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## Contact Details

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## Minimum Standards Attestation

I, Caroline Galea, attest that Holy Name 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.

10/05/2021

**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](http://www.acnc.gov.au)

## Our School Vision

We are... faith centered

We are... life-long learners

We are... a supportive community

We are... happy

We are... Holy Name.

## School Overview

Holy Name was originally established in 1939 to serve the communities of Preston/Reservoir. Holy Name continues to use its faith base to reflect on all that we do.

Our school reflects the many nationalities which reside in the area and prides itself on parental involvement.

Based on the Victorian Curriculum, staff use an evidence based approach to determine the strengths and challenges of each student.

Throughout the year, there are a number of extra curricula activities and opportunities for our students to take part in.

## Principal's Report

As difficult as the 2020 year was, it was a significant learning curve. It brought the staff and students together as learners and taught us all that we are never too old or too young to enter the learning pit. Our School dispositions also became very important as the children began to realise that learning happens everywhere.

For our staff who were very proficient as teachers it became a time where we reimagined learning and what it could look like from a distance.

## Education in Faith

### Goals & Intended Outcomes

That students make clear and relevant connections between RE learning and their daily lives

### Achievements

While the year started off well, and we turned our attention to Easter, the children decided that they needed to contribute to project compassion through action. A group of children organised a colouring in competition.

Through lock down, our plans changed and the focus become more about how to deliver a realistic RE curriculum remotely.

By Term 4 lock down was once again lifted. At this point, with restrictions in place it we tried to deliver what normality that we could such as confirmation and graduation within restrictions.

#### VALUE ADDED

ECSI survey implementation

Project Compassion - materials and fundraising including student led colouring competition

Ash Wednesday preparation

Mass Roster

RE Staff Meeting

Facilitated planning with each year level on planning day for RE units Term 1 & 2

Plan and organise RE lessons/units remotely

PD on Advent

ECSI data (Professional learning for leaders and understanding of data)

Joint graduation and confirmation for Year 6 students

End of the year prayer service

# Learning & Teaching

## Goals & Intended Outcomes

Student engagement and motivation in learning strengthens through an evidence based approach.

## Achievements

The way learning looked throughout 2020 changed considerably. As a staff we were continuously evaluating how we approached remote learning to try and achieve a level that met the needs of our students. While our Junior school developed a number of video's explaining activities, our Senior students relied more on a Matrix that was developed. Staff found new and unique ways to deliver the curriculum online. Facilitated planning and knowing each child became extremely important as teachers tried to assess children remotely and determine whether work produced was completed independent or with assistance. This included the specialist areas where Sport, Arts and LOTE were delivered regularly.

Our Learning support officers under the direction of the classroom teachers also played a big role in delivering specific programs for students who required additional learning.

Staff soon became aware of the importance of feedback as this was the only way that children could improve.

### STUDENT LEARNING OUTCOMES

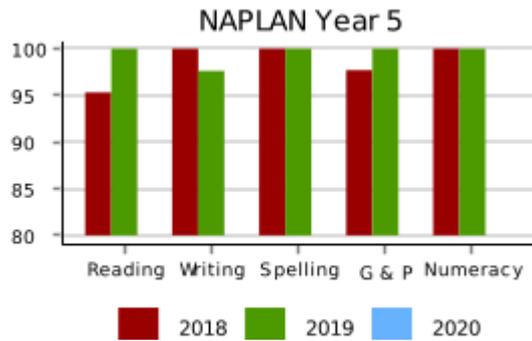
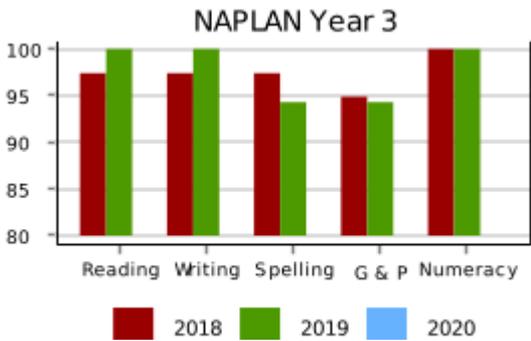
Throughout 2020, there was a heavy reliance on external software to monitor students progress. Programs such as Literacy Planet, MangaHigh, Mathletics, Essential Assessment, Maths Online, online reading conferences and Pat Data were all used in conjunction with teacher assessment upon the children's return.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	94.9	94.3	-0.6		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	97.4	100.0	2.6		
YR 03 Spelling	97.4	94.3	-3.1		
YR 03 Writing	97.4	100.0	2.6		
YR 05 Grammar & Punctuation	97.7	100.0	2.3		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	95.3	100.0	4.7		
YR 05 Spelling	100.0	100.0	0.0		
YR 05 Writing	100.0	97.6	-2.4		

\* 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

That students develop a greater sense of self-efficacy through enriched relationships and positive growth mindsets.

