

Our Lady of The Way Catholic Primary School Wallan East

2020

Annual Report to the School Community



Registered School Number: 2220

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E NUMBER	E1404

Minimum Standards Attestation

I, Terry Cooney, attest that Our Lady of The Way Catholic Primary 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.

13/04/2021

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

Our School Vision

Inspired by Mary as the First Disciple and guided by the life of Jesus Christ

Our Lady of the Way Catholic Parish Primary School

Is a place of positivity, enjoyment, excellence and challenge...

Where every student, teacher, parent and community member is accepted and encouraged to be a contributor; where we seek to inspire in students a passion for life, a love of learning and a desire to be of service to others



School Overview

Our Lady of the Way Catholic Primary School is situated in the growth area of the northern outskirts of Melbourne. We are a community where positive relationships and belief in people are at the core of what we do. We believe in the promotion of positive education where wellbeing and learning connect, ensuring the flourishing and growth of each individual. We believe that building an understanding of self and wellbeing is as important as academic pursuits. We respect the dignity of every person in our community. We promote and value that each person is an individual, diverse and different in his or her own way. "Every individual has a personal narrative - experiences that colours what they question, the answers they seek, the possibilities they see, and the ways they come to know the truth." (Horizons of Hope 2015)

We recognise the importance of the development of the whole child- spiritually, intellectually, morally, physically, socially and emotionally. We maintain a focus on experiences that will ensure our children are enlivened by the life of Jesus and have a strong sense of respect, compassion, justice and service. We promote a 'thinking curriculum' as the foundation of our learning and teaching, encouraging our students to continually explore, question, wonder and create, inciting curiosity about the world around them and making meaning of and developing understanding of what they discover. Our whole school focus is to create a place where thinking is valued and actively promoted. Our 'Thinking Classrooms' have a greater focus on learning rather than work. They are places where students develop effectiveness and a sense confidence in their abilities as learners, to be an active member of a community of learners.

We believe that every person in our community is important and deserves the best opportunity to grow and learn by providing access and equity to all, regardless of their needs. We understand the need to continue to develop our identity and culture as a growing community. The core focus within our community is 'welcome and belonging'. We are fully aware that it is crucial for students to feel a sense of belonging and feel connected to their lives.

We are committed to the highest of expectations based on data and evidence promoting growth and success for every person. We promote achievement of high academic standards through the connection of learning and life where students can make the necessary meaning from their learning. The students themselves are encouraged to be the drivers in their learning to become active citizens committed to making a difference within the world around them.

Principal's Report

2020 saw an increase in enrolments from 163 to 292. The majority of these enrolments were in the Foundation year level where we went from 2 Foundation classes to 4 Foundation Classes. Out of our 12 classroom groups 8 were in the Foundation, Year 1 and Year 2 levels. We were physically able to accommodate these extra students because of the completion of 4 new learning areas.

It was exciting times on the school site as a new building that would house the School Reception, Administration, Library, 6 learning areas, staff lounge, breakout spaces and other meeting areas got underway in Term 1. This was scheduled for completion by the beginning of 2021 to assist us with a continued enrolment growth.

All children had settled in well into their learning environments and staff, students and parents alike were looking forward to a wonderful year, then on the 22nd March the Premier announced that Schools would close on Tuesday 24th March bringing the School Holidays forward. We all then faced the challenge of Remote and Flexible Learning for the majority of Term 2 and 3. As stated in many forms of communication during the year the support for students from staff and family members was wonderful and a great example of what community is really about. Our children whether onsite or off site were always at the centre of every decision that was made.

Some significant learnings came out of the Remote and Flexible Learning experience. The use of Google Classroom as a platform for learning activities was very successful. Children and teachers communicated well with each other whether it was by 'Google Meet' which occurred at least 3 times a week or through feedback via email or See Saw. These practices will no doubt be a large part of how the curriculum is accessed in learning areas at Our Lady of the Way going forward.

There was significant development of the landscape of the school site throughout 2020. A building containing 6 general learning areas, a contemporary library, reception and administration spaces, meeting rooms and numerous other spaces was being built. This building would provide much needed learning and gathering spaces for our school community. As fortune would have it the restrictions due to Covid-19 in the Melbourne Metropolitan area were beneficial to us. Being in Regional Victoria the restrictions on the number of workers allowed on a site did not apply to us. So, at one stage the builders had a number of workers from other jobs working on our site allowing our building to progress very rapidly. The initial handover in January was supposed to be the 6 learning areas but as it turned out they were able to hand over the entire building, which ended up being 4 months ahead of schedule.

We look forward to continually providing many experiences for our students to strive for excellence by making the best possible use of all of their talents and abilities. We continually promote the mantra that we will support children in every way for them to be the best versions of themselves.









Education in Faith

Goals & Intended Outcomes

To develop the Catholic Identity of the Our Lady of the Way Community.

