



# Our Lady of Perpetual Succour School Surrey Hills

2020

Annual Report to the School Community



Registered School Number: 1569

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## Minimum Standards Attestation

I, Ann Engellenner, attest that Our Lady of Perpetual Succour 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.

27/04/2021

**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 Vision

Guided by the life of Jesus Christ

Inspired by the Spirit of Mary

Our Lady's is a community that ignites imagination and promotes a lifelong passion for God and learning.

Our Lady's Primary School is a place of acceptance, optimism, success, growth and challenge.

Learning together in 'Faith, Hope and Love'

## School Overview

Our Lady's Primary School is a small school where big things happen! Our Lady's Primary was first opened in 1957 by Bishop Fox. Except for the brickwork, all other work was completed by the parishioners. We are proud that we are a nurturing and positive school, with an emphasis on creating a welcoming and safe environment, where children are not only cared for but also encouraged to achieve academic excellence. We want all our students to be confident, resilient, and discerning well-rounded people.

"We endeavour to develop deep learning, powerful teaching, and to create animated learners, inspired by the Gospel and led by the Holy Spirit to act with justice and strive for the common good." Horizons of Hope, Catholic Education Melbourne.

The first thing that people notice when they visit our school is the warmth and confidence of the students they meet as they walk around the grounds. Our students are inquisitive, interested, and present. They are always keen to engage and their warmth is ever-present.

We enjoy a strong reputation for the excellent pastoral care of our students. Our staff are wonderful role models who value the dignity and worth of each and every student and strive to create a positive learning environment in which the personal needs of all students are catered for. Students are encouraged to seek personal excellence and challenged to discover and develop their talents not only for themselves but in the service of others.

In 2020 we had 8 mainstream classes and we provided specialist classes for all students in Performing Arts, Physical Education, Languages (Mandarin) and Visual Arts.

Whilst a few students transferred to private schools in Years 4 and 5, most students continued through to Year 6. Our students complete their secondary education at numerous colleges including Salesian, De La Salle, St. Kevin's, Siena, Genazzano and Our Lady of Sion.

We are extremely fortunate to have a highly experienced and qualified staff who are passionate and committed to the academic and wellbeing outcomes of all our students. They collaborate in the planning of curriculum and in the assessment and reporting of student learning. Adjustments to staffing are made annually according to Catholic Education Melbourne allocation, school and student needs and the funding available.

The school provides a wide range of programs to meet the needs of all students in an environment that nurtures, develops and challenges them to attain their full potential. All students are encouraged and supported in their learning by a caring and dedicated staff. The school is continually striving to facilitate and improve student motivation, knowledge, skills and engagement across all areas of the curriculum with an emphasis on students becoming confident, independent learners. We aim to strengthen student engagement in learning about and living their Catholic faith and to equip them with knowledge, skills and understandings for life in a contemporary world.

We are fortunate to have an extremely supportive and caring parent community who are very involved in the life of the school and in the support of each other. Parent participation is highly valued and a strong partnership between home and school is fostered. Many parents are involved on a daily basis in supporting the teachers in a variety of ways.

In 2020, our Positions of Leadership included the Principal, Deputy Principal, Leaders of Religious Education, Learning and Teaching [Mathematics and Literacy], Student well-being, Digital Technologies, and Learning Diversity.

At Our Lady's we focus on building relationships. Each child is known by name and their passions, skills and interests are acknowledged and celebrated. When the school was not being affected by the lockdowns caused by COVID 19 we ran a number of lunchtime clubs for students who may at times find the social pressures of the playground overwhelming. Staff voluntarily run Lego Club, Choir, Art Club, and Coding Club on a weekly basis. On a Wednesday morning at 8.00 am we also have a Running Club that is well attended by our students and their families. Our staff are highly committed to the education of the whole child, they are caring, committed, and dedicated. Social and emotional skills are explicitly taught in each classroom and through our Stephanie Alexander Kitchen Garden Program.

## Principal's Report

2020 has been a year like no other, not only for Our Lady's School Community but for the world. The COVID 19 Pandemic has forced us all to stop and re-imagine our place in the world. Despite the challenges of this global crisis, we continued our deliberate focus on building the collective capacity of teachers and their use of high-impact instructional strategies through the lens of remote learning. Our participation in the Learning Collaborative Project continued via Zoom, therefore allowing us to be supported and challenged by Professor Lyn Sharratt along with the learning consultants from the Eastern Region Office of Catholic Education Melbourne.

Through 2020 we continued to have a deliberate focus on collaborative planning with the vision of designing learning that is contemporary in its delivery and allows students to be challenged in their thinking and critical in their analysis of their learning. Our Learning and Teaching Leader continues to work closely Ms Terri Beggs, Catholic Education consultant curriculum and coach, to guild teachers through contemporary curriculum design and inquiry learning. Teachers have engaged in a facilitated planning model through the year and this has certainly resulted in deeper learning for our students and rich professional dialogue for the staff.

Relationships and the wellbeing of our community is central to all we do at Our Lady's. Throughout the extended lockdown and remote learning, we had a deliberate focus on maintaining connection within our community. One of the biggest highlights for us was the Community Connections video that we made. Two of our teachers drove past the homes of all 119 families whilst they waved from the front nature strip. This video brought enormous joy to all the children and was featured on the Catholic Education website.

Our Lady's school continues to be a place where not only your child but your whole family will be welcomed and valued as members of our community. At Our Lady's we are acutely aware of the privilege it is to be invited into the educative process of your child. We recognize that your child is a special gift given to you, and now you are inviting and entrusting us to enter into a partnership with you, to guide and support their growth as a person along with their academic learning.

We believe in the infinite potential of each child and that it is our duty to provide a rich, challenging, and relevant curriculum in a supportive and caring environment that will equip your child with the skills, knowledge, and capabilities to confidently and happily live in our contemporary world.

We have so much to be thankful for in terms of those who have worked, learned, and grown in our school before us, and our school will always be indebted to their graciousness and commitment. The school moves forward with great confidence and an eagerness to discover what the future holds.

On behalf of our school community, I thank you for taking the time to read through this annual report and hope for a bright and healthy future for all of us.



Mrs. Annie Engellenner  
Principal  
Mrs. Annie Engellenner  
Principal



# Education in Faith

## Goals & Intended Outcomes

### Goal

To develop a recontextualized living Catholic culture in today's world

### Intended Outcomes

- That students will be engaged in a contemporary approach to learning and teaching in religious education.

## Achievements

Education in Faith is at the center of all we do here at Our Lady's. Our catholic identity has a strong presence in our school, through icons, our meditation room, prayer spaces, and a strong sense of welcome and hospitality.

Despite the challenges that we faced in 2020, we continued our develop our capacity to deliver teaching in a way that is meaningful and authentic for our students, This is evident in our Inquiry units with rich questions such as ;

' How do we contribute to the community?', ' How can we restore harmony?' Let's Celebrate?

Teachers continued to plan as a level team, working collegially. For part of the year, this was done remotely.

Our Sacramental program was postponed because of the pandemic, so we look forward to celebrating this during the 2021 school year. Although the Sacraments were not celebrated that students were prepared through the RE curriculum and reflection days.

This year we also farewelled Fr Mark Reynolds as Parish Priest of Surrey Hills Wattle Park. Mark very important part of the faith formation of Staff, Students, and families throughout 2020. We wish Mark well as continues his ministry at St Jude's in Scoresby.

With the departure of Fr Mark, we welcomed Fr Brendan Reed to our parish community. We look forward to coming to each other over the coming months.

Meditation sessions continued to be held on a weekly basis. Each class participated in quiet meditation at the same time, to increase the opportunity to be attentive to the presence of God and to find God in stillness and silence.

<b>VALUE ADDED</b>
<b>Value Added</b>

- Social Justice monitors planned fund-raising activities to promote awareness of needs both locally and globally, in particular, support of St Vincent De Paul
- Online Meditation was conducted weekly both onsite and remotely
- Whole School Masses at the beginning of the Year and at the end of the Year
- St Vincent's de Paul Christmas Appeal
- Christmas Carols - whole school concert

## Learning & Teaching

### Goals & Intended Outcomes

- To build a learning community for all students to actively engage in the contemporary world.

#### Intended Outcomes

- That student learning will be purposeful, rigorous, engaging and relevant.
- That student achievement in literacy understanding and performance, with a focus on reading, will improve.
- That student achievement in Math understanding and performance will improve.

### Achievements

- At Our Lady's, Learning & Teaching is our core business. This goal and intended outcomes are a continual focus of our school community. Student learning is celebrated and shared with the school and parent community in many and varied ways. In 2020, we saw the introduction of a student portal and the screen castify app to support our remote learning program. These platforms allowed for face-to-face teaching and learning.
- The development of a student portal was an improvement to our remote learning program based on the feedback from remote learning 1.0.
- The Student Portal was positively received by our student /parent community and has enhanced our family and student engagement opportunities.
- Becoming involved in the Learning Collaborative in 2019 provided us with an evidence-based framework to improve the learning outcomes for all our students. The 14 Parameters focuses our work and supports a whole school, and system, approach to improvement. Despite the lockdowns during 2020 this work continued with a focus on the third teacher.
- Throughout 2020 staff participated in various professional learning opportunities to support the goals of the Learning and Teaching sphere. Professional Learning Teams meet weekly for curriculum planning.
- A structured planning cycle continues to be useful for integrating Inquiry Planning. Whole school facilitated planning, allows us to conceptualize the key understanding from the Victorian Curriculum, from within our catholic
- Students identified on the NCCD Data were monitored by the Learning Diversity Team. LSO staff continued to provide learning support via google meets during lockdowns.
- Adjustments were designed at PSG's (Program Support Group Meetings). All PSG meetings were conducted remotely.
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## STUDENT LEARNING OUTCOMES

Student data was tracked using a range of assessment tools. These included Pat Maths, Pat Reading, Essential Assessment, Running Records, Probe Comprehension Test, and Alpha Reading Assessment.

Below is the data from PAT Reading, Pat M, and PM Benchmark

**Maths - PAT M**

- In Year 1 - 90% of students were at or above standard
- In Year 2 - 57% of students were at our above standard
- In Year 3 60% of students were at our above standard
- In Year 4 - 70% of students were at our above standard
- In Year 5 - 60% of students were at or above standard
- In Year 6 - 69% of students were at or above standard

**Reading**

**Alpha Access**

- Foundation - 91% of students met the benchmark for reading levels
- In Year 1 - 98% of students met the benchmark for reading levels
- In Year 2 - 98% of students met the benchmark for reading levels

**PAT Reading - PAT R**

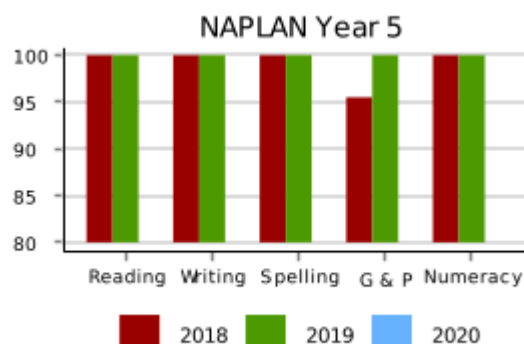
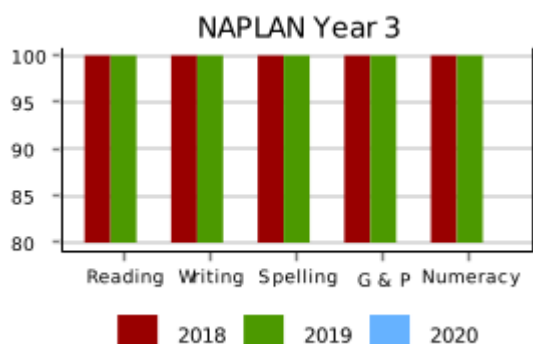
- In Year 3 - 70% of students were at our above standard
- In Year 4 - 72 % of students were at our above standard
- In Year 5 - 67 % of students were at our above standard
- In Year 6 - 80% of students were at or above standard

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	100.0	0.0		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	100.0	100.0	0.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	95.5	100.0	4.5		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	100.0	100.0	0.0		
YR 05 Writing	100.0	100.0	0.0		

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

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

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



# Student Wellbeing

## Goals & Intended Outcomes

### Goals & Intended Outcomes

"To strengthen and sustain a supportive climate which fosters positive and respectful learning relationships."

### Intended Outcomes

The Intended Outcomes:

- That students will demonstrate an improved sense of wellbeing.
- That the engagement of all students is enhanced within a personalised context.

## Achievements

Our Lady's School has places considerable focus upon enhancing student wellbeing. The continued implementation of Respectful Relationships and Restorative Practices Frameworks ensures a whole school approach to this sphere of school improvement.

In 2020 the Behaviour Management Flowchart was transposed into student-friendly language and shared with families.

Changes to the procedures for school attendance have been reviewed in light of changes to the legislation. Our Lady's has implemented a new set of protocols for notifying parents of non-school attendance without parental notification.

**VALUE ADDED**

- When on-site and off site we continue to provide lunchtime clubs for students e.g. Lego, Skipping, dancing.
- We also introduced our Therapy Dog Lola to our school community.
- The school continued to develop strong practices in the Student Wellbeing Sphere in 2020. Wellbeing Google Meets were introduced to support students when they were learning online for well-being check-ins
- Consistency and shared understanding of our School Expectations:
- Opportunities for student voice continued with all senior students receiving Leadership positions. They also received Leadership time to work together in their teams to plan school-based events such as "Footy Day" and "Caritas Day."
- National Ride to School Day
- Fortnightly Classroom Meetings and Circle Time sessions were embedded in all classes - when on site
- Respectful Relationship Team Meetings

- SRC Meetings were held on a regular basis with student representatives from all classes present. Meetings conducted were and lead by School Leaders.
- Buddy Program continued between Prep and Year Five, and Year 1 and Year 6 students both on and off site
- Transition sessions continued for incoming Preps and exiting Year 6 students in small groups
- Weekly classroom meditation sessions continued throughout the school for parents, staff and students.
- Procedures for medical interventions, including updated staff Professional Development- CPR and First Aid
- Regular PSG meetings for children on NCCD funding and other students' identified, based on academic and/or social and emotional reasons.
- Professional Learning for staff and parents by Inform and Empower - Positive Behaviours for online Learning.
- Building Resilience online staff professional Learning.
- Professional Learning in Child Safe Standards, Mandatory Reporting, and Disability.

**STUDENT SATISFACTION**

**Be You Children's Survey — Student Data**

77% of students feel that are accepted and belong at school  
98% of students feel that their teacher encourages them and treat others with respect  
94% of students know what a helpful and positive friend is.  
73% of students feel confident and give things ago  
91% of students feel their teacher encourages me to take on new challenges  
82% of students say that their teacher looks after them and checks in with them  
87% of students say they trust their school

**Be You Teachers Survey - Teacher DATA**

75% of staff say they strongly support Respectful Relationships  
100% of staff feel confident to build child's resilience

**STUDENT ATTENDANCE**

<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	
Y01	97.0%
Y02	96.4%
Y03	97.0%
Y04	97.3%
Y05	76.3%
Y06	76.6%
Overall average attendance	90.1%



## Child Safe Standards

### Goals & Intended Outcomes

Our Lady's holds the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and mission of the gospel.

Over the past 12 months, Our Lady's 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 well-being programs such as Restorative Practices has encouraged the students to engage in conversations about their welfare and safety. These Child Safety initiatives have formed the foundation for a student's 'Code of Conduct.

Our Lady's acknowledges that creating a child-safe environment is a dynamic process that involves active participation and shared responsibility from all within the school community. Throughout 2018-2019, our school has 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 have obligations regarding the protection and reporting of allegations or disclosures of abuse.

### Achievements

The embedding of policies and commitments into everyday practice

Our Lady's has continued to broaden its comprehensive suite of Child Safety policies and procedural documents to incorporate aspects relating to the following:

- Working With Children's Check Requirements - To reflect the changes to the WWCC that continue to come into effect.
- Organisational Duty of Care - Defining the school statutory "duty of care" to take all 'reasonable precautions' to protect students and young people under their care.'
- School Attendance Guidelines.
- Child Safety Standards remains a regular agenda item at Parish School Education Board meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed.
  - Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and students' management, duty of care, and reporting requirements. Training of teachers, non-teaching staff and volunteers
  - All teaching and non-teaching 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.
  - Volunteers are provided with regular briefings on acceptable behaviours and are required to read and sign the school's Child Safety Code of Conduct every time they enter the school site.

### Achievements

The embedding of policies and commitments into everyday practice

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  - All teaching and non-teaching 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.
  - Volunteers are provided with regular briefings on acceptable behaviours and are required to read and sign the school's Child Safety Code of Conduct every time they enter the school site.
  - Staff members have completed the Victorian Department of Education and Training's Mandatory Reporting eLearning module. The participation & empowerment of students
  - The school's Child Safety Action Plan focused primarily on the promotion and participation of student empowerment. Providing students with a voice is critical in ensuring their well-being and safety.

### **Consultation with the community**

- Our Lady's continues to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety 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 new members of the school community at enrolment, with ongoing briefings facilitated via parent information nights, the school newsletter, and the website.

### **Human Resource Practices**

- Our Lady's 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.

Our Lady's 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

To strengthen the school as a professional learning community

To strengthen professional learning and pedagogical practices to build leadership capacity and improve student learning outcomes.

### Achievements

Achievements

The school entered Year 4 of the CEM School Improvement Framework (2017 - 2021). The School Leadership Team was supported by CEM School Advisors in implementing the 2020 Annual Action Plan (AAP). Staff were guided by the Leadership Team in understanding and implementing the 2020 AAP, with a specific focus on high-impact instructional strategies. It is important to acknowledge that with the global pandemic adjustments were made in order of us to respond to ever-changing circumstances.

The school celebrated the following success in 2020 in the sphere of Leadership and Management

- Formalisation of structures and practices for planning and Professional Learning Meetings - Team Planning Protocols were embedded.
- Termly meetings with classroom teachers and the Learning and Teaching Leader to support planning and celebrate success in student achievement.
- • The Leadership Team met, collaborated, and consulted within fortnightly meetings on Wednesday mornings
- • Kerry Bratby continued to act as a Leadership coach to the school principal.
- Ms Terri Beggs supported the school in its knowledge and understanding of Inquiry Learning.
- Our Lady's continued its work with the Learning Collaborative as part of cohort two.
- Our Lady's continued its work as a Respectful Relationships Partner School, the Principal and Wellbeing Leader attended regular Respectful Relationships Community of Practice Meetings
- The Principal met with the Student Leadership team regularly
- Refinement of Literacy and Numeracy Data Plan
- Recording and analysis of testing data using ClearTrack continues.
- Continued planning units of work and rich tasks as a whole staff during Planning Days and PLM's
- Regular PSG Meetings (one per term for funded and some non-funded students)
- Successful Annual Audit with Deloitte

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

Description of Professional Learning undertaken in 2020

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

A variety of professional learning opportunities, including intensive course work, was undertaken by staff, both face to face and remotely, including but not limited to:

- Professional Learning Days with Inform and Empower - Digital Technologies consultants to address the urgent shift to remote learning,
- School Mathematics Leaders Network
- Learning Diversity Processes, including NCCD training
- Student Wellbeing Leaders Network Days
- Termly Learning Diversity Network Meetings
- Deputy Principal Network Meetings
- Principal Network Meetings
- Leadership for Learning & Teaching (Principal and Learning & Teaching Leaders attendance and participation at L&T Network Meetings)
- Personal / Professional observation and feedback and Goal Setting
- Attendance at Parish Priests & Principal's Briefings
- Religious Education Leaders' Network
- Weekly Professional Learning Meetings: Literacy, Numeracy, Religious Education, Wellbeing and Learning & Teaching focus
- Analysis of the results of the SIF Survey and composition with strategic actions.
- All staff received training in First Aid Level 2
- All staff received training in Anaphylaxis Management
- All staff undertook annual training in Emergency Management facilitated by Dynamiq
- Mandatory Reporting Online Module - all staff
- Disability Standards for Education Online Modules - all staff

Number of teachers who participated in PL in 2020	23
Average expenditure per teacher for PL	\$0

**TEACHER SATISFACTION**

[TeacherSatisfaction]

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	90.9%
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### ALL STAFF RETENTION RATE

Staff Retention Rate	87.5%
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### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	23.1%
Graduate	38.5%
Graduate Certificate	0.0%
Bachelor Degree	61.5%
Advanced Diploma	46.2%
No Qualifications Listed	7.7%

### STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	21.0
Teaching Staff (FTE)	13.1
Non-Teaching Staff (Headcount)	7.0
Non-Teaching Staff (FTE)	5.5
Indigenous Teaching Staff (Headcount)	0.0

# School Community

## Goals & Intended Outcomes

Our Lady's catholic primary school is recognized as a community of people who are invested in the education of young children. The contribution of the parent community in supporting the work of the school continued very positively throughout 2020 albeit very different from the previous year. The school values the importance of partnering with parents, as research demonstrates that school community collaborations are central to learning and school improvement.

## Achievements

In broad terms, the work of the parent community in 2020 was seen through the activities connected to social engagement and student learning. Our major fundraising event — the Annual School Fete was cancelled due to the pandemic, but we did manage to host smaller events such as a Hot Cross Bun activity.

Other social activities throughout the year included (in no way an exhaustive list), the following:

- 

### PARENT SATISFACTION

2020 was a very challenging year. Despite the uncertainty, through hard work and passion, OPLS continued to deliver a curriculum that was engaging, differentiated with a strong wellbeing focus. Below is some feedback provided by our families.

"I wanted to share some feedback about the awesome chocolate cake cook along today. Such a brilliant idea!!!

I have one very proud boy on my hands this afternoon and we can't wait to have a piece. Thanks to all the staff during this difficult time. We feel totally supported and incredibly lucky to be part of this community. The 3/4 teachers rock!!

Cheers,  
Hannah

I hope you are all well and I must say congratulations to you and your staff for rolling out a wonderful remote learning program for the students and parents. What an amazing difference with our experience at our previous school!

Thanks again to you and all your staff. We are so fortunate that we found you

I just wanted to say THANK YOU! You've been so great the past week.

Home-schooling hasn't been as traumatic as the first time for Charlie he has been a little more accepting. He really misses his class and especially you, but we will do our best over the next 6 weeks.

Hope you got Charlie's little voice message? Telling you, that you are the BEST!

Thanks for following up. Great to hear positive feedback on Ario's session with Tania. I think it was a great idea to have Isabella there too.

Thanks, Tania for doing those fantastic games. He really enjoyed today's session.

Can I also say I truly appreciate the changes with remote learning this term. I noticed the level of difficulty is more suited to Ario's capability, and the quantity of work is manageable enough for a working mom to juggle!

I'm also very happy to hear the show and tell will continue, I'm so glad to hear Ario was asking questions today.

(I was in a work meeting at the time, so unable to help him with the microphone earlier on). Thanks so much for reaching out, that really means so much to us all.

Just wanted to touch base to say thanks for all the hard work you and your teachers are doing to facilitate remote learning. Chloe (and I) are finding the new student portal so user-friendly and easy with all the useful tabs and links to just click on when needed. With the daily overview provided each morning on the home page, it just lays out the expectations so well and clearly and makes it so easy for the student to take charge and have everything at her fingertips!

I really appreciate all the effort that has gone into this.



## Future Directions

Our Lady's Primary School looks forward to further success in 2021 and beyond. The key opportunities for improvement in the coming year would include:

- Maintaining a focus on continual improvement and a culture that promotes learning for teachers and students
- Ensuring that understanding about contemporary learning is clarified, documented, and then brought to life in each and every classroom.
- Building strong leadership capacity, with a focus on support that contributes to the development of a contemporary vision and clarity of direction and purpose through enhanced professional learning.
- Building on our enrolment, so our school is operating at capacity.
- Continuing to build a learning culture where all staff is challenged and supportive through feedback and appraisal, structured observations of each other's classes, and deep professional dialogue.
- Continuing to build opportunities for parental engagement in learning