



Our Lady Help of Christians School Brunswick East

2020

Annual Report to the School Community



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Contact Details

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Minimum Standards Attestation

I, Maree McIntosh, 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.

03/05/2021

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

Our School Vision

Our Lady Help of Christians is a Catholic Parish Primary School inspired by the person of Jesus. Founded by the Sisters of Mercy, we are guided by their service and values of respect, compassion and justice.

We have a dynamic and innovative learning and teaching environment that engages students to achieve success, develop resilience and embrace a passion for learning.

We are a welcoming and encouraging community that fosters positive relationships with thanks and forgiveness.

In partnership with families, Parish and the global community we celebrate our shared story and the richness and diversity of all.

Our Lady Help of Christians School - Walking together in faith, love and learning.

School Overview

Our Lady Help of Christians is a passionate and vibrant Catholic co-educational primary school comprising 345 students and 240 families. Our school vision derived from the guiding values of respect, compassion and justice inspired by the Sisters of Mercy, speaks of the great love God has for each of us and gives rise to the school's commitment to one another and the commitment to bear witness to the gospel in our words and action.

Our Lady's students come from the local parish and the surrounding community. We pride ourselves on our community's rich diversity and we encourage respect and acceptance of all. Our students are nurtured in a safe and loving environment, while stimulated by a rigorous curriculum with high expectations for all.

Our Lady's was officially opened in 1911 on the site formerly occupied by Samaritan College (100 Barkly Street). The school was moved to its present site alongside the Church in 1939 with Sr. Xavier as Principal. Like many others in the Brunswick area, the site occupied by the Church and presbytery was a quarry in the late 19th century. For this reason, the foundations of these buildings were constructed considerably below ground level. This allowed a unique opportunity of also providing the parish with a spacious hall below the current Church. Facing the school's playground, the hall is easily accessed by the children and is sometimes used for different school events. The southern children's paved playground also bears testament to the site's history by its positioning below the level of Nicholson Street. This provides a quietening buffer from traffic, offers students enviable opportunities to play soccer/football and adds an interesting aspect of another level to the grounds.

There are 15 structured learning spaces and our specialist programs include the areas of Digital Technology, Visual Arts, Performing Arts, Physical Education, Library and LOTE (Italian). These subjects complement and enhance our core programs in English, Maths, Religious Education, Science and History. We provide a curriculum that is contemporary and responds to the needs of the whole child, spiritually, physically, socially, emotionally and intellectually. We are striving to create critical and creative thinkers as we build an inquiry school: a school where all learning and teaching is centred in relationships as together, we inquire, challenge and learn.

Principal's Report

In the first six months of 2020, Daniel Ryan (Interim Principal) led the school community in what was an unprecedented school year, as the coronavirus (COVID-19) pandemic escalated, schools were asked to make the shift to remote learning. From March, students and their teachers logged in from home or other remote locations, to continue their learning.

Amidst this great change, some innovation and resilience emerged, including new ways teachers found to make learning stimulating and engaging. I would like to thank Daniel for his contribution to Our Lady Help of Christians and for his continued support to families, students and staff during this time.

In May of 2020 I, Maree McIntosh was appointed Principal and commenced in Term 3. From an education perspective this was an exciting opportunity to lead a community I had not yet met, as we found ourselves once again in a position whereby students were working remotely from home. Despite the difficulties faced by many families during Term 3, many parents and carers found they gained greater insights into their child's learning as authentic parent engagement in student learning was achieved. Further to this there was also a change in parish leadership, Fr Joel Peart who had been Parish Administrator for the past year was farewelled by our community and Fr Gregory Burke and Fr Linh Pham were welcomed as priests in solidum. The Catholic Parish of Brunswick and Brunswick East became the Brunswick and Moreland Catholic Mission.

As this was the first year of our School Improvement Plan, we worked as a community to begin to live out our strategic intent - 'Through supportive leadership, strengthen a positive learning and feedback culture that empowers voice and differentiates at point of need.' It was important we sought the voice of students, families and staff as we transitioned into asynchronous and synchronous models of teaching to support differing student and family needs during the remote learning phase. Insights gained from family feedback supported the school in providing the flexibility families required at this time. The increased use of digital platforms such as Google Classroom and Seesaw allowed students to connect in real time with their teachers and peers in order to participate in learning opportunities, receive feedback and enhance student connectedness which was vital to student wellbeing. As we celebrate what was achieved in 2020, an increase in the use of digital platforms, an integral component to enhance learning and teaching, we look forward to developing opportunities in 2021 to bring to life our school priorities:

To strengthen the Catholic identity and culture of the whole school community.

To ensure Learning and Teaching meets all students at their point of need, placing emphasis on relative growth.

To create a culture where staff and students are supported, empowered and enabled to engage in the enactment of the Vision and Mission of the school.

I acknowledge and value the support of all students, families and staff during this extraordinary year particularly our Parish Priest Fr Gregory Bourke, our Parish Administrator Fr Linh Pham, Deputy Principal Kathryn Quinn and to those who held formal leadership positions in the 2020 school year. Together may we continue to keep the students' spiritual, academic, social and emotional needs at the forefront in all we do, Our Lady Help of Christians, 100% of the children 100% of the time. We thank God for his great love for each of us as we journey with Him and towards Him as we walk together in faith, love and learning.

Education in Faith

Goals & Intended Outcomes

To strengthen the Catholic identity and culture of the whole school community in order for the whole school community to know and respect the Catholic identity of the school and support the school's endeavours to enact it.

Achievements

During 2020 we were able to:

- Participate in the Enhancing Catholic School Identity (ECSI). This included all Year 5 & 6 students and invitations to participate extended to all staff and families.
- Provide opportunities for families to be engaged in the teaching and learning of Religious Education throughout the period of remote learning.
- Enact the vision for the Religious Dimension of a Catholic School as identified in the Religious Dimension Foundation Statement of Horizons of Hope.
- Celebrate the new school year with an Opening School Year whole school Mass.
- Attend Ash Wednesday Mass as a whole school.
- Prepare Year 6 students to receive the Sacrament of Confirmation in Term One and receive the sacrament in Term 4.
- Collect and donate non perishable food items to neighbouring St Vincent de Paul Conferences around the Feast of the Sacred Heart.
- Collect and donate toiletries to Ozanam House North Melbourne that were made into Christmas gifts and distributed to the people they support.
- Have one year level each week attend weekly Wednesday parish Masses.
- Prepare Year 3 children to receive the Sacrament of Penance (Rite of Reconciliation) and prepare Year 4 children to receive the Sacrament of Eucharist for the first time. Due to COVID19 restrictions, the sacraments needed to be held over to 2021.
- Farewell our Year 6 students with a graduation Mass held in the Centenary Centre and shared with families via video.

VALUE ADDED

- Create greater links between the Parish and the school through representation on the Parish Leadership Team, contribute to The Parish Voice and share Parish news via the school's newsletter.
- Fr Joel Peart visited the classrooms of the year level that attended the weekly Mass for informal discussion.

Learning & Teaching

Goals & Intended Outcomes

To ensure Learning and Teaching meets all students at their point of need, placing emphasis on relative growth and to enable teachers to differentiate teaching.

Achievements

During 2020 we were able to explore the use of various digital platforms to support new ways of learning. We engaged with a number of digital platforms that provided access to a variety of engaging texts, explanation clips and allowed for real time interaction between teachers and students. We developed a deeper understanding of synchronous and asynchronous teaching models and used these to provide engaging and flexible learning opportunities for our students and their families.

During 2020 we were able to:

- Enable the school Remote Learning plan, with staff engaging in professional development to effectively implement Seesaw, Google Classroom, Google Meets and screen sharing for student learning.
- Implement synchronous and asynchronous learning strategies for remote learning.
- Engage staff in professional development in formative and summative assessment strategies that could be utilised to gather student data and provide feedback during remote learning.
- Use Digital Technologies to complement teaching and learning, supported by the provision of new Chromebooks across the school.
- Engage students in specialist subjects both at school and in remote learning of Italian, Physical Education, Library, Visual Arts, Performing Arts and Digital Technologies.
- Engage staff in level planning meetings to collaborate and provide an effective onsite and remote teaching and learning plan that supported student progress.
- Engage staff in professional learning in how to use Essential Assessment as a tool for assessing and tracking student data across the school in Reading and Numeracy.
- Work with students requiring adjustments to their learning which formed part of our data/evidence gathering exercise for the National Consistent Collection of Data (NCCD) which informed our funding to support these students for 2020 and beyond.
- Engage staff to set personal goals to improve their practice and reflect on these through collaboration and feedback.
- Moderate student learning samples and provide opportunities for teachers to assess collaboratively.
- Use of the Victorian Curriculum to ascertain student development and progress in learning.
- Create yearly Scope and Sequence with staff in each level to ensure the curriculum was unpacked across the year and subjects were integrated to complement each other.

- Conduct online parent teacher interviews to communicate student progress and goals to parents/carers.

STUDENT LEARNING OUTCOMES

EARLY YEARS LITERACY DATA

Early Years Literacy Data for the 2020 school year indicated the following;

86% of Prep students were at or above our standard target in Reading.

81% of Year 1 students were at or above our standard target in Reading.

85% of Year 2 students were at or above our standard target in Reading.

PAT READING AND NUMERACY DATA

PAT reading and Numeracy Data conducted in Term Four 2020 indicated the following;

READING

76.3% of grade 3 students are at or above the expected standard in Reading.

75.0 % of grade 4 students are at or above the expected standard in Reading.

73.5 % of grade 5 students are at or above the expected standard in Reading.

77.8 % of grade 6 students are at or above the expected standard in Reading.

NUMERACY

66.7 % of grade 3 students are at or above the expected standard in Numeracy.

86.3 % of grade 4 students are at or above the expected standard in Numeracy.

52.9 % of grade 5 students are at or above the expected standard in Numeracy.

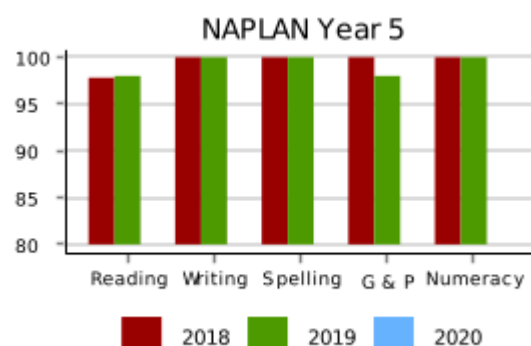
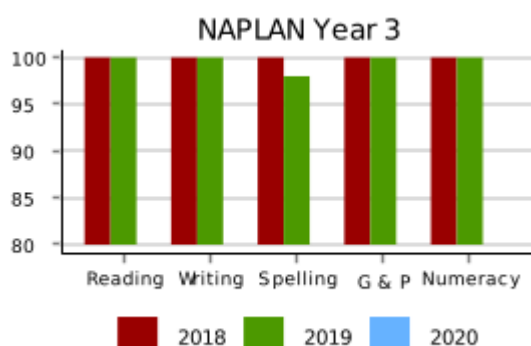
71.7 % of grade 6 students are at or above the expected standard in Numeracy.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018 %	2019 %	2018 – 2019 Changes %	2020 %	2019 – 2020 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	98.0	-2.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	100.0	98.0	-2.0		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	97.8	98.0	0.2		
YR 05 Spelling	100.0	100.0	0.0		
YR 05 Writing	100.0	100.0	0.0		

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

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

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



Student Wellbeing

Goals & Intended Outcomes

To create a culture where staff and students are supported, empowered and enabled to engage in the enactment of the Vision and Mission of the school.