- To continue the enrichment of Catholic faith as a whole school community through deepening of personal and communal engagement.
- To facilitate opportunities for Staff, Students and Parents to become active members of the School-Parish Community.
- To utilise the Pedagogy of Encounter and revised RE Framework to engage students in the Religious Education programs.
- To promote the ongoing development of Gospel Knowledge and understanding within the school;
- To initiate the Our Lady of the Way Sacramental Program, linking Parish and School Community.

Achievements

The challenges of 2020 and COVID-19 lockdowns saw adjustments to the focus for Education and Faith in 2020. Many practices were modified to ensure that the faith development of staff and students was possible in a socially distanced world. Opportunities for Prayer and reflection included:

- Weekly online Community Prayer and Gospel reflection via Google page
- Shared Reflection for specific commemorations and Feast days such as ANZAC Day and Remembrance Day
- Celebrating the Feast of the Assumption of Mary, school leaders pre-recorded a reflection which was shared amongst staff and students.
- Access to Assumption College's Faith Office reflections via a shared link on the Google page.
- Shared streaming services for Mass using the Parish and Arch-diocese webpages.
- Weekly Advent services.
- End of Year Christmas Mass.

A priority for the school was to foster a sense of community and within that, enrich the Catholic faith of all members through experience, tradition, scripture and taking-action. As a community we participated in:

- St. Vincent de Paul Food Drive during both the Winter Appeal (modified) and Christmas Appeal. The response from the St. Vincent de Paul was one of overwhelming gratitude as students brought enough food for the Vinnies to create over 60 hampers.

As a school and Parish community we welcomed Fr. Prakash Cutinha in September of 2020. He quickly began streaming church service to make available to parishioners and the school community alike.

The school took part in the Enhancing Catholic Schools Identity Project with all staff, 38% of parents contributing to the adult data collection. A population of 40 student responses populated

the student voice. The survey positively indicated that Catholic Church's celebrations and traditions such as prayer, sacrament and social justice are a regular part of school life. The school improvement survey (CEMSIS) could not be completed therefore the focus from 2019 of incorporating Cultures of thinking into unpacking scripture stories was continued in 2020. Incorporating the Cultures of thinking into the framework, teachers created opportunities for different levels of thinking based on student's prior knowledge and experience.

Continuing the Sacramental Program at Our Lady of the Way in 2020 proved challenging due to the restrictions placed on Church gatherings . Through consultation with the then Parish Priest Fr. Shanthiah an online forum was created to support candidates' faith development during COVID lockdown. The hope was that upon returning to school life, sacraments may continue; unfortunately this was not the case. During the online forum and lessons, students from the school and wider Catechist program were invited for weekly lessons based on scripture, sacrament and tradition. The Program aligned strictly with the To Know Worship and Love catechist program from the Archdiocese of Melbourne. The online program consisted of 10 lessons for Reconciliation and 10 workshop lessons for Eucharist.

Upon the return to onsite learning the Sacramental Program continued through face-to -face preparation for Confirmation. Although restrictions on liturgical gatherings stood, 13 candidates were able to be confirmed by Fr. Prakash Cuthina through special dispensation by the Bishop's office.

The school was fortunate enough to have the technology capabilities to stream two school masses from the Church into the school classrooms after the return to onsite learning when restrictions were still in place. This allowed opportunities for a socially distanced community to gather together in worship and prayer.

VALUE ADDED

- Modified Sacramental Preparation Program where in collaboration with To Know Worship and Love Catecheist Program faith development continued online.
 - Weekly Community Prayer services; incorporating Gospel and reflection.
 - Participation in Social Justice opportunities: Caritas Lenten Appeal, St. Vincent De Paul Winter Appeal, St. Vincent De Paul Christmas Hamper.
 - School Wide celebration of Community Masses and Celebrations ~ Easter Paraliturgy, Feast Days, Ash Wednesday, End of Year Mass, reflection for ANZAC Day and Remembrance Day service.
 - Prayer Table icons, candles and resources have been audited and updated.
 - F/T Religious Education Leader (Masters Level), collaborating with Parish Priest, Secretary and Catechist teacher.
- * 85% Staff Members Accreditation to Teach Religious Education in Schools.

Learning & Teaching

Goals & Intended Outcomes

Literacy

Throughout 2020, we were forced to quickly adapt to a flexible and remote learning environment as a result of COVID-19 school closures. During this time staff provided learning opportunities using a range of digital tools and strategies to support student engagement. Google classroom and SeeSaw were widely used, as was Google meets, which was used as an option for video conference to check-in with students and teachers. Staff also used digital tools to record themselves leading a read aloud to model good reading behaviours and prompt students thinking using questions or providing instructions to students in their lessons. Students were encouraged to share their learning using the online learning platforms and receive feedback was provided to students in the form of videos and online read alouds.

To further develop teacher abilities and skills, Professional Learning Team meetings with an English/Literacy theme emphasised the need to build comprehension skills in students 3-6 and spelling and grammar in F-2. