provided a snapshot of how children are managing their 'feelings and behaviours' and 'internal strengths'. The staff analysed the results enabling a clearer focus for classroom SEL teaching and learning and for student outcomes.
- Due to remote learning 1.0 & 2.0 no further data was collected.

**STUDENT ATTENDANCE**

Student attendance is monitored very closely and taken very seriously. We communicate the motto 'It's never OK to be away' regularly.

If children are absent from school, parents are able to email admin or phone the school office and leave a message. If there is an unexplained absence, a text message is sent to parents alerting them to this.

If there is an unexplained absence for more than two days, the classroom teacher or admin officer will phone the family or carer.

Long term absences are reported to Catholic Education Melbourne now MACS and procedures followed.

**AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL**

Y01	95.3%
Y02	95.6%
Y03	96.8%
Y04	96.3%
Y05	97.2%
Y06	95.8%
Overall average attendance	96.2%

## Child Safe Standards

### Goals & Intended Outcomes

At Our Lady Help of Christians School, 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.

### Achievements

Our Lady Help of Christians is committed to the safety and wellbeing of all children.

During 2020 the school has further embedded child safety policies and procedures across the school for all staff, students and parents. As a school we have committed to the follow procedures.

- All staff have completed the mandatory reporting modules as mandated by government
- Reviewed our Child Safety Policy annually. Reviewed our Child Safety Code of Conduct annually and had our parent community acknowledge their adherence to the policy on an annual basis.
- Implemented the CECV employment guidelines in relation to Child Safety.
- Updated procedures for responding to and reporting suspected child abuse.
- All staff completed the Mandatory Reporting modules through the Victorian State Government and Department of Health and Human Services website.
- Consulted with our Parish Education Board in relation to documentation, practical implementation of Child Safety measures and embedding a culture of Child Safety.
- Provided Professional Learning for staff about the standards and processes being put in place in our school to meet the standards.
- Continued to keep Child Safety as a focus in communications with parents, especially in our weekly newsletter.
- Developed and implemented a Risk Management Policy, including updated Risk Assessment processes.
- Continued to work in partnership with the parish community with a Parish Child Safety Code of Conduct.
- Child Safety is a standard agenda item on meetings between our Parish Priest and school leadership.
- Child Safety is a standard agenda item at staff meetings.
- Continued use of a risk assessment template to include the needs of all children with disabilities and/or cultural needs for all school excursions and outside sporting activities.

# Leadership & Management

## Goals & Intended Outcomes

- To build a culture that promotes collective responsibility for the growth and achievement of all students.
- To have a highly visible school-wide culture in which the Catholic faith underpins our approach to the wellbeing of each child.

## Achievements

- The work of the learning collaborative continued albeit in a modified way due to Covid restrictions.
- All three school teams participated in Professional Learning which improved capabilities across the school. The Data Team participated in the Eastern Region Learning Collaborative mentioned above; the Respectful Relationships Team participated in ongoing learning in the Respectful Relationships Initiative and became a partner school to deepen and broaden our learning; our Italian Language Team participated in the Autonomous Language Learners program.
- Remote Learning was an intense time where teachers were required to work in a very different way. It was managed by leadership around organisation and support for wellbeing of staff and families and professional learning.
- We continued to support staff in the National Consistent Collection of Data. We constantly modified and adapted our data collection to ensure it was accurate and consistent and that adjustments were made to support students. All evidence was documented and readily available.
- Classroom teachers were provided with significant support from the learning diversity leader to develop and implement Personalised Learning Plans for funded students.
- Parent Support Group meetings were conducted via ZOOM for students funded through the NCCD each term with the classroom teachers, Learning Support Officers and the Learning Diversity Leader.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2020

During 2020 the opportunity to participate in professional learning was limited due to Covid19. We were very creative in our use of Google Meets and Zoom to enable professional learning to continue.

