



Our Lady Help of Christians School Brunswick East

2021

Annual Report to the School Community

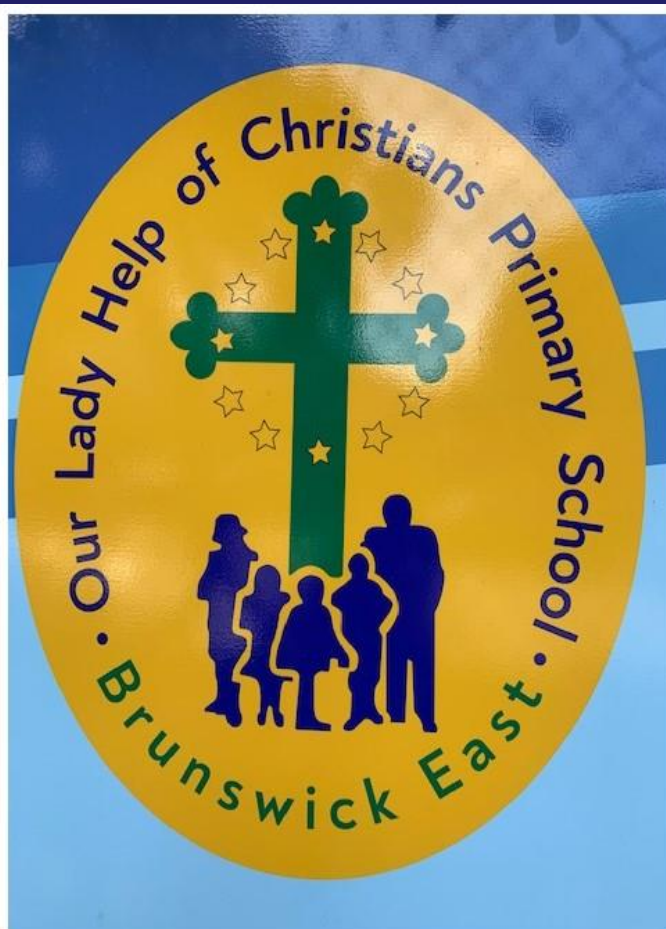


Table of Contents

Contact Details	2
Minimum Standards Attestation	2
Governing Authority Report	3
Our School Vision	4
School Overview	5
Principal's Report	6
Education in Faith	8
Learning & Teaching	10
Student Wellbeing	13
Child Safe Standards	18
Leadership & Management	21
School Community	26
Future Directions	29

Contact Details

ADDRESS	26 Miller Street Brunswick East VIC 3057
PRINCIPAL	Maree McIntosh
GOVERNING AUTHORITY	Melbourne Archdiocese Catholic Schools Ltd
TELEPHONE	03 8388 5900
EMAIL	principal@olbrunswickeast.catholic.edu.au
WEBSITE	www.olbrunswickeast.catholic.edu.au
E NUMBER	E1078

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 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.

08/03/2022

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

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 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.



Enlivened by the life of Jesus with the love and compassion of Our Lady, we are a community of faith and learning; valuing diversity and respect for all.

To live justly, love tenderly and walk humbly with your God.

(Micah 6:8)

School Overview

Our Lady Help of Christians is a passionate and vibrant Catholic co-educational primary school comprising 307 students and 182 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, The Arts, Religious Education, Health, Science, Technology and Humanities incorporating Critical and Creative Thinking, Ethical, Inter-cultural, Personal and Social capabilities. 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 together - students, staff and families.

Principal's Report

It is with great pride and sense of achievement that I present the 2021 report to the school community. Again as a community for the second year running we were faced with the challenges of living through a pandemic resulting in extended periods of lockdown, however, the community of Our Lady Help of Christians responded to those challenges and demonstrated persistence, courage and care to ensure the best outcomes for our students and families. Key terms such as being flexible, adaptive, innovative, connected, grateful and hopeful undoubtedly expressed the year that was.

This 2021 Annual Report to the community presents the key activities and achievements for 2021 school year. The school continued its strong focus on learning and teaching to improve student academic, social and emotional outcomes.

As this was the second year of our School Improvement Plan, we worked as a community to honour 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 to learn from insights gained in the previous school year and respond to all voices in the community, students, staff and families in order to ensure a greater sense of connectedness was achieved. An increased use of technology platforms such as 'Google Classroom', 'Seesaw' and 'Google Meet' continued to allow for students to not only connect with their teacher but also their peers on several occasions throughout each day. This increased connection allowed for greater opportunities for real time feedback in order to improve student levels of achievement and overall well being. With continued support from teachers, parents and carers, students maintained their levels of learning stamina in order to engage and experience success.

Some major achievements, initiatives and outcomes of our work in 2021 include:

- the development of a new school vision embracing diversity and promoting inclusivity for all
- a strong commitment to the faith development of our students and an ongoing commitment to action through social justice initiatives
- a strong focus on literacy and numeracy outcomes, embedding and developing a consistent approach to personalised learning, including an ongoing focus on Inquiry learning
- strong NAPLAN results indicating our Year 3 and Year 5 students were above the state mean in Reading, Writing, Language Conventions and Numeracy
- ongoing use of data and pre and post testing in numeracy and literacy to ensure the curriculum is targeted, challenging and engaging
- the development of a School Advisory Council promoting the school's Catholic ethos and culture and providing advice on school improvement plans
- ongoing promotion of parent engagement in learning
- continued commitment to the well-being and safety of all children and those who are vulnerable in our care
- ongoing professional development and support of staff to ensure they are equipped with the knowledge and resources needed in order to pinpoint individual student learning needs.

As we celebrate what was achieved in 2021, we look forward to continuing to develop our school priorities in 2022.

Priority 1 - To strengthen the Catholic identity and culture of the whole school community.

Priority 2 - To ensure Learning and Teaching meets all students at their point of need, placing emphasis on relative growth.

Priority 3 - 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.

As Principal of Our Lady Help of Christians, it is a great honour and privilege to work alongside our Parish Priest Fr Gregory Bourke, our Parish Administrator Fr Linh Pham, Deputy Principal Jackie McGrath and a staff who take seriously their role in supporting and developing creative, confident and independent learners. The staff are committed to working collaboratively and to ongoing professional development, thus enabling them to provide engaging and stimulating learning opportunities which promote the full flourishing of all students. They are led by a dedicated, highly visible and supportive leadership team who focus on 100% of the students 100% of the time.

Ms Maree McIntosh

PRINCIPAL

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 2021 we were able to:

- Introduce the Normativity of the Future approach to recontextualising scripture through introduction of the Tobias Model of interpreting Scripture promoting a culture where post-critical belief, symbolic thinking and dialogical learning prevail.
- Enact the vision for the Religious Dimension of a Catholic School as identified in the Religious Dimension Foundation Statement of Horizons of Hope.
- Deliver engaging and relevant RE lessons and prayer experiences to complement units of Inquiry Learning which supported our students' ongoing knowledge acquisition and faith development.
- Prepare Year 6 students to receive the Sacrament of Confirmation.
- Prepare Year 3 students to receive the Sacrament of Penance (Rite of Reconciliation).
- Prepare Year 4 and Year 5 students to receive the Sacrament of Eucharist.
- Engage Lucy Vassallo (Religious Education Consultant) to conduct family night preparation to explore the sacraments of Penance, Eucharist and Confirmation.
- Develop a student social justice initiative through electing Social Justice Leaders for each classroom focusing on student voice and raising awareness of social justice issues relating to both local and global communities and respond compassionately through our Catholic context.
- Collect and donate non-perishable food items for Ozanam House North Melbourne.

VALUE ADDED

In 2021 we:

- Recontextualised scripture to allow not only students but also staff to engage fully with our rich Catholic tradition highlighting the importance of linking scripture to a contemporary cultural context.
- Linked scripture with our Inquiry Learning supporting students to re-interpret the Catholic faith in a contemporary cultural context.

- Continued to provide prayer opportunities and connections to student faith and learning in Religious Education both remotely and while on the premises.
- Continued to provide staff with further reading on the theological background of scripture to deepen understanding of the scripture, its tradition and what it might mean for us in today's world.
- Continued to provide staff with further reading relevant to the teaching and learning in Religious Education, in order to ensure deeper understanding of what is being taught.

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 2021 we were able to:

- Continue to use Essential Assessment and PAT Literacy and Numeracy data to pinpoint levels of student achievement and establish next steps in learning.
- Continue professional development throughout the closure period around current literacy and numeracy research practices and strategies for students at risk.
- Engage with Michelle Hutchinson to develop a whole school approach to the teaching of spelling through the SMART spelling program.
- Implement synchronous and asynchronous learning strategies for remote learning.
- Continue to draw on the work of Kath Murdoch by developing the staff's understanding of Inquiry Learning through an inquiry cycle: Tuning In, Finding Out, Sorting Out, Going Further, Reflecting and Acting. Inquiry Learning develops a number of learning dispositions and learning assets including being a researcher, a collaborator, self-manager, communicator and thinker.
- Commence professional learning in relation to developing a performance and development culture which enabled staff to set personal goals to improve and reflect on their practice.
- Continued work with the Nationally Consistent Collection of Data (NCCD) to ensure that all students are able to have adjustments made for them in order to access curriculum opportunities at the same rate as their peers
- Moderate student learning samples and provide opportunities for teachers to assess collaboratively.
- Conduct online parent teacher interviews to communicate student progress and goals to parents/carers.

STUDENT LEARNING OUTCOMES

Early Years Literacy Data for the 2021 school year indicated the following;

76% of Prep students were at or above the standard target in Reading.

89% of Year 1 students were at or above the standard target in Reading.

98% of Year 2 students were at or above the standard target in Reading.

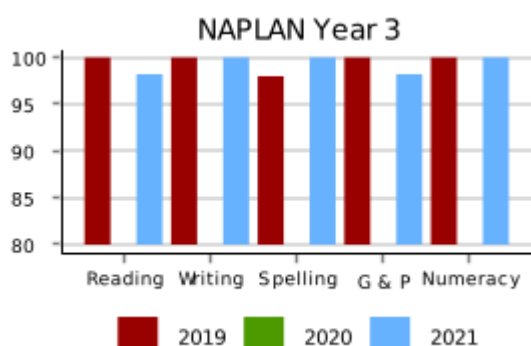


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	98.2	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	100.0	-	-	98.2	-
YR 03 Spelling	98.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	98.0	-	-	97.9	-
YR 05 Numeracy	100.0	-	-	97.9	-
YR 05 Reading	98.0	-	-	100.0	-
YR 05 Spelling	100.0	-	-	100.0	-
YR 05 Writing	100.0	-	-	100.0	-

* 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 2021 we were able to:

- Continue a strong focus on student wellbeing through professional learning focusing on the maintenance of school structures to support student social/emotional wellbeing given this being the second year of extended periods of lock down.
- Engage students in whole school initiatives to highlight the importance of online safety and anti-bullying initiatives which led students to engage in whole school learning and action where every member pledged a commitment for the National Day of Action Against Bullying and Violence, building a sense of student voice and unity.
- The introduction of Wellbeing Week focussing on self awareness, kindness, gratitude and mindfulness.
- Increased contact with students and families while working remotely during lock down periods to promote connectedness and engagement in learning.
- Introduce Wellbeing days during remote learning, providing students with an opportunity to identify and engage in activities which improve their own wellbeing as well as giving them a break from technology, having time to recharge, balancing screen time with green time.
- Continue the 'Rights, Responsibilities and Respectful Relationships Program' to support the social and emotional needs of students.
- Continue to engage with families of students receiving adjustments to their learning via facilitated termly meetings with the Learning Diversity Leader and classroom teacher to ensure student progress was monitored.
- Ensure student leadership continues to be an important means of enabling students to have a voice in decisions affecting them. The Student Representative Council worked with the Student Wellbeing Leader to promote student happiness and engagement with peers. They led class meetings to discuss additional ways student wellbeing could be promoted and presented these to the school community.

VALUE ADDED

In 2021 we:

- Hosted a virtual Cyber Safety Parent Information Night promoting the importance of online protective behaviours.

- Engaged Open Doors Foundation to host a virtual 'Wonder of Living' family information evening focusing on encouraging good communication between parents and children about important topics such as birth and puberty.
- Implemented all Melbourne Catholic Archdiocese (MACS) Child Safe Policies in adherence to new governance guidelines.
- Completed Mandatory Reporting online modules.
- Continued intervention literacy and numeracy intervention programs to support students identified as 'at risk' both on-site and during remote learning periods.
- 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.
- Provided ample resources via our newsletter regarding the promotion of online safety, wellbeing at home and using effective strategies to deal with triggers that may arise during lock down.
- Continued our weekly assemblies hosted by the Year 6 School Leaders while both on-site and off-site.
- Continued Student of the Week Awards focusing and acknowledging students demonstrating Growth Mindset.
- Continued our Prep Orientation Program to ensure that our 2022 Prep students experienced a positive transition from kindergarten to school.

STUDENT SATISFACTION

Student MACSSIS surveys were conducted demonstrating that a high percentage of students felt supported and empowered in enacting the Vision and Mission of the school. Students felt there were rigorous learning expectations and that strong student and staff relationships were key indicators in student success. School Climate results indicated students believed teachers were excited and energised about teaching and high expectations in regard to student behaviour were evident thus promoting student wellbeing and safety.

Colour coded within school comparison of 2019 and 2021 responses within domain

10+% above
5+% above
5+% below
10+% below

Student Detailed Results > Rigorous Expectations Domain

Question	MACS Average	2019	2021	Negative	2	3	4	Positive
How often do you teachers explain your answers	63%	62%	64%	2%	7%	27%	41%	24%
How much do your teachers encourage you to do your best?	78%	70%	79%	1%	5%	15%	34%	45%
How often do teachers take time to make sure you understand the material?	68%	62%	71%	2%	6%	21%	38%	33%
How high are your teachers' expectations of you?	72%	74%	72%	1%	4%	23%	49%	23%

Student Detailed Results > School Climate Domain

Question	MACS Average	2019	2021	Negative	2	3	4	Positive
How often do your teachers seem excited to be teaching your classes?	65%	52%	66%	2%	7%	24%	39%	27%
How would you describe the behaviour expectations for the students at your school?	68%	50%	66%	3%	9%	22%	41%	25%
How would you describe the physical space (e.g. classroom, outdoor areas) at your school?	70%	55%	67%	7%	11%	15%	42%	24%
How would you describe the energy at this school?	66%	58%	63%	2%	8%	27%	43%	20%
At your school how much does the behaviour of the other students impact on your learning?	34%	32%	32%	5%	22%	41%	24%	8%

Student Detailed Results > School Teacher-Student Relationships Domain

Question	MACS Average	2019	2021	Negative	2	3	4	Positive
How many of your teachers are respectful towards you?	83%	75%	82%	1%	7%	10%	40%	42%
If you walked into class upset, how concerned would your teachers be?	78%	77%	80%	2%	5%	13%	39%	41%
When your teacher asks "How are you?" How often do you feel your teachers really want to know your answer?	65%	65%	68%	5%	8%	19%	31%	37%
How excited would you be to have your teachers again?	77%	75%	79%	3%	6%	12%	27%	52%

STUDENT ATTENDANCE

During on-site learning, classroom teachers continued to mark the attendance register twice a day online via nForma. Latecomers and those who were dismissed early reported to the School Office and had to log their attendance or early dismissal via 'Passtab'. Parents/carers logged student absences via the 'absentee line' on the school website to advise a reason for non-attendance. The School continued to contact parents/guardians about unexplained absences via an automated text-message, on the same day. During remote learning, students were invited to class Google Meets each morning and student attendance was recorded by each classroom teacher. Attendance of students who participated in on-site supervision of their learning was recorded daily by supervising staff. Classroom teachers continued to work in partnership with school leaders and parents or carers to promote attendance by addressing any factors which may be causing a reluctance to attend school.



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	94.4%
Y02	96.0%
Y03	96.0%
Y04	96.2%
Y05	95.5%
Y06	95.2%
Overall average attendance	95.6%

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 2021 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. Our commitment is drawn from an inherent belief in the teaching and mission of the Gospel. Over the past 12 months Our Lady Help of Christians has furthered its commitment to providing a safe environment for all students by actively implementing processes that establish expectations and accountabilities for people working with our students. The continued application of student wellbeing programs encouraged the students to engage in conversations about their welfare and safety.

During 2021 we were able to:

Embed of policies and commitments into every day practice:

- Child Safety Standards remain a regular agenda item at staff and leadership team meetings where the effectiveness of the school's Child Safety strategies and risk management processes, are monitored and reviewed.
- Staff participated in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and student management, duty of care, and reporting requirements.
- The school's Leadership Team forms the Child Safe Team and regularly reviews and disseminates information regarding school policies and procedures, and staff legal obligations, including the 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' document.
- Child Safe practices align with our School Vision Statement.
- Adhere to Working with Children Check Requirements.
- Define the school's statutory 'duty of care' to take all 'reasonable precautions' to protect students and young people under our care.
- Adhere to the Reportable Conduct Scheme, outlining how the school responds to allegations of child abuse and child-related misconduct by employees and volunteers.
- Define the school process for monitoring student attendance and strategies to be implemented where their safety or welfare is of concern.
- Continue to participate in regular briefings and training to ensure the school's legislative obligations and the school's Child Safety Strategy remains front of mind. Staff members have participated in a variety of training initiatives including, online Mandatory Reporting Modules

(Annually), PROTECT - Responding to Suspected Student Sexual Offending, the School's Child Safety Policy and Code of Conduct (Annually), Reportable Conduct Scheme Requirements and Risk Management Assessments for excursions and camps.

- Implement Human Resource practices to ensure recruitment and performance management processes not only identify the most suitable candidates to undertake 'Child Connected Work' but fosters continual improvement in Child Safety practices.

Conduct professional learning of teachers, non-teaching staff and volunteers:

- All teaching and non-teaching staff members participate in annual Child Safe Standards 'refresher training' and are required to read and sign the school's 'Child Safety Code of Conduct' annually.
- Volunteers and contractors are provided with regular reminders and briefings on acceptable behaviours and are required to read and sign the school's 'Child Safe Code of Conduct' when they enter the school site for the first time.
- Staff members have completed the Victorian Department of Education and Training's on-line Mandatory Reporting modules. A register is maintained by the Office Manager of staff completion of the modules.
- Staff members are briefed annually on the 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' document.

Empowerment students:

- Providing our students with a 'voice' is critical in ensuring their well-being and safety. Education about healthy and respectful relationships and the development of resilience through their participation in the 'Rights, Responsibilities and Respectful Relationships' programs, played a fundamental role in achieving this outcome. Our Student Representative Council is another avenue for authentic student voice, for all students from Prep to Year 6.

Engage Families and the Community:

- Our Lady Help of Christians School continues to actively engage the school community in all aspects of Child Safety to further disseminate the requirements of the Child Safe Standards, the school's 'Code of Conduct' and its expectations of those who intend to participate in 'Child Connected Work'.
- The school's 'Child Safety Strategy' is communicated to all members of the school community at enrolment, and via the school newsletter, letters requiring volunteers and on our website.

Adhere to Melbourne Archdiocese (MACS) Human Resource Practices:

- We continued to implement robust human resource practices ensuring the suitability of any staff member, volunteer or contractor permitted to participate in 'Child Connected Works'.
- The 'Guidelines for the Employment of Staff in Catholic Schools' was used when recruiting a new staff member.

- The school implemented rigorous advertising and screening processes which have a Child Safety focus and include: position advertisements; position descriptions; referee checks; Key Performance Indicators have a Child Safety focus; Victorian Institute of Teaching Registration (VIT) register kept; Working With Children Checks & National Criminal Record Checks - register maintained; and the screening of Casual Relief Teachers, contractors and volunteers.

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 2021 we were able to:

- Promote a performance and development culture with all staff highlighting each week via staff meetings and professional learning team meetings the strategic intent of the school and its school improvement goals.
- Use the AITSL standards as a tool to set personal learning goals with staff in order to develop a professional learning plan.
- Facilitate professional learning so staff could align their personal goal with a school improvement priority.
- Ensure VIT Mentors continue to support beginning teachers through the VIT mentor/induction program.
- Activate the school's refined COVID Plan to deliver learning to students that was targeted to their point of need via whole class and focus group daily teaching sessions.
- Continue small group intervention programs onsite and online led by classroom teachers, intervention staff, curriculum and learning diversity leaders to support student growth.
- Ensure staff were aware of AccessEAP resources to support staff wellbeing.
- Offer three way learning conversations whereby students are able to share personal learning goals with parents/carers and receive feedback on levels of achievement attained in key learning areas to identify areas of improvement and future growth considering the multiple perspectives of all.
- Continues to unpack 'Horizons of Hope' vision and contact to enable staff to understand their roles as teachers in a Catholic school.
- Create a new vision for the school, highlighting the importance of embracing diversity and inclusivity led by Paul Spence Spiritual Director.
- Contribute to the Parish Pastoral Council twice a term via parish based meetings.
- Develop a School Advisory Council which supports the role of the principal by promoting the school's Catholic ethos and culture, articulating and enacting the school's vision and mission, promoting faith formation and development, implementing capital resource planning and maintenance, disseminating information about the school in accordance with the School Advisory Council Terms of Reference, implementing school policies, communicating school and parish matters, including approval of the school Annual Report and giving advice on issues such as enrolments, school improvement plans and enrolment trends.
- Engage Hayball architects to work with staff and students to develop plans and drawings for the redevelopment and refurbishments of flexible, comfortable learning spaces. The

development of a Master Plan is long overdue and will bring Our Lady Help of Christians learning spaces into the 21st century with flexible, comfortable areas for learning for all.

- Purchase additional chromebooks and ipads to ensure greater access to technology was available to all students Prep - Year 6.
- Updated interactive whiteboards in learning spaces.
- Updated information technology infrastructure throughout the school to assist with greater connectivity.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

A major focus for professional learning was building teacher and leadership capacity and developing a shared understanding and language of learning across the school. Professional learning is what teachers engage in to stimulate their thinking and professional knowledge and to ensure that their practice is informed and up to date. Professional learning is linked to the Our Lady Help of Christians School Improvement Plan Priorities.

2021 Professional Learning

Building School Vision (Paul Spence) - Whole staff

SMART Spelling (Michelle Hutchinson) - Whole staff

Agile Leadership (Simon Breaksphere) - Leadership Team

THRASS Phonics Training - Selected Junior School staff

Respectful Relationships - Respectful Relationships Team

Berry St (BSEM) - Student Wellbeing/Learning Diversity Leader and selected staff

STEM (Aviation Project) - Digital Technology Leader/Learning and Teaching Leader and selected staff

Understanding Mathematical Understanding F-2 Maths - Leader and selected staff

Teaching children on the Autism Spectrum - Selected staff

CPR, Anaphylaxis and Asthma Training - Whole staff

Emergency Evacuation Training -- Whole staff

Principal Network - Principal

Deputy Principal Network - Deputy Principal

Religious Education Network - Religious Education Leader

Learning and Teaching Network - Learning and Teaching Leader

Maths Network - Maths Leader

Literacy Network - Literacy Leader

Learning Diversity/Student Wellbeing Network - Student Wellbeing/Learning Diversity Leader
ICT Network - Digital Technology Leader

Number of teachers who participated in PL in 2021

0

Average expenditure per teacher for PL

\$0

TEACHER SATISFACTION

Staff MACSSIS surveys were conducted demonstrating a positive outlook and data indicates that staff felt supported and empowered in enacting the Vision and Mission of the school. Staff Collective Efficacy results demonstrated staff felt confident in the manner in which they were able to motivate students and assist them to progress in their learning. Staff School Climate results indicated great levels of respect between staff and students and a sense of collegiality was evident. Staff and Leadership relationships were strong as staff felt supported and respected.

Colour coded within school comparison of 2019 and 2021 responses within domain

10+% above
5+% above
5+% below
10+% below

Staff Detailed Results > Collective Efficacy Domain

Question	MACS Average	2019	2021	Negative	2	3	4	Positive	N/A
How confident are you that teachers at this school can motivate their students?	78%	74%	77%	0%	2%	16%	52%	25%	4%
How well do teachers at this school know how to assist students in progressing their learning?	79%	68%	77%	0%	2%	15%	53%	25%	6%
If current instructional approaches are not helping all students meet challenging standards, how likely are teachers at this school to help students learn at a high level?	67%	60%	66%	0%	4%	22%	47%	18%	8%

Staff Detailed Results > School Climate Domain

Question	MACS Average	2019	2021	Negative	2	3	4	Positive	N/A
On most days, how enthusiastic are the students about being at school?	76%	73%	75%	0%	3%	19%	57%	19%	3%
How positive are the attitudes of your colleagues?	71%	67%	67%	1%	7%	24%	51%	17%	0%
How collegial are the relationships between staff members at this school?	79%	78%	78%	1%	5%	16%	52%	27%	0%
How supportive are students in their interactions with one another?	80%	73%	77%	0%	2%	18%	62%	15%	3%
How often do you see students helping one another without being prompted?	72%	69%	68%	0%	4%	25%	58%	10%	3%
How respectful are students in this school to staff?	80%	65%	76%	0%	4%	19%	52%	23%	1%
How respectful are staff in this school to students?	95%	93%	95%	0%	0%	4%	41%	54%	1%
How orderly does the school environment feel?	79%	72%	77%	1%	5%	17%	49%	28%	0%
How positive is the working environment at your school?	73%	71%	71%	2%	8%	19%	47%	24%	0%

Staff Detailed Results > Staff-Leadership Relationships

Question	MACS Average	2019	2021	Negative	2	3	4	Positive	N/A
My school leaders friendly towards me	92%	85%	92%	1%	2%	6%	41%	51%	0%
I feel comfortable approaching members of the school leadership team for support.	83%	77%	83%	2%	6%	10%	38%	45%	0%
Working with the school leadership team at my school motivates me in my role.	69%	66%	69%	3%	8%	19%	36%	33%	1%
There is trust between school leaders and staff.	71%	67%	70%	4%	10%	17%	38%	32%	0%
How much do your school leaders care about you as an individual?	75%	71%	74%	2%	7%	17%	33%	41%	1%
I am confident that school leaders work in the best interest of the school.	85%	80%	85%	1%	3%	10%	38%	47%	0%
The school leadership team treats the staff fairly.	76%	74%	75%	3%	7%	15%	38%	37%	0%
School leaders are supportive when I face challenges at work.	81%	75%	82%	2%	5%	11%	37%	45%	0%
School leaders are respectful towards me.	90%	85%	90%	1%	2%	6%	38%	53%	0%
School Leaders are understanding when challenges arise in my personal life.	86%	86%	86%	1%	3%	9%	32%	54%	1%

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	88.6%
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ALL STAFF RETENTION RATE

Staff Retention Rate	72.5%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	33.3%
Graduate	0.0%
Graduate Certificate	8.3%
Bachelor Degree	91.7%
Advanced Diploma	41.7%
No Qualifications Listed	8.3%

STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	32.0
Teaching Staff (FTE)	26.0
Non-Teaching Staff (Headcount)	12.0
Non-Teaching Staff (FTE)	10.7
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

To nurture partnerships which support student learning and wellbeing. That strategic family and broader community partnerships will enhance and enrich student learning and wellbeing.

Achievements

Our school endeavoured to build genuine and authentic partnerships between school, home and parish to develop a strong sense of belonging and connectedness to this community. Although the Victorian Premier slowly relaxed restrictions for the general public, the direction for schools, however, remained firmly in place and our adherence to the Catholic Education Commission of Victoria guidelines was non-negotiable. We had to think creatively and problem solve with new and innovative ideas. We managed to achieve a balance with our adherence to Covid-19 restrictions and our desire to maintain community connection.

During 2021 we were able to:

- Provide platforms for families to access quality learning and teaching opportunities planned and prepared by the staff to ensure continuity of learning during the remote learning periods.
- Have daily opportunities for students to work with teachers both in small groups and whole class settings while onsite and working remotely.
- Conduct online whole class themed events to support student to student connection.
- Set up online break out groups for older children to work independently with their peers.
- Continue whole school assemblies.
- Provide opportunities for families to attend webinars to support children's mental health during lockdown periods.
- 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.
- Engage parents in conversations with a high level of understanding of their child's learning as a result of remote learning periods.
- Successfully conduct onsite the 2022 Prep Transition Program allowing for students to meet their teacher face to face in the school setting.
- Develop a School Advisory Council to support the role of the principal by promoting the school's Catholic ethos and culture, articulating and enacting the school's vision and mission, promoting faith formation and development, implementing capital resource planning and maintenance, disseminating information about the school in accordance with the School Advisory Council Terms of Reference, implementing school policies, communicating school

and parish matters, including approval of the school Annual Report and giving advice on issues such as enrolments, school improvement plans and enrolment trends.

PARENT SATISFACTION

This being the second year our school community experienced extended periods of remote learning, we invited families to provide feedback on the adjustments we had made through insights gained during the first remote learning experience of 2020. 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.
- Virtual assemblies supported whole school connectedness enhancing student wellbeing.

MACSSIS Parent School Communication data indicated parent voice was welcomed and appreciated. The school is proactive in providing feedback to families about student learning and is committed to nurturing partnerships which support academic progress and student wellbeing.

Family Detailed Results > Communication Domain

Question	MACS Average	2019	2021	***** Negative	2	3	4	Positive
How timely is the feedback you receive about your child's progress?	73%	71%	74%	2%	8%	16%	38%	36%
How well does feedback from the school help you to understand how your child is doing in their learning?	73%	72%	73%	1%	8%	18%	41%	32%
How well does feedback from the school help you to understand how your child is doing in other aspects of their school life, such as their peer/social relationships, communication and wellbeing?	59%	58%	59%	5%	12%	23%	35%	25%
To what extent does the school value your opinions?	70%	66%	69%	3%	8%	21%	37%	32%
How comfortable do you feel reaching out to the school for support?	79%	76%	78%	2%	6%	14%	34%	43%
How comfortable do you feel sharing information with school staff?	80%	79%	79%	1%	6%	14%	37%	42%
How well do you understand the school's processes and procedures?	70%	68%	69%	2%	5%	25%	48%	21%
How well do you understand the school's goals?	70%	72%	69%	2%	6%	23%	48%	21%
Does your school have an online portal parents can access?	79%	78%	81%	19%	0%	0%	0%	81%
Have you used this online portal?	96%	96%	97%	3%	0%	0%	0%	97%
How useful do you find the online portal?	73%	75%	73%	1%	7%	18%	36%	38%



Future Directions

Our Lady Help of Christians will continue to be part of the Agile School Leadership project. This will focus on developing highly effective learning practices to drive student improvement. It will also assist in more effective use of student data to maximise student learning and support teachers to improve their teaching practice and become reflective learners. The school will document a data plan for the annual collection, communication, analysis and use of student performance and wellbeing data to monitor student progress to establish starting points to tailor learning to levels of readiness and need.

Our future directions are best captured in the STRATEGIC IMPROVEMENT AGENDA 2019-2022. We look forward to working towards achieving these goals and aspirations in the final year of this improvement agenda and are excited about what this next year will bring as we continue to value the unique human dignity of all in our community.

- 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.