



# Our Lady's School Wangaratta

2020

Annual Report to the School Community



# Table of Contents

- Contact Details .....2
- Minimum Standards Attestation .....2
- Our School Identity and Vision Statements.....3
- School Overview.....4
- Principal’s Report .....5
- Catholic Mission and Identity and Education in Faith.....6
- Learning & Teaching .....8
- Pastoral Wellbeing.....11
- Child Safe Standards.....14
- Leadership & Management .....15
- School Community .....17
- Future Directions .....18

## Contact Details

ADDRESS	White Street Wangaratta VIC 3677
PRINCIPAL	Mark Walsh
PARISH PRIEST	Fr Mike Pullar
SCHOOL BOARD CHAIR	Dani Bell
TELEPHONE	03 5721 3783
EMAIL	principal@olwangaratta.catholic.edu.au
WEBSITE	www3.olwangaratta.catholic.edu.au
E NUMBER	E3040

## Minimum Standards Attestation

I, Mark Walsh, attest that Our Lady's 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.

21/04/2021

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)

## Our School Identity and Vision Statements

### Identity Statement and School Vision Statements

#### **Our Lady's Primary School:**

Embracing a compassionate and dynamic community, through strong Gospel Values, quality education and promoting respect for all.

We firmly believe that Our Lady's is a school in which:-

The values of the Gospel of Jesus Christ touch the personal life of the child, where he/she is able to experience people who manifest qualities of love, forgiveness, patience, compassion, tolerance and justice.

A strong community is fostered where respect for ourselves, others, environment, heritage and Church is created and nurtured.

Each individual is given the opportunity to develop to their full potential through quality teaching and learning experiences.

Vision for learning:

Our vision for learning at Our Lady's Primary School is that all involved with the school will have learning at the forefront of our effort and actions.

We believe that learning happens best if it is explicit, based on information, relevant, engaging, based on clear expectations, and it is the responsibility of everyone.

## School Overview

Our Lady's Primary School was established in 1958 to serve the families of the newly formed Parish Of our Lady Mother of God in Wangaratta south.

The school is administered from St Patrick's parish as Our Lady's has no resident priest.

The formative years of the school were successfully guided by the caring hand of the Brigidine Sisters. It was a time of great growth in this part of Wangaratta and the enrolments at the school grew to well over two hundred students.

In the 1980s the numbers slowly declined and at one point in the mid 1990s enrolments fell into the 60s. In recent years enrolments have grown to over 100.

The area around Our Lady's has been identified as a low socioeconomic area and many of the children present with challenges with some aspects of their learning.

Support programs are in place to deal with developing oral language, addressing positive behaviours, speech therapy, occupational therapy, development in reading and gathering supportive information about the growth in student learning.

In 2015 a major refurbishing of the school was undertaken with all learning areas being redeveloped.

Our Lady's operates out of six learning areas foundation, year one and two, two groups of year three and four and year five and six.

## Principal's Report

The 2020 school year was one of the most challenging years that I have experienced as both a teacher and a principal. The plan that we had in place for the year was modified several so that the main focus of school life was the learning growth and safety of the students.

It is to the credit of the staff and the students that we were able to navigate our way through the various twists and turns that the responses to the managing of the pandemic presented. It was a period of great growth in our learning about digital technologies, exploring alternate ways to learn, sharing information digitally, working remotely and the need of the social aspects of school.

I have always admired the generosity that teachers can display when under pressure but was truly amazed at the levels to which all of our staff gave above and beyond so that the students could maintain their growth as learners.

Our students showed us a number of important insights about school. Their high numbers of attendance both physically and remotely taught us a few things.

We know that the majority of them rely on the school greatly for social security and when it is taken away it leaves a significant hole in the lives.

We saw how so many of the students need structure in their lives and when it is taken away that they were able to reach out and access it in different ways.

We now have clear evidence that the majority of our students have continuity of learning as a very high priority.

Our families were such great sources of sustenance for both the school and their children. They willingly took on new and, sometimes challenging, tasks and roles. They stepped up strongly in the areas of communication and feedback and on many occasions supplied the staff with some welcome humour and fun.

In addition to dealing with the pandemic, the school was able to attend to some sections of our annual action plan, which forms part of the annual report along with the completion of the last stage of the refurbishment of the school administration area.

I would like to thank and congratulate the staff at Our Lady's for their dedication and support during the periods of remote learning in 2020. It was as result of their professionalism and hard work that our students managed to cope with the year so well.

Late in 2020 Fr Dean was moved to Wodonga and early in 2021 we farewelled Fr Mike as he moved to Beechworth. Fr Mike and Fr Dean were important leaders in our school and their presence and direction will be greatly missed.

## Catholic Mission and Identity and Education in Faith

### Goals & Intended Outcomes

In 2020 the following actions from our annual plan were completed

- To use our Making Jesus Real program as a vehicle for re-contextualisation and to link to PBIS using scripture context.
- Revisit and update goals on Fire Carrier Covenant
- Implement new Source of Life units.
- Continue Inquiry Mindset into RE.
- Establish Feast day for the school.
- Add signage to main Catholic Identity symbols.
- Complete the Brigidine Reflection Place and labyrinth 2019 acknowledging the work of the Brigidine sister.

### Achievements

The following were some of our achievements in 2020

- Our Making Jesus Real program was used to provide contemporary insights into scripture themes.
- Review and update of Fire Carrier Covenant
- New Source of Life units introduced to our scope and sequence.
- Collected data to support the next Inquiry Mindset cycle focussing on Religious education.
- September 8th established as the school Feast day.
- Signs giving context added to our main Catholic Identity symbols.
- Completion of the Brigidine Reflection Place and labyrinth.

### VALUE ADDED

Our school offers a Value Added education across the Domains of the Victorian Curriculum supported by:

- The Catholic Identity and Culture of our school
- Our Religious Education program ~ Source of Life;
- Home family support program
- Maintaining close links with our Parish, Catholic Regional Education Wangaratta schools with particular reference to the Borinya community educational partnership.

- Pastoral Wellbeing approaches that recognise the diversity in the student population and across our families.
- Positive Behaviours and Making Jesus Real
- Promotion of School Spirit
- Whole School planning
- Adjusted programs for identified students
- Integrated Curriculum inquiry experiences
- Playground support programs
- Engagement with the local community through involvement in projects, visitations, supporting Rural City of Wangaratta initiatives and Parish events.
- Caring and supportive staff
- Strong community support focus
- Promotion of Student Leadership -School Buddy Program / Leadership teams
- Involvement in community events and activities
- School Assemblies and Liturgies
- Special Lunch Days
- Whole School Activity days
- Teacher Advisor meetings each term supported by written reports each term.

## Learning & Teaching

### Goals & Intended Outcomes

In 2020 the following actions from our annual plan were completed.

- Use assessment data to drive improvement in writing with an initial and intensive focus on 'sentence structure'.
- Implement a 'scaffold approach' that includes visual support for stimulation that is relevant to student's own experiences with the topic and extends and supports vocab used.
- To be satisfied that all aspect of the Victorian curriculum is embedded in our curriculum planning with specific reference to competencies in religious education and inquiry units and the learning needed in addressing the curriculum expectations for coding and digital technologies.
- Develop the 'scaffold approach' that supports student's ability to unpack sentences and identify sentence structure across all genres.
- Review the application of adjustments as part of our evidence for the Nationally Consistent Collection of Disability Data funding model.
- Develop staff skill and understanding of the learning needs for coding across the school.

### Achievements

The following were some of our achievements in 2020

- Further work on assessment data and adjustment of practice in the area of 'sentence structure'.
- Extension of our 'scaffold approach' to extend supports vocab use in writing connected to the inquiry concepts.
- Audit of Victorian curriculum areas with a focus on competencies in religious education and inquiry units.
- Audit of adjustments as part of our evidence for the Nationally Consistent Collection of Disability Data funding model.
- Professional learning in coding.

#### STUDENT LEARNING OUTCOMES

Our Evidence:

Our assessment and data collection policy has NAPLAN as one of a number of assessment tools. All the other processes took place at a time scheduled suitable to undertake them.

Our normal reflection process was undertaken to allow us to track the learning growth of our students.

The following is a summary of some of our actions and documentation

- Assessment and reporting policy outlines the required assessment tasks and how it informs planning for learning
- Curriculum and Learning and Teaching Policy
- Personal Learning Program (PLP) created for students with special learning needs
- Reflection on data collected through agreed assessment schedule and used to inform benchmarking process
- All assessment data reviewed at Professional Learning Team meetings.
- Item analysis and writing samples used to inform planning for the following year.
- All data is plotted on the school benchmarking process.
- Reading Recovery program in place.
- Employment of Occupational Therapist, Psychologist, and Speech pathologist to address specific learning issues.
- Special Education Staff member appointed to work both with staff and students.
- Professional Learning Plan is driven by data.

Documents:

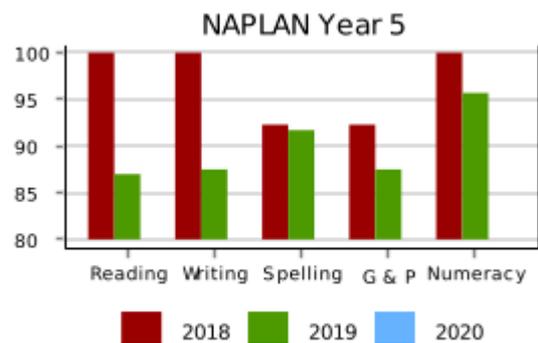
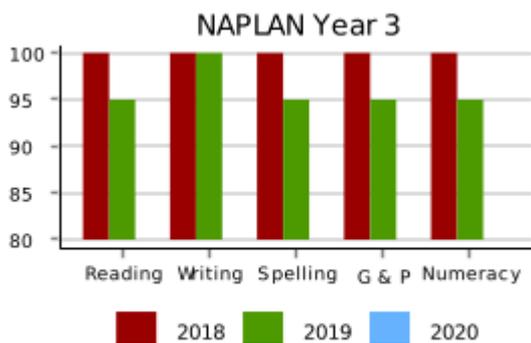
- Assessment and Reporting Policy
- Curriculum and Learning and Teaching Policy.
- Our Lady's Learning Expectation Levels
- Our Lady's tracking document
- Our Lady's Personal Learning Plan
- Our Lady's Professional Learning Policy

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	95.0	-5.0		
YR 03 Numeracy	100.0	95.0	-5.0		
YR 03 Reading	100.0	95.0	-5.0		
YR 03 Spelling	100.0	95.0	-5.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	92.3	87.5	-4.8		
YR 05 Numeracy	100.0	95.7	-4.3		
YR 05 Reading	100.0	87.0	-13.0		
YR 05 Spelling	92.3	91.7	-0.6		
YR 05 Writing	100.0	87.5	-12.5		

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

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

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



## Pastoral Wellbeing

### Goals & Intended Outcomes

In 2020 the following actions from our annual plan were completed.

- Review the philosophy and actions behind the student safety plans.
- Explore and implement additional processes for tracking information on the behaviour of students.
- Review the application of adjustments as part of our evidence for the Nationally Consistent Collection of Disability Data funding model.
- Audit arrangements for differentiating the curriculum for students learning above the expected level

### Achievements

The following were some of our achievements in 2020

- Reviewed the philosophy and actions behind the student safety plans and developed a process for mapping plans for function-based behaviour interventions.
- Added a new process for tracking information on the behaviour of students.
- Audited our evidence for the Nationally Consistent Collection of Disability Data funding model and adjusted learning plans to match.
- Audited our process for differentiating the curriculum for students learning above the expected level

### VALUE ADDED

Our school offers a Value Added education across the Domains of the Victorian Curriculum supported by:

- The Catholic Identity and Culture of our school
- Our Religious Education program ~ Source of Life;
- Home family support program
- Maintaining close links with our Parish, Catholic Regional Education Wangaratta schools with particular reference to the Borinya community educational partnership.
- Pastoral Wellbeing approaches that recognise the diversity in the student population and across our families.
- Positive Behaviours and Making Jesus Real

- Promotion of School Spirit
- Whole School planning
- Adjusted programs for identified students
- Integrated Curriculum inquiry experiences
- Playground support programs
- Engagement with the local community through involvement in projects, visitations, supporting Rural City of Wangaratta initiatives and Parish events.
- Caring and supportive staff
- Strong community support focus
- Promotion of Student Leadership -School Buddy Program / Leadership teams
- Involvement in community events and activities
- School Assemblies and Liturgies
- Special Lunch Days
- Whole School Activity days
- Teacher Advisor meetings each term supported by written reports each term.

## STUDENT SATISFACTION

Over the past few years our focus has been on improving student engagement and connectedness to school. For many of our students the aspiration to do well with their learning hasn't been well developed.

We use the Insight SRC survey as a tool to gauge the feelings of our older students.

In 2020 we saw responses similar to previous years with some variation that would be linked to the period of remote schooling.

Our work in coming years will focus on sustained growth with a focus on the impact of positive behaviour on the way we chose to treat one another.

**STUDENT ATTENDANCE**

In 2020 there were some added pressures in tracking attendance particularly during the periods of remote teaching. We were pleased with our overall attendance figures.

The following is a summary of our typical process.

It is a legal requirement that all student absences are recorded. Parents can notify the school of their child's absence via the phone, school app, email, or in a written note.

These absences are recorded on the electronic roll by the admin officer or class teacher.

Parents are required to provide reasons to account for a child's absence from school.

All absentee notes must be kept by the class teacher.

These will be collected at the end of each year and filed for possible future reference. It is a teacher's responsibility to ensure that they receive this written notification from parents.

In the event of prolonged, unexplained absence class teachers are to notify either the Principal or Student Well-being Co-ordinator and attempt to contact the family to determine the whereabouts of the child. Regular absenteeism is followed up with telephone calls to parents/guardians.

Further meetings with parents/guardians are held to discuss absenteeism.

Strategies are discussed and implemented with parents/guardians to ensure school attendance. Any further action, such as contacting outside agencies will be decided upon after consultation with the Principal.

The electronic attendance roll is a legal document. It must be completed daily and all attendees have registered accordingly.

During periods of remote learning attendance data was submitted to Catholic Education Sandhurst, to assist monitoring.

**AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL**

Y01	94.0%
Y02	93.3%
Y03	96.3%
Y04	91.0%
Y05	90.6%
Y06	93.0%
<b>Overall average attendance</b>	<b>93.0%</b>

## Child Safe Standards

### Goals & Intended Outcomes

Due to the interrupted nature of 2020 some of our plans in supporting our child safety actions were altered to suit the circumstances

Our goals for 2020 was to focus on:

- To monitor the students as they were involved to remote learning
- Maintaining our current approach to the seven standards
- Training for all staff and volunteers
- Building child safe expectations into processes for planning camps and excursions

### Achievements

The following were some of our achievements in 2020

- Processes were put in place to monitor the safety of students during remote learning
- Additions were made to our camps and excursions policy to focus on child safety
- Staff completed child safe training to supporting students

# Leadership & Management

## Goals & Intended Outcomes

Due to the interrupted nature of 2020 some of our plans in leadership were altered to suit the circumstances

Our goals for 2020 was to focus on:

- Implement CompliSpace staff training modules for Child Protection, OH&S, Human Resources and Student Duty of Care.

## Achievements

Due to the interrupted nature of 2020 some of our plans in leadership were altered to suit the circumstances

The following were some of our achievements in 2020

- Staff completed training modules for Child Protection, OH&S, Human Resources and Student Duty of Care.

### PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2020

In 2020 the following professional learning activities took place.

- Staff completed training modules for Child Protection, OH&S, Human Resources and Student Duty of Care
- Review of Fire carriers covenant
- Shared Christian Praxis
- IPad training
- Inquiry Mindset cycle- teacher feedback / success criteria

Number of staff who attended Professional Learning in 2020 - 18

Average expenditure per person on Professional Learning in 2020 - \$171

### TEACHER SATISFACTION

Our Lady's uses the data from the Insight SRC to gauge the climate of our staff.

The data for 2020 shows that our climate maintained a positive level, even though our year was a very challenging one.

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	99.1%
--------------------------------	-------

### ALL STAFF RETENTION RATE

Staff Retention Rate	77.3%
----------------------	-------

### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	0.0%
Graduate	0.0%
Graduate Certificate	0.0%
Bachelor Degree	50.0%
Advanced Diploma	41.7%
No Qualifications Listed	25.0%

### STAFF COMPOSITION

Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	12.0
Teaching Staff (FTE)	9.1
Non-Teaching Staff (Headcount)	11.0
Non-Teaching Staff (FTE)	6.4
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

Due to the interrupted nature of 2020 some of our plans for school community projects were altered to suit the circumstances

Our goals for 2020 was to focus on:

- Completing the refurbishment of the administration / staffroom.
- Introducing the Integrated Catholic Online Network (ICON) financial and human resources components.
- Extending out IPad program to all students in years three to six
- Upgrading air conditioning to all classrooms.

### Achievements

The following were some of our achievements in 2020

- The refurbishment of the staffroom, staff workroom, network room and meeting room was completed in November.
- The ICON financial program and human resources access modules were completed.
- iPads were introduced for all students and years three to six. This program was a great support during the periods of remote teaching.
- Ten new air conditioners were installed.

### PARENT SATISFACTION

The 2020 Insight SRC survey showed a strong response in the area of overall organisational climate driven by strong responses in the areas of students behaviour, empathy, learning and team based practice.

We need to be mindful that our scores are at a level above the average for Australian and Victorian school.

## Future Directions

The following are the strategic plan references that we hope to work on during 2021

Catholic Identity:

- To develop strong teaching and learning in Religious Education through implementation and use the "Source of Life" Religious Education program throughout the school.
- That the school recontextualise its Catholic identity in the celebration of liturgies, through the religious education program and through Signs and Symbols around the school.
- To celebrate and participate in the life of Our Lady's parish
- That the school celebrates Feast days and other special liturgical celebrations.
- That the school continues to support staff members' personal faith journeys.
- That the school has good prayer practices.

Learning and Teaching

- To drive an explicit learning agenda and culture.
- To enhance our data informed practice to improve students learning, classroom practice and overall wellbeing.
- For students to set and articulate learning goals and be responsible for their own learning
- That students will be engaged in meaningful and relevant learning.
- For the school to use 21st Century tools for teaching and learning.
- To empower all families to support their child's learning.

Pastoral Wellbeing

- That the school and community work effectively to promote wellbeing of students staff and families
- To enhance the positive behaviour culture to support student wellbeing.
- That student and staff relationships are positive
- That students with diverse learning needs have the relevant support required.