## Achievements

It became very obvious that Wellbeing was going to become an area of major concern. While our students worked from home, developing resilience, independence, perseverance and a positive growth mindset became areas of focus. Staff tried different formats of delivering work to ensure that it was accessible to all students. Staff also worked hard to ensure that they touched base with the students on a regular basis as well as provided opportunities for the children to reestablish their own relationships with their peers.

'Wellbeing Wednesdays' was an initiative introduced by the school leaders to provide children and teachers time to deal with their own confusions and break up the monotonous tone that COVID was creating. This also became a weekly focus as staff created a wellbeing matrix for the children to work from.

Upon returning to school, an emphasis was placed on the Zones of Regulation, to assist children in identifying where they were emotionally, mentally and physically. This assisted our students in developing an understanding of how we can regulate and move our selves from one zone to another.

A new Learning Diversity leader was appointed in 2020, this saw the introduction of SWAN meetings (Students with Additional Needs) to monitor the progress of students and to assist teachers with any areas that they were uncertain of such as the development of SMART goals. PSGs moved to an online forum to allow for the flexibility to consult with parents. A focus diary for Learning Support Officers was also enforced to ensure that communication between the LSO and classroom teacher remained open at all times.

**VALUE ADDED**

**Wellbeing**

Whole school Inquiry Unit on Wellbeing featuring Dispositions, Hector's World, Fixed/Growth Mindset philosophy and activities

Introduction of Disposition Characters' and Learning Pit resources to all classroom

Staff Meetings - Professional Development around the Berry St resource and in particular the 'Zones of Regulation'

A renewed emphasis on the school rules and what they mean. School rules displayed in all classrooms.

Re-think sheet revised to support student behaviour management after incidents

Review of Wellbeing Sphere in readiness for school review in 2021

Staff completing Mandatory Reporting on-line PD and Disability Standards

Kinder visits for 2021 Prep students

### **Learning Diversity**

Introduction of SWAN meetings: to discuss/ identify at risk students

Reading Intervention Programs: Toe by Toe and MacqLit training (April)

Introduction of new Personalised Learning Plan document

Online course: Personalized learning plans -5 staff enrolled

Online booking system for PSG meetings through school interviews

Teacher attending ABLES professional development (term 2)

Parent contacted by phone for date and time allocation for speech pathologist therapy sessions

NCCD tracking spreadsheet

LSO focus book

## **STUDENT SATISFACTION**

Internal feedback surveys showed that students were overall coping well with the disruptions that were caused by COVID, and they were satisfied with the programs that were being offered by teachers. In the cases where they expressed concerns about workload, social anxieties, fear of the unknown, teachers redesigned their daily or weekly programs to address individual or class needs. This was reflected in an increase in 1-1 teacher and student online meeting, or alternative school timetables and learning schedules. Teachers ensured that they spoke to every child at least 3 times a week, most opting to see children at least once daily. This extra support was appreciated by both students and their families.

## **STUDENT ATTENDANCE**

On a normal school day, the first roll call is taken by 9:00 am, children not present in class by this time are marked as absent. Any child entering the school after this time must present to the office where the office staff will then update the roll accordingly. Any child still marked absent by 10:00 am and whose parents have not alerted the school to their child's absence via a phone call or email, receive a phone call from the office.

Due to COVID-19, student attendance requirements were modified for students learning remotely. Students were asked to jump online at 9:00 for roll call or sign in via Google Classroom. Students who did not make any contact and where prior arrangements had not been made, received a phone call to explain their absence from remote learning.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	94.1%
Y02	95.5%
Y03	96.0%
Y04	93.3%
Y05	95.2%
Y06	93.6%
Overall average attendance	94.6%

## Child Safe Standards

### Goals & Intended Outcomes

In 2020 the year started with all students taking on a unit which involved being safe online with the first two weeks setting up classroom expectations. This incorporated developing an understanding of the ICT agreement which all students signed.

Throughout out the lock-down period, students mental health became a priority, with the need to establish safe outlets for the students to re-establish communications with their peers.

Upon returning to school, the focus became familiarising and developing an understanding of the school rules and introducing the Zones of Regulation to empower our students to express how they feel.

### Achievements

During remote learning teachers took into consideration the individual learning needs, students at risk and made allowances for home learning (such as the timing of when things were completed)

All vulnerable children were brought into the school environment to support their emotional wellbeing and learning.

Leaders participated in the National Information Sharing Scheme

All staff completed Mandatory Reporting modules and Disability Standards for Education

# Leadership & Management

## Goals & Intended Outcomes

That teachers confidently use data to drive learning and teaching

## Achievements

2020 became a time when leadership working together were able to stand up and assist the rest of the staff through a very tumultuous time. Not only were leadership trying to ensure that our students were receiving the best education possible, but this occurred by supporting the staff in delivering it. Therefore, the following occurred:

The development of our Annual action plan to reflect the changes created before and throughout COVID

Leadership meetings weekly to discuss and overcome issues

Allocated leadership planning day/times

Working together as a group to become adaptive to changes during COVID

Facilitated planning occurred with a greater emphasis on what data could be collected and what it was telling us

Facilitated planning occurred weekly during remote learning to assist teachers with planning

Timetabling and organisation during COVID to support staff

Virtual tours and school promotion online

Organisation for building works — meetings with architects and planning for 2021

Reflection and analysis of Online Learning using surveys from families and students

Sourcing and enrolling staff in online Professional Development

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2020

- The following professional development for staff took place:
- Half day writing Pd with Chris Moritz (whole staff) Term 1
  - Developing Mathematical Understanding- Place Value PD
  - Dean Carmody CEM attended some planning sessions to facilitate planning (Term 1)
  - Rob Vingerhoets and Michael Minas p/d (online)
  - Phonics in Contexts (online)
  - ECSI data (PL for leaders and understanding data)
  - Berry St PD - (Wellbeing leader)
  - Staff completion of Mandatory Reporting on-line PD

- Staff completion of e-learning module on Disability Standards
- Agile Leadership Professional Development (3 leaders)
- MacqLit training (April)
- Personalized learning plans -5 staff enrolled online
- ABLES professional development (term 2) online

Number of teachers who participated in PL in 2020	23
Average expenditure per teacher for PL	\$1000

**TEACHER SATISFACTION**

During weekly staff briefings which occurred either face to face or online during remote learning, teachers were afforded the opportunity to express any positives during their week, or any challenges that they faced. We either work-shopped the challenges to come up with solutions, or the leadership team would meet separately to talk through concerns further. Often the biggest concern for staff during remote learning was the workload, as well as the inability to switch off between work and home. As a school, we came up with a set of expectations for working from home and a set of protocols for delivering online learning, taking into considerations peoples' concerns and anticipating any further challenges. We attempted to improve moral by highlighting all the good things that were happening and using a 'shout out' wall we promoted best practice across the school. We also streamlined processed to make things more efficient and less strenuous on staff during remote learning. When we came back to school, we spoke about what we needed to keep doing, and what we could remove, and teachers felt comfortable to express their ideas and supported to try new things and explore new learning.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	94.3%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	77.8%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	31.8%
Graduate	31.8%
Graduate Certificate	4.5%
Bachelor Degree	77.3%
Advanced Diploma	40.9%
No Qualifications Listed	0.0%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	29.0
Teaching Staff (FTE)	21.9
Non-Teaching Staff (Headcount)	14.0
Non-Teaching Staff (FTE)	8.2
Indigenous Teaching Staff (Headcount)	0.0

# School Community

## Goals & Intended Outcomes

Continue to develop and foster a greater parent and community involvement in our school.

## Achievements

Parents & Friends Chocolate Drive

Involvement of Nelson Alexander with Prep Enrolment signage

Continuing to strengthen kindergarten partnerships with increased visits and online Q&A sessions with prospective parents

Use of Class Dojo to show what was happening and share fun activities and events

Collaborative work between parents, staff, leaders

Holy Name Year Book — collaboration between parents and school community

Mother's/Father's Day gift - gifts provided by P&F and delivered to homes by Staff

Use of Online Library borrowing system- children put in request and books delivered by staff

## PARENT SATISFACTION

Through the use of online surveys, parents expressed their appreciation of the support and effort endured by staff to ensure that learning continued for their child. Feedback indicated that staff always made themselves available and the small changes made from child feedback was having an impact.

Parents made note that it was difficult because of the length of time to keep their child motivated with remote learning. The increased use of technology although unavoidable was also a concern for parents.

Through all the changes that were forced upon us, parents noted that they had a better understanding of their child as a learner witnessing for the first time their child's strengths, challenges and the challenge teachers had to motivate and engage some of these students.

## Future Directions

Holy Name's evidence based learning journey continues moving forward with a stronger focus on learning intentions and success criteria to direct learning. Continuing on from this will be the need to further develop feedback and the role that this plays in student progress.