Staff participated in all CEM networks conducted by the Eastern Region and North-Eastern Zone. These included the Principal, Deputy Principal, Learning & Teaching, Literacy, Learning Diversity, Wellbeing, Maths and RE.

During 2020 nearly all our professional learning was conducted remotely using Zoom or Google Classrooms.

We had key staff members participate in several programs:

- 'CEM Eastern Region Learning Collaborative';
- 'Respectful Relationships'.

All teaching staff also participated in two full day online professional development sessions about Readers Workshop with Deb Sukarna during lockdown. When we returned to school, teachers' knowledge was further enhanced by an onsite modelling day, where teachers observed Deb working in several classrooms, and were then involved in structured discussions to analyse the practice and plan to implement their learning.

We continued with our Student Performance Analysis (SPA) meetings during onsite periods, which use collective knowledge to suggest appropriate strategies for 'students of wonder'. Teachers are then able to apply knowledge they gain in these professional learning sessions in their classrooms. Professional Learning Team meetings in literacy, maths and RE were also regularly conducted as part of our staff meeting program,

Number of teachers who participated in PL in 2020	25
Average expenditure per teacher for PL	\$250

**TEACHER SATISFACTION**

During the year, teachers worked very hard to facilitate learning remotely. Teachers felt under pressure to adopt new teaching methods and strategies while children were working at home. Teachers should be proud of their efforts

We do not have the usual data to share as 2020 saw no NAPLAN assessments completed and CEM SIS surveys were put on hold during this time as determined by Catholic Education Melbourne.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	88.1%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	86.2%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	23.1%
Graduate	23.1%
Graduate Certificate	0.0%
Bachelor Degree	76.9%
Advanced Diploma	46.2%
No Qualifications Listed	0.0%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	17.0
Teaching Staff (FTE)	12.1
Non-Teaching Staff (Headcount)	15.0
Non-Teaching Staff (FTE)	8.8
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

**'To have a highly visible school-wide culture in which the Catholic faith underpins our approach to the wellbeing of each child'.**

Continue to focus on and live out the school community goal of "We Help Each Other to Be Successful".

### Achievements

- The School Board met monthly via Zoom to act as a sounding board and advisory body for the Principal and Parish Priest. The major foci for the Board were to follow through on recommendations from the 2017 School Review and provide assistance with financial management and marketing of the school.
- Sub groups of The PFOL (Parents and Friends of Our Lady's) also met where possible as required to arrange fundraising and social activities to enhance community wellbeing.
- The PFOL played a role in planning for and conducting the first term Working Bee which focused on planting gardens around our prep playground.
- Our School fete, the main fundraising and community building event planned for the year went ahead in February and was a great success.
- The fete was our last community event before Covid 19 put a stop to our regular fundraising and community building events.
- Early in the year parents had been welcomed to assist around the school in a variety of ways including classroom assistance, excursion supervision, sporting activities and tuck shop. This was all put on hold once the realities of Covid-19 Restrictions came into play.
- We supported local secondary schools and community groups by providing space for banners to be displayed on our Main Road corner.
- The school continued to develop the role of the Healthy School Community by promoting events through student leadership during Zoom assemblies.
- A small portion of our school community came together at the end of the year to stage a Covid safe outdoor graduation ceremony for our departing year six students.

### PARENT SATISFACTION

Remote Learning consumed a great deal of the year for students and staff.

Due to this there was limited data around school and school improvement.

The school surveyed parents after the first remote learning period and found that some parents needed more support and clarification around student expectations in the junior area. The school realised the importance of remaining connected to each other during this time.

The parents in Years 3-6 were very happy with the learning that continued for children during this time.

The response from students was varied with some enjoying the opportunity to have a choice in regard to their learning and daily schedules.

For a small percentage of children remote learning was not a positive experience, and they were very glad when school resumed.

Disconnection from friends was the biggest contributing factor to concerns from parents about their children and time away from school.