Achievements

During 2020 students had the unique opportunity to demonstrate flexibility, agility and resilience as they transitioned in and out of remote and flexible learning spaces. The remote learning experience gave students a greater opportunity to be self managers controlling their learning through time management and daily organisation.

VALUE ADDED

- Implemented online fortnightly SRC meetings. SRC representatives conducted whole class meetings in their learning space to discuss actions and receive peer feedback.
- Student Wellbeing Google Meet check-ins during remote learning Term 2 and 3.
- Student wellbeing lessons implemented into remote learning grids (Google Classrooms and Seesaw).
- Respectful Relationships lessons trialled during remote learning.
- Positive parent engagement with Seesaw and Google Classrooms to track student learning goals and feedback.
- Increased focus on cyber safety with the continued reinforcement of the cyber safety policy and student contacts.
- Professional learning introducing Rights, Resilience and Respectful Relationships to the staff community.
- All staff engaged in Professional Development completing the Disability Standards for Education in Primary School modules, Level 1 and 2.
- Staff engaged in weekly Wellbeing Chats during remote learning to stay in touch with families and students
- We continued to build open and active partnerships between the Learning Diversity team and Allied Health Professionals, to strengthen understandings about diverse learning needs and how these can be identified and met.

STUDENT SATISFACTION

During the second phase of remote learning we invited families to provide feedback on the adjustments we had made through insights gained during the first lockdown period. Families were able to provide insights into what they believed supported their child's learning, the following was noted:

- Students preferred more regular communication with the teacher and peers.
- Students responded better to timely feedback.
- A balance of synchronous and asynchronous approaches to learning allowed for student and family flexibility.
- We were also advised that student online wellbeing meetings were embraced and provided opportunities for students to remain connected.

STUDENT ATTENDANCE

Non-attendance was monitored by the principal, class teachers and administration staff. Families were required to provide reasons why children were absent from school. The class teacher and/or principal meet with families when there was a concern about absenteeism.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	95.9%
Y02	96.9%
Y03	96.6%
Y04	97.9%
Y05	96.7%
Y06	97.2%
Overall average attendance	96.9%

Child Safe Standards

Goals & Intended Outcomes

To develop awareness of student safety in all stakeholders in our community - children, parents, visitors and staff members.

Achievements

During 2020 we were able to continue to maintain a focus and ongoing commitment to the Child Safe Standards. School leaders supported staff, students and families in ensuring a culture of child safe practices were embedded within the school.

During 2020 we were able to:

- Ensure all staff completed online training for Mandatory Reporting.
- Update child safe policies and practices in accordance with the school's policy review timeline.
- Ensure staff recruitment practices addressed child safety.
- Induct staff in child safety practices.
- Implement 'PROTECT', identifying and responding to all forms of abuse in Victorian school's initiative.
- Ensure all staff signed the Staff Code of Conduct.
- Ensure all parents signed the Community Code of Conduct when required to volunteer.
- Provide opportunities for staff to discuss child safe related matters in weekly staff meetings.

Leadership & Management

Goals & Intended Outcomes

To create a culture where staff and students are supported, empowered and enabled to engage in the enactment of the Vision and Mission of the school.

Achievements

During 2020 we were able to:

- Continue to strengthen awareness and practices relating to workplace wellbeing, especially when staff were working from home and needed more support, weekly wellbeing meetings were scheduled.
- Further develop the leadership team's capacity to lead remotely through weekly scheduled meetings.
- Provide online learning opportunities for staff to engage in developing their skill set relating to synchronous and asynchronous models of teaching via digital platforms.
- Ensure VIT Mentors continued to support beginning teachers through the VIT mentor/induction program.
- Continue to develop student voice by appointing the Deputy Principal to work with the Student Representative Council to creatively connect class groupings and promote whole school initiatives focussing on connectedness during remote learning.
- Create a school COVID Safe Plan and continue to adjust according to community requirements.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Due to COVID-19 and two terms of remote learning, the professional learning program in 2020 was significantly reduced. The professional learning activities that we were able to participate in included:

- Click View with Mark Higgins (Project Manager)
- Synchronous and Asynchronous Models of Teaching in the Digital World (Bronwyn Ryrie Jones)
- Respectful Relationships (Department of Education and Training)
- Essential Assessment webinar series
- THRASS Training

When the children returned to site in Term 4 the focus was on connection and student wellbeing, no professional learning was undertaken during this period.

Number of teachers who participated in PL in 2020	26
Average expenditure per teacher for PL	\$199

TEACHER SATISFACTION

During the 2020 school year teachers needed to quickly transition in and out of periods of remote learning with very little preparation. Many reported feeling anxious and overwhelmed due to the challenges faced when working at home via online platforms and found it difficult to manage work life balance. Many indicated they felt supported by colleagues and weekly wellbeing meetings promoted their sense of wellbeing. Feedback from families during the second remote learning phase indicated both students and families were appreciative of teacher efforts in engaging with students throughout this period and valued the increase in face to face learning opportunities provided.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	95.7%
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ALL STAFF RETENTION RATE

Staff Retention Rate	76.7%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	30.4%
Graduate	0.0%
Graduate Certificate	8.7%
Bachelor Degree	95.7%
Advanced Diploma	34.8%
No Qualifications Listed	4.3%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	28.0
Teaching Staff (FTE)	21.5
Non-Teaching Staff (Headcount)	12.0
Non-Teaching Staff (FTE)	8.4
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

To create a culture where staff and students are supported, empowered and enabled to engage in the enactment of the Vision and Mission of the school.

Achievements

During 2020 we were able to:

- Welcome new families via our annual Welcome Picnic allowing new families to connect and build relationships with existing families.
- Use digital platforms Seesaw and Google Classroom to communicate with families.
- Provide families with digital resources to support students to engage with the online learning environment.
- Conduct enrolment interviews and Prep transition meetings via an online platform
- Continue to build open and active partnerships between teachers, learning support officers, school leaders, the Learning Diversity team and Allied Health Professionals, to strengthen understandings about diverse learning needs and how these can be identified and met.

PARENT SATISFACTION

During the second phase of remote learning we invited families to provide feedback on the adjustments we had made through insights gained during the first lockdown period. Families were able to provide insights into what they believed supported their child's learning, the following was noted:

- Regular communication via Google Meets with students supported families and students in understanding daily learning requirements.
- A balance of synchronous and asynchronous approaches to learning allowed for student and family flexibility.
- Focus group teaching sessions allowed for explicit teaching targeting student learning needs.
- More opportunities for students to 'check in' with teachers were requested and actioned.
- Weekly video student contributions and virtual assemblies supported whole school connectedness enhancing student wellbeing.

Future Directions

We look forward to creating a new school vision in 2021 which will be created incorporating the voice of students, families and staff shaping our Catholic identity and determining the authentic continuity of our mission and purpose as a school.

We will undertake the development of a Master Plan to enhance facilities and buildings so that ongoing provisions for families seeking a Catholic education in our area in 2021 and beyond will be accessible.

A School Advisory Council will be established in order to develop the ministry function of the school assisting with promotion of the school's Catholic ethos and culture, articulating and enacting the school's vision and mission, promotion of faith development and the strengthening of links between parish and school. It will also provide stewardship, advising and supporting the Principal in the financial oversight of the school.

Our review and school data is used to identify future foci, we look forward to -

- Strengthening the Catholic identity and culture of the whole school community.
- Ensuring Learning and Teaching meets all students at their point of need, placing emphasis on relative growth.
- Creating a culture where staff and students are supported, empowered and enabled to engage in the enactment of the Vision and Mission of the school.

We are excited about the future and recognise the learning journey we are on together and while we celebrate and acknowledge what we have achieved, we recognise the challenges and priorities for the future.

Our new vision will celebrate what has been established yet give life to a new direction. We will continue to value the gifts and talents of all in our community celebrating the uniqueness of each student, family, staff member and parishioner, embracing the richness of our diversity.