



Holy Family School



Holy Family School

Mount Waverley

2020

Annual Report to the School Community



Registered School Number: 1565

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Contact Details

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Minimum Standards Attestation

I, Julie David, attest that Holy Family 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.

25/05/2021

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

Holy Family a Community of Faith;

Learning for Life.

Faith

A vibrant faith community living like Jesus, in the spirit of the Good News.

Learning

Confident life-long learners who embrace challenges and experience success.

Life

Active, informed and courageous members of a global community.

School Overview

Holy Family School is a Catholic primary school located on Stephenson's Road, Mount Waverley, an eastern suburb of Melbourne. Holy Family School is set in a very supportive community of parish and parishioners, parents and staff all contributing to and acknowledging the important work being undertaken within this vibrant learning institution. The school is adjacent to the Mount Waverley Village shopping centre and the Glen Waverley railway line. The school is sited within the parish property along with the church, parish hall complex, extensive playground areas and a car park.

The school currently has an enrolment of 320 students. Students are taught in fifteen classes, two being Prep classes, and the other twelve are composite classes. Specialist staff support class teachers, teaching classroom Music, Art/Craft, LOTE (Italian), Physical Education and Library.

The Leadership team consists of Principal, Deputy Principal, Religious Education Leader, Learning and Teaching Leader, Literacy Leader, Maths Leader, Digital Technologies Leader, Diversity Leader and Wellbeing Leader.

Years five and six students participate in summer (first term) and winter (terms 2&3) interschool sport and students access swimming lessons as a core component of the Health and Physical Education program in term 4.

The school offers an out of school hours care program on site as administered through Camp Australia.

The school buildings are single storey arranged around a central courtyard and alongside extensive play areas. The site is very secure and provides adequate areas for all formal and informal games and play. The school oval was re-surfaced to an all-purpose, all weather synthetic grass surface in 2009. The oval has markings and space for a cricket pitch, four-lane running track, 100 metre sprint track, long jump pit, and football oval and soccer pitch. The quadrangle area (including the basketball/netball court) was upgraded this year.

The school buildings have been progressively and extensively renovated throughout the past nine years. All classrooms have been refitted and extended to incorporate a shared withdrawal space and teacher offices. The Administration, staff areas, offices and school entry have been rebuilt. Throughout the period from 2009 to 2012 we upgraded our middle and senior school classrooms and adjoining corridors. The school gymnasium and 'small hall' were also refurbished in 2011. A contemporary learning space for four senior classes, a new canteen, and administration archive area was completed in readiness for the 2015 school year. Student toilets are enclosed within the main building and were upgraded in 2016. All the interior of the school buildings was repainted at the end of 2019. These improvements have further enhanced the learning environments for our children and staff.

The Curriculum offered is based on the Religious Education Framework Archdiocese of Melbourne and the Victorian Curriculum. Our parish organises the Sacramental Program for all Catholic children of the parish and the school staff works closely with the parish priest to present the program each year. Through the regular meetings of the Religious Education team all opportunities to engage the students in parish life are explored and planned. The students are given every opportunity to live and experience daily our Catholic faith, in this educational setting.

Holy Family School regards parents as co-educators and warmly welcomes and encourages their participation. Consequently, parents are actively involved in the many aspects of the life of our school. The Holy Family Parish Education Board is one formal opportunity for parents to be involved as the Board has specific areas of responsibility in its brief. Other opportunities are

offered to all parents able to give of their time. The school highly values the enthusiasm, expertise and support of all families. The Parents and Friends committee are a highly active group in our school community. We are most appreciative of the ongoing parent support and their generosity in providing the school with outstanding physical and curriculum resources. We encourage all parents, where possible, to be involved within classroom programs, excursions, sports activities, family events and school celebrations.

Principal's Report

Holy Family School is a Catholic primary school located on Stephensons Road, Mount Waverley, an eastern suburb of Melbourne. Holy Family School is set in a very supportive community of parish and parishioners, parents and staff all contributing to and acknowledging the important work being undertaken within this vibrant learning institution. The school is adjacent to the Mount Waverley Village shopping centre and the Glen Waverley railway line. The school is sited within the parish property along with the church, parish hall complex, extensive playground areas and a car park.

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Holy Family School Goals

Holy Family School continues to strive to provide all members of the community with the optimum environment. Our goals as a school will be highlighted in greater detail in the following pages of this report. To provide the reader with an insight into our future development as a school community the following are our broad goals aiming at further school improvement:

To strengthen the school's Catholic identity

To support the development of autonomous learners, with a positive sense of themselves as learners

To embed contemporary learning pedagogies

To embed a whole school approach to student wellbeing

To build a professional learning culture

The 2020 school year was rewarding and challenging due to the COVID-19 Pandemic.

I was fortunate to lead and work alongside an experienced, dedicated and enthusiastic staff. Our staff were ready to do all that they could to make 2020 a memorable year for our students and families.

The teaching staff had to adapt quickly to teaching their students in a completely different way while the mode of learning for students changed overnight. I would like to acknowledge and thank all members of our school community for your support during this difficult period.

Education in Faith

Goals & Intended Outcomes

Goal

To shape an authentic Catholic learning community that builds relationship with God and others and engages in our contemporary world.

Intended Outcomes

That faith, learning and life find a meeting place in our Catholic parish community.

That students deepen understanding of and engagement in Social Justice as an expression of their Catholic faith

Achievements

The Catholic culture of Holy Family is embedded in everyday actions and expectations. Students understand that we can see the person of Jesus as a role model for our choices and this understanding is deepened by daily experiences. The Parish Priest and school staff have a strong partnership which constantly develops ways to strengthen the school and parish connection.

The school celebrated the following successes in 2020 in Education in Faith:

Whole staff and level teams plan and implement Religious Education units using the Religious Education Curriculum Framework for the Archdiocese of Melbourne

Professional Learning Team meetings are allocated for Religious Education planning and professional learning

Focus of Professional Learning was on assessment in Religious Education, exploring the Pedagogy of Encounter, planning units of work using the Religious Education Framework and assessing students learning to the reportable standards

The Religious Education Leader was present and offered assistance to all staff when planning events for the school

The Religious Education Leader was part of Parish Leadership Team, strengthening the parish/school community

Explicit teaching of the Catholic Social Teaching Principles to better reveal the connections between faith, life and culture

Participation in Caritas Australia projects

Whole school approach to teaching and preparing for the Sacraments

The Religious Education Leader and staff promoted the link between staff and students taking an active role in being able to plan and organise liturgies, creating ownership in the liturgy for children

The focus continued on a building of resources and ideas to further develop effective teaching practices

VALUE ADDED

Student Religious Education Leaders raised the profile of Religious Education in our school community through online liturgies and assemblies

Online prayer experiences to build community during the lockdown period

Whole school prayer services for Church and National days of importance

Whole school art project to celebrate the life of Mary MacKillop

Daily classroom prayer

Formation for families through resources sent home during lockdown- "how to celebrate Easter at home"

Social Justice events

Whole school Value of the week, discussed and implemented by Student leaders

Provided opportunities for the school community to gather and acknowledge as a people of faith Strong School and Parish relationship

Learning & Teaching

Goals & Intended Outcomes

Goal

To ensure Holy Family school is a contemporary learning environment where all students are challenged and supported to achieve ongoing improvement and success

Intended Outcomes

That student learning outcomes will continue to improve.

Achievements

Whilst 2020 provided many challenges for everyone. There were some exceptional ones in education. However, in the face of these challenges Holy Family continued to move forward in ensuring excellence in teaching and learning.

In the beginning of 2020 Holy Family officially began its journey as part of the Learning Collaborative. Through working in collaboration with Catholic schools in the Eastern Region we began our journey as a school beginning our engagement with the 14 parameters of highly successful schools with a particular focus on 1, 3 and 14.

1. Shared beliefs and understandings
2. Embedded knowledgeable others
3. Quality assessment informs instruction
4. Principal as lead learner
5. Early and ongoing intervention
6. Case management approach
7. Focused Professional Learning at staff meetings
8. In school meetings - collaborative assessment of student work
9. Book rooms of levelled books and multi-modal resources
10. Allocation of system and school budgets for learning
11. Collaborative Inquiry - A whole system approach
12. Parental and community involvement
13. Cross-curricular literacy connections
14. Shared responsibility and accountability

The goal identified in the Annual Action Plan focussed on the improvement of student outcomes with a particular focus on writing. This goal was identified through analysis of 2019 NAPLAN results demonstrating that students made low to medium gains as a cohort when comparing like cohort (2017 Year 3 and 2019 year 5),

Teachers began the year by implementing student assessment and feedback processes to assist students collaborate with teachers to set high expectations and personalised goals.

This included furthering teachers knowledge of learning intentions and co constructed success criteria. Through the common implementation of this strategy across all curriculum areas students become contributors in developing the outcomes required to be successful. Further as part of the goal to improve learning outcomes in writing, "Bump it up Wall" were constructed across the school. Allowing students to engage collaboratively with teachers in the development of personalised goals through providing examples and exemplars of work that meets the success criteria.

Much of this work was put on hold with the sudden transition into remote learning due to the global pandemic COVID-19. As a result a steep learning curve for both teachers and students was to take place. This included becoming proficient in the utilization of many online platforms in order to deliver the curriculum content to students and engage in continued learning and teaching practice.

Leadership, Teachers and Support staff joined together to ensure that the learning continued for students. Online platforms including Google meet assisted to engage the students despite learning from home. Online assessment tasks were developed to continually monitor student learning.

Students very quickly became familiar with the tools needed to complete their work from home and readily engaged with the teachers. Holy Family community should be very proud of one another for the flexibility and adaptation that ensured everyone was able to remain connected through such unprecedented times.

STUDENT LEARNING OUTCOMES

Due to the cancellation of NAPLAN we have not had the opportunity to analyse such standardised data. However teachers were able to use local assessment tools to monitor the progress of students.

Instead of NAPLAN

- PAT MATHS
- Essential Assessment
- Single word Spelling Test

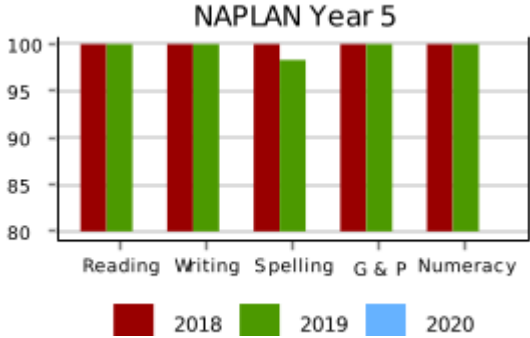
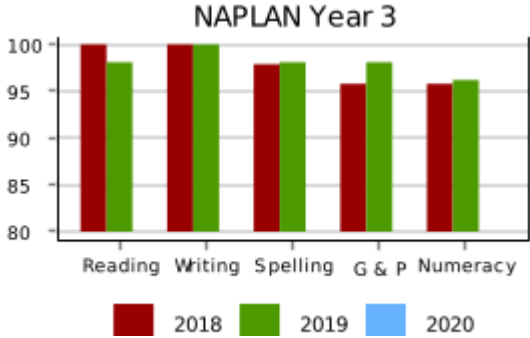
- Pat Reading
- OB surveys
- Running records
- Online maths interview
- Teacher created assessments for both numeracy and literacy
- Adapted many assessments to be implemented online and from home

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	95.8	98.1	2.3		
YR 03 Numeracy	95.8	96.2	0.4		
YR 03 Reading	100.0	98.1	-1.9		
YR 03 Spelling	97.9	98.1	0.2		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	100.0	100.0	0.0		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	100.0	98.3	-1.7		
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

Goal

To strengthen a culture that fosters supportive partnerships.

Intended Outcome

That student's learning will strengthen as a result of parents' engagement.

Achievements

Holy Family places great importance on the Spiritual, academic and social emotional wellbeing of all our students. We believe that all students, regardless of ability, race, and background have the potential to learn. This is reflected in our Catholic teachings. "I have come that they may have life, and have it to the full - John 1:4"

The World Health Organization describes mental well-being as "a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community."

During 2020, Holy Family have undertaken many initiatives and practices that have successfully fulfilled these ideals not only with our students but also their families.

Our staff had regular online google meets each day with the students to monitor their wellbeing and also phoned the parents of their students regularly as another way of monitoring the family's wellbeing.

Our classroom teachers made sure that the students had downtime with their class during remote learning so that they could continue to engage and connect with each other.

The Resilience Project

Martin Heppell from The Resilience Project came to Holy Family to launch our partnership with them and speak with our staff and students. The teachers continue with activities from The Resilience Project either onsite or during remote learning.

School Psychologists

Holy Family engaged two psychologists who work at our school two days a week to support our students and their families. This service also continued during remote learning.

VALUE ADDED

Holy Family has continued with or undertaken many activities which supported and enhanced outcomes for our students.

Program Support Group Meetings (PSG's)

Learning Support Officers (LSO's) — modification of timetables and allocations

Prep Parent Information Sessions for 2021

Development of understanding of Victorian Curriculum - Personal and Social Capabilities

Review of Student Leadership Roles for 2021

Lunchtime Passive Play Activities

Weekly whole school assemblies (onsite or remotely)

Whole staff videos to continue the partnership with home and school during remote learning

Development of our 'Holy Family' Village for students to engage with during play times

Acknowledgement of significant events (eg. ANZAC Day) with an online service
Sharing events happening in our school community during remote learning via our social media platforms

STUDENT SATISFACTION

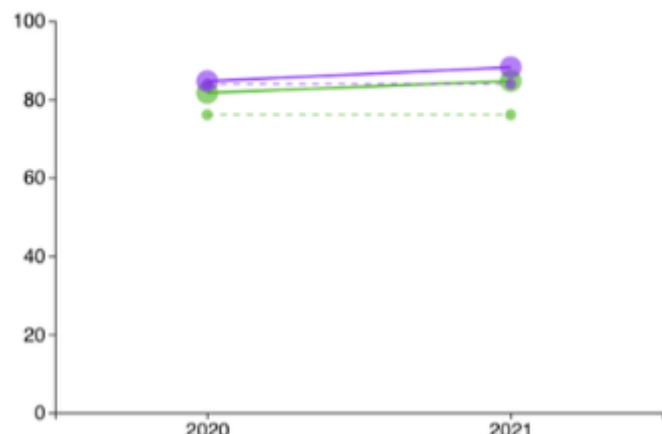
Students at Holy Family believe that their teachers have high expectations of their effort, understanding, persistence and performance.

Our students experience positive engagement with peers and staff while at school and beyond school. This was evident during remote learning.

As a school we have focussed on developing a 'growth' mindset in students. They now have a 'not yet' attitude when it comes to learning. They are prepared to persevere with a new concept/topic with teacher support until they understand it. The school has also continued to introduce Learning Intentions and Success Criteria to enable each student to know what they are learning and why and what they have to do to achieve success. These Learning Intentions and Success Criteria were written into the daily running sheets for each student during remote learning. The students responded positively to this inclusion.

Our school was fortunate to have a connection with The Resilience Project early in 2020. Below are some key statistics from surveys that children in Grades 3-6 completed. The 'green' figures are our female students and the 'purple' figures are our male students. The black figures are all the other schools that The Resilience Project work with.

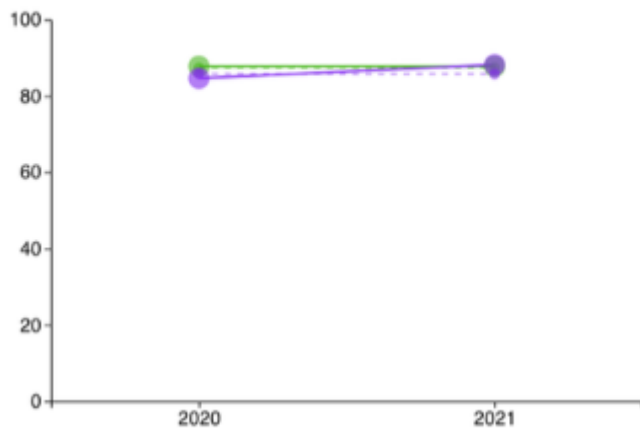
ry21 - feel good about myself



F	82	85
	76	76
M	85	88
	84	84

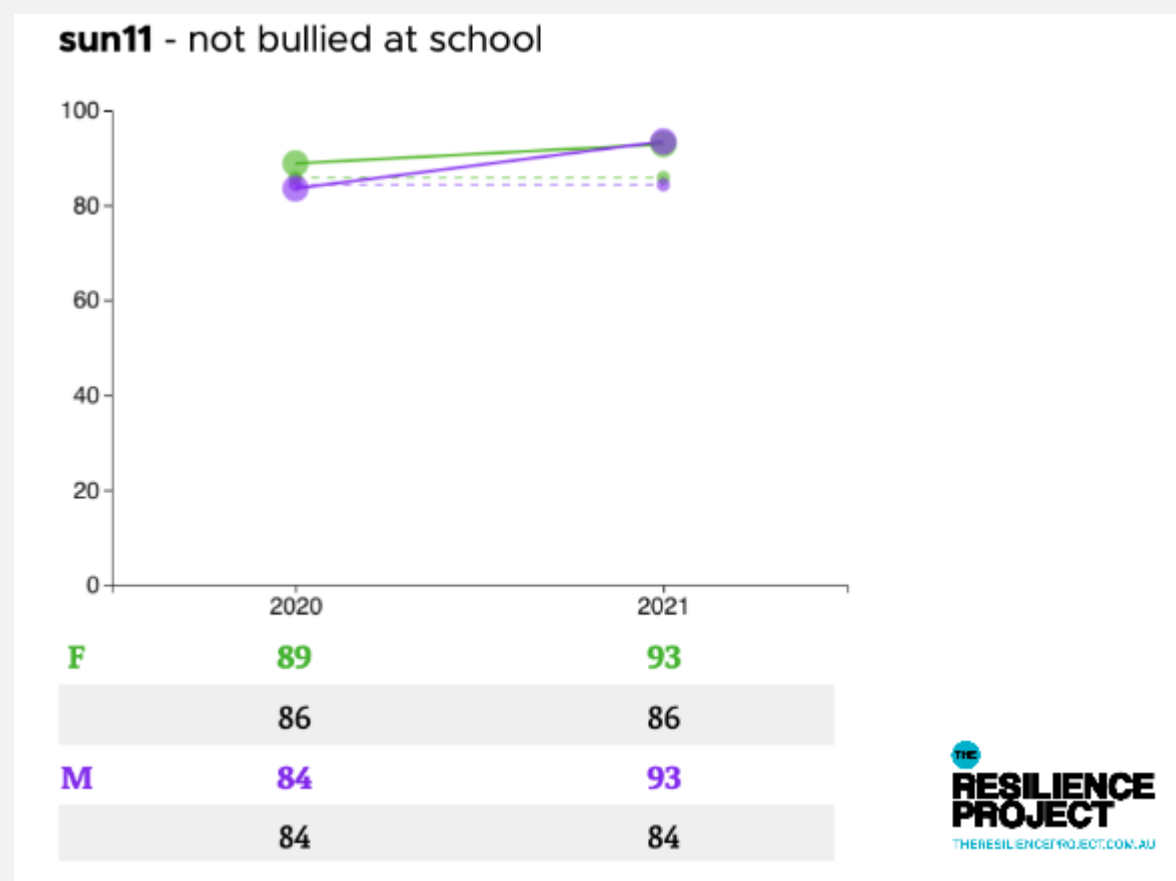


ry14 - feel safe at school



F	88	88
	87	87
M	85	88
	86	86





Student Feedback

What have you enjoyed about remote learning?

- Using Google Drive, google meets, doing online classes.
- I have the opportunity to still see my class even though im not in my class.
- Being able to go at your own pace and if you miss out on something you can work through your break
- I have enjoyed the fact that we have to be more responsible and time save (For example having lunch on time)
- For me it is a new way to learning and when im older i can tell my kids about it
- I have enjoyed seeing my friends on the meets and seeing my teacher, so they can teach me things while in lockdown. Also, not being distracted while learning.
- I have enjoyed doing work at my own pace. When I finish work I can go do stuff I would like to do
- I have enjoyed spending time with my family

List 2 words that 'best' describe remote learning?

- great and interesting
- quiet and calm
- satisfying and family help

- online, Independent
- adventure and comfortable
- interesting and different
- hard and fun at the same time!
- great and motivational
- stressful but fun

STUDENT ATTENDANCE

In accordance with the Victorian Education and Training Reform Act 2006 requirements and the school's moral obligation to ensure the safety & welfare of students under its care, Holy Family Primary School regularly monitors attendance and absence patterns. Teachers review the explanations to determine students at risk of poor attendance or who may become disengaged. Attendance rates are managed by class teachers and monitored by the Principal, Deputy Principal and Wellbeing Leader. Absences are reported to parents on school reports each semester. Class teachers or members of the leadership team follow-up parents of children who have frequent absences from school.

Parents communicate absences via email, skoolbag app, telephone calls or handwritten notes. If the school does not know why a child is absent then a phone call is made to the parent before 9.30am.

Due to COVID-19, student attendance requirements were modified for students learning remotely. Each classroom teacher had morning and afternoon google meets to monitor the attendance of the students. Parents were requested to notify the school through the normal process if their child was not going to attend remote learning.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	94.1%
Y02	94.2%
Y03	96.1%
Y04	96.2%
Y05	95.9%
Y06	95.6%
Overall average attendance	95.3%

Child Safe Standards

Goals & Intended Outcomes

Holy Family continues to hold the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the gospel. Holy Family acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

Throughout 2020, our school sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse.

The wellbeing of students was the main focus during 2020. Teachers were asked to meet each of their students twice a day for roll call during 'remote learning' to ensure that the connection between teachers and student was maintained. Students were required to wear their school uniform and teachers were expected to dress professionally during 'remote learning' sessions.

Achievements

The embedding of policies and commitments into everyday practice

Monitoring the wellbeing and attendance of students through 'google meets' during remote learning

Offering attendance at school for vulnerable children and children of essential workers

Ensuring that one staff member is not physically or remotely alone with a student. 1:1 learning online always had another teacher shadowing in the background

Providing opportunities for students to lead weekly assemblies remotely via google meet

School Attendance Guidelines - Defining the school process for monitoring student attendance and strategies to be implemented where their safety or welfare is of concern.

Child Safety Standards remains a regular agenda item at our Advisory Board meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed.

Training of teachers, non-teaching staff and volunteers

All teaching and nonteaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually.

Staff members have completed the Victorian Department of Education and Training on-line Mandatory Reporting module.

Consultation with the community

The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via parent information nights, the school newsletter and website.

Human Resource Practices

Holy Family continues to implement robust Human Resource practices ensuring the suitability of any staff member or volunteer permitted to participate in 'Child Connected Works'.

- To achieve this the school implements rigorous 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)
- Working with Children Checks & National Criminal Record Checks
- Screening of Casual Relief Teachers, Contractors and Volunteers.

Holy Family remains committed to ensuring the well-being and safety of all students under its care by actively implementing, reviewing and improving its child safety strategy.

Leadership & Management

Goals & Intended Outcomes

Goal

To embed a vibrant and accountable professional learning community, guided by a shared vision, informed by collaboration and collegiality and committed to continuous improvement.

Intended Outcome

That all staff experience professional growth in their roles.

Achievements

- Provided opportunities that address and enrich the leadership capacities of all
- Further developed staff understanding of the use of AITSL standards to improve professional practice.
- Remind staff regularly of the Victorian Institute of Teaching Code of Conduct and Ethics and the Australian Professional Standards for Teachers
- Strengthen structures and practices for individuals and teams in the areas of feedback, appraisal and recognition
- Embed a staff culture that is characterised by a strong sense of teamwork/collaboration
- Support staff to implement online learning during Stage 4 COVID-19 lockdown
- Shared the 'Level Leader' role between all teachers in the level. Each teacher led their level for one term. This change was to recognise and develop the leadership potential of all teachers.
- Monitor the wellbeing of all staff during the pandemic

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
Description of Professional Learning undertaken in 2020
<p>Leadership and Management</p> <p>Building Effective teams (Rob Brennan)</p> <p>CPR Update (all staff)</p>
<p>Learning Diversity</p> <p>Selective Mutism presentation (all staff)</p> <p>Selective Mutism PD- Julie and Lauren</p> <p>Down Syndrome Victoria presentation (all staff)</p> <p>PLP Writing Workshop</p>

Intervention Framework PL (key staff)
Resilience Project PL (all staff)
Child Information Sharing Scheme Briefing
NCCD Information Sharing
Sensory Processing (Chantelle, Lauren)

Literacy PLTs

Data Analysis in levels (Term 1 and 3)
Smart Spelling
Writing Moderation P-6
Grammar in Context Introduction (Principal & Lit Leader)
SMART Spelling Foundation (Eith, Karen W, Lauren and Janine)

Visual Arts

Nurturing Creativity - Art Educators Conference

Literacy (Library)

SLAV Conference The Power of Reading.

Digital Technologies

Canva, Google Meets, Algorithms plugged and unplugged, by Katrina S
Cybersafety presentation

Learning and Teaching

Eastern Region workshop -Introduction to the 14 parameters
Facilitating Planning
Effective Online assessment
Assessment and Reporting ABLES
NCCD online modules
Introduction to Intervention Framework
Learning and Teaching PLT - Bump it Up walls
PLT - Student Voice
Introduction to Learning Collaborative and the 14 parameters

Number of teachers who participated in PL in 2020	37
Average expenditure per teacher for PL	\$945

TEACHER SATISFACTION

2020 was a very different year in schools. Our staff reflected on the year and provided the feedback below -

During remote learning staff engaged each day with a morning meet via google to celebrate successes

I was so proud of our Senior students throughout this Remote Learning experience. They learnt the invaluable life skills of independence , organisation, problem solving and resilience. Each child adapted their learning responses to fit their new environment.

My student teacher relationship was strengthened as we experienced such a significant change together. It was both challenging and crucial for me to ensure my students stayed connected with their teachers and classmates. I made sure they knew they could email me or join a Google meet if they needed anything. Each morning I posted a running sheet that replicated their class day. This gave my students structure and familiarity during such an unusual time. I was also conscious of meeting face to face with my students in a variety of group settings both whole class and small group. These sometimes consisted of informal chats, writing conferences, focus teaching sessions and whole class teaching sessions.

2020 provided me with many challenges but also many successes and rewards.

2020 was a year of many new experiences. Remote learning provided the impetus for me to learn so much more about communicating with the students online. Small group writing workshops were a time of student learning that exceeded my expectations. Students were engaged and keen to share their ideas without fear of standing out. I was able to provide meaningful feedback about their writing through google classroom.

Literacy intervention provided strong support for students and parents even through remote learning. It is heartening to see student engagement and enthusiasm in those students requiring further help

It was a very different year with a lot of new learning for all the staff and the students. Everyone adapted to the change and learned how to teach using technology. It was a year of challenges as well as successes as we learnt to support each other to support the students in the best way we could. It was amazing to see the students still be able to engage with the teachers through engaging lessons online and connect with us online. The parents gained an insight to our lessons taught and mostly supported positively.

As a teacher we enhanced our skills in so many different areas, especially with ICT. We successfully adapted to all the rapid changes that occurred throughout the year. We worked together as a team and supported each other in our successes and our challenges.

I enjoyed working online with the students. The teachers provided clear instructions and resources for me to use in working with the various students. I felt the work was appropriate to their varied needs and interests. On the occasions when students were resistant to learning,

tired or feeling a bit overwhelmed, staff were willing to talk to those students and provide encouragement, etc.

Working with the students at school during lockdown was also positive and constructive. The amount of work provided for students was manageable and the content was engaging. Differentiation was always appropriate and teachers were open to feedback.

Although it was certainly a time that was completely foreign to all of us, I could not have felt more supported and trusted by Leadership, parents and students. It was an extremely confronting time and a time when everything was changing constantly. Students, teachers and families showed growth, confidence and resilience during a most challenging time. That being said, it is definitely not something I would like to endure again.

There was a true partnership formed between families and our school community through remote learning. We were working side by side to teach the students online again.

Our ability to be adaptable and create engaging lessons and experiences for our students through a screen was remarkable. I loved seeing the students every day and navigating a new learning sphere when we couldn't be face to face.

I learnt so much about online learning and how to help students who were feeling depressed and unmotivated mainly because of the lockdown and feeling disconnected from their classmates. I worked with individual students who were particularly struggling academically and built a strong rapport with students as they were communicating with me 1 on 1 via emails and I was catering to their concerns and stressors.

I worked more closely with families which I feel broke down some barriers as an - "us and them" mentality. I honed in on my planning of teaching tasks to be very specific and directed due to the online learning delivery mode.

I was grateful for the challenges 2020 provided as it pushed me out of my comfort zone. During remote learning I worked with more students than I would on site, and I enjoyed getting to know them and experience more diverse learning needs. I was able to maintain regular contact with my primary students and their parents; together we were successful at strengthening our relationship and continuing to build trust and work towards shared learning goals. I felt well-supported by the staff at Holy Family.

Use of a variety of ICT tools to enable successful online learning to take place. This included using Google Classroom to schedule engaging, challenging and differentiated learning programs to cater for student needs. Whole class google meets plus focus groups on google meets ensured that students were able to continue their learning with support. Use of online whiteboards and online access to literature was explored and then used for student learning. This also included assessments online.

Fantastic team work whereby Leadership and level teams came together to support each other, our students and families

Positive comments from families helped us to keep on going!

Meetings online with staff to focus on gratitude and just check in with each other

Reduced staff meetings meant leadership showed compassion/understanding towards their staff given the situation we were thrown into

Just working with all students online and seeing their smiles!

Adapting lessons to a 1 on 1 setting through remote learning, including parents in a support role

Organising resources that students could access online to continue reading lessons

Organising assessment materials to go home so that students could be assessed remotely

Organising 'real' books to go home for students

Frequent remote meetings with parents to discuss student performance

Online teaching was very tiring, and I felt required 30% more effort for 30% less effectiveness. Although students were mostly cooperative and maintained a positive attitude, there were some difficulties with student behaviour, mostly related to being in a different learning environment ie. home

2020 was a year full of learning curves that required a lot of adapting and flexibility as there were a lot of changes throughout the year that impacted the way teachers taught, the way we ran our classrooms, as well as the way in which we interacted with students and their families. I improved immensely in my ICT skills and was able to use my new skills to help other members of my team during the year. I was able to build and maintain a strong rapport with my students even though we were learning remotely, building and maintaining the student-teacher relationships through fun mornings, dress-up competitions, pet-friendly afternoons, engaging and interactive resources to help maintain the student's learning rather than just giving them instructions and expecting them to follow.

I felt as though I had a purpose throughout COVID. Although it was extremely stressful knowing that these 28 little humans relied on me to not only educate them but to be a sounding board for them whilst in isolation it was incredibly fulfilling. It solidified to me the importance of student/teacher relationships and the important fact that a student will not learn if they do not have a relationship with their teacher.

Coming to a new school and to a new team I felt professionally challenged which I wholeheartedly embraced as I believe to be a good educator is to open yourself up to new ideas and being put in the position to explain and justify your own.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	86.4%

ALL STAFF RETENTION RATE	
Staff Retention Rate	78.1%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	20.0%
Graduate	15.0%
Graduate Certificate	0.0%
Bachelor Degree	75.0%
Advanced Diploma	50.0%
No Qualifications Listed	5.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	39.0
Teaching Staff (FTE)	28.7
Non-Teaching Staff (Headcount)	14.0
Non-Teaching Staff (FTE)	9.6
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Goal

To strengthen a culture that fosters supportive partnerships.

Intended Outcome

That student's learning will strengthen as a result of parents' engagement.

Achievements

Twilight Sports held in Term 1

Parent Cybersafety Information session

Parents and Friends Association 'Welcome Drinks' for parents

Prep/New Families/New Staff 'Welcome Dinner'

Level Curriculum Information Evenings (Term 1)

Book Fair - families invited to browse and purchase books from Scholastic. Money raised comes back to the school to purchase new library books

Prep 50 Days of Remote Learning Celebration (Prep) - Students dressed up in the 50s theme and had fun activities all day online

Year 1/2 Celebration Day - Rotational activities in the classroom as part of our Camp Program

Year 3/4 (Urban Camp Parkville) and 5/6 (Arrabri Lodge East Warburton) Camps

Parents truly became partners in their child/ren's learning in 2020

Classroom teachers contacted families via telephone/email during the year to monitor the wellbeing of the student and to share learning successes

Parent/Teacher/Student Conferences continued in an online mode

Program Support Group meetings continued in an online mode

Commemorative services were celebrated via google meet

Staff created a variety of videos to share with the community to lift their spirits

Staff provided drive through pick up service for parents to collect resources to use during 'remote learning'

Mother's Day was celebrated with a drive through pick up treat (scone, jam, cream, chocolates, tea)

National Simultaneous Storytime (To share the love and joy of reading students and staff dressed in their pyjamas)

Book Week

Footy Colours Day (Students invited to dress in footy colours to celebrate the end of the footy season)

Holy Family used our social media platforms to continue to engage with families during remote learning

Prep-Year 2 classes wrote Santa Letters (Lions Club)

Matt Fregon (local MP) initiative - Students designed birthday cards for the Seniors in the community

Year 6 Graduation held outside with parents and staff present

2021 School Leader Elections (Students prepared speeches and their peers voted on the most suitable candidate)

Prep teacher invited to read a story online to a local Kindergarten group

Prep 2021 Kindergarten visits (meeting the children and collecting information about our 2021 Preps)

Prep 2021 Transition Evening online (parents)

Prep Transition sessions in Term 4 (One online and three onsite for students)

Prep 2021 Parent/Student Interviews online

PARENT SATISFACTION

Student Feedback

What have you enjoyed about remote learning?

- Using Google Drive, google meets, doing online classes.
- I have the opportunity to still see my class even though im not in my class.
- Being able to go at your own pace and if you miss out on something you can work through your break
- I have enjoyed the fact that we have to be more responsible and time save (For example having lunch on time)
- For me, it is a new way to learning and when im older i can tell my kids about it
- I have enjoyed seeing my friends on the meets and seeing my teacher, so they can teach me things while in lockdown. Also, not being distracted while learning.
- I have enjoyed doing work at my own pace. When I finish work I can go do stuff I would like to do
- I have enjoyed spending time with my family

List 2 words that 'best' describe remote learning?

- Great and interesting
- Quiet and calm
- Satisfying and family help
- Online, Independent
- Adventure and comfortable
- Interesting and different

- Hard and fun at the same time!
- Great and motivational
- Stressful but fun

Parent Feedback

What specifically has been helpful for your child(ren) during the remote learning journey?

- 87% regular communication with teachers
- 8% having their own workspace to focus
- 5% balance of online learning and other activities

What was helpful in keeping your child/family connected to the school during the remote learning period?

- 83% regular communication from teachers

What other feedback would you provide to your school on conclusion of remote learning?

Fantastic job! As much as it was hard work for us parents at home. It was worth it. Love and appreciate our teachers so much more!

I have the utmost respect for the patience that is required to be a teacher.

Regular (3times daily) online check ins were fantastic. Continuation of the curriculum was well executed and seamless. It was clear a lot of work had been put in behind the scenes. Thank you

Holy Family and its staff did a wonderful job to keep their students engaged and to help them keep up with their learning.

I have a greater appreciation for the teachers, the school community and spirit of the school.

Holy Family did a fantastic job providing remote learning for my children. They communicated well with both parents and children and provided work in a manner which was easy for the children to follow and understand, so they could plan their time and complete it independently.

The school did an amazing job. Having spoken to many parents with children in many schools, Holy Family School struck the right balance between online learning via Google Meet and the children taking responsibility for getting through the tasks individually. The teachers were always available and quick to respond to children's questions and the expectations for them were made clear from the outset. As a working parent, I knew that I could direct my kids to move on with tasks and drop their teacher an email for things they were stuck on, and they could self-manage well. The children learnt new skills to manage the timetable themselves and turn up on time to video meets which will put them in good stead for high school. Well done.

Fantastic change midway through to get timetables the night before. Appreciate the explanations around expectations throughout (we never stressed about not getting things completed ... as there was absolutely no way we were going to get through a full day teaching and a full days work). I would have liked the kids to have had the opportunity to chat once a

week or so - when they were online with the class they were often very silent and not allowed to speak. Good regular communication.

I was extremely impressed with the level of support that was given to the students and the parents. The detail in the programs, the structure that was set but also understanding that flexibility was required was what made remote learning successful for my children. I could not praise the staff enough for what they did through this period. Thank you for all that you did and continue to do to ensure our children are happy, learning and safe.

The amount of effort and care provided by you and the rest of the staff has been an immense relief to us in these trying times

Your communications have been wonderful over this period.

Just a little note for the amazing job over the past 7 months!. It's been a tremendous effort by all of you, and it hasn't gone unnoticed. The dedication and care that the entire staff put into ensuring our children didn't feel isolated is much appreciated.

We are truly blessed to have a such a wonderful team of teachers to guide our children.

I just wanted to send a quick note to say what a wonderful job the prep teachers have done throughout remote learning to make the lessons fun and engaging as well as educational. Though home learning at times has been challenging my son has loved the online meets and activities set by the teachers. Throughout they have been very positive and encouraging. They topped it off with a fantastic week of fun and virtual excursions.

I just wanted to say the BIGGEST Thank You for all the special effort you went to today. From the special activities to the party bags to the amazing video (which I'm sure would have taken hours and hours to put together!!), it was all amazing. So very amazing! You all continue to go above and beyond, and it makes our daughter - and all of us really - feel so, so special!

All that you did today you didn't have to do, but you did it anyway for the kids, so they wouldn't miss out. Please know all this extra time and effort is not lost on us, and we appreciate it more than you will ever know.

Thank you for making the absolute best out of such a challenging time. Your constant upbeat and smiling faces really does get us through each day.

I hope you had a great day back at school! Just wanted to let you know that my boys loved your dance today. They have come home very excited. Our son said it was the best day of his life at school!

Thanks for all your effort in making the first day back as an entire school such a fun and welcoming experience.

We're enormously grateful for the colossal efforts of all the Holy Family teaching staff at this time. The emphasis on remaining connected through regular video meetings has been extremely beneficial for our boys and has helped to stave off their feelings of isolation and general anxiety.

I have been teaching online, face-to-face and in various mixed modes for ~15 years, and so I am more aware than most of what's involved behind the scenes - to make online teaching work, there's a whole different skill-set needed that's largely unrelated to teaching itself, and it involves a certain lateral-thinking and adaptability beyond what's required when working with students face-to-face. I do not under-estimate the difficulty of moving into online teaching at a

moment's notice — and I'm well aware that many teachers and institutions haven't been handling this nearly as well as Holy Family's staff have.

One thing that is often overlooked in online teaching is that it only works well when the human person is kept foremost by finding ways to truly relate to one's students in a complete and human way - as relational, emotional, corporeal (and yes, flawed) human persons - and we're seeing the teachers doing just this, with extraordinary grace and adaptability. This quality of human connection, which is so vital to successful and complete pedagogy at any time, is easily and frequently lost in online teaching and yet at this time it's precisely what the kids need most of all because it grounds them to cope with the present isolation and uncertainty and the widespread epidemic of anxiety and public panic and which surrounds us all at this time.

This is a challenging time, and we have some distance yet to travel, but I want you and the staff to know that we appreciate deeply the efforts of every one of the staff to help and accompany our children at this very difficult time.

Future Directions

Strengthen our connection with the Parish

Application for a building grant to create a new Prep building

Continue to refurbish school buildings (carpet, paint)

Create stronger connections with local kindergartens and secondary schools

Implement actions from the Intervention Framework

Investigate a variety of different assessment tools in Literacy and Numeracy to meet the needs of every student

Continue our work with the Learning Collaborative (Cohort 3) The 14 Parameters of Successful Schools

Reviewing and devising our whole school data plan

Continue to embed our Reading and Writing Data Walls

Continue to upskill teachers in effective instructional strategies

Enhance Student Voice and Leadership opportunities through the reintroduction of the Student Representative Council (SRC)

Continue to strengthen facilitated and collaborative planning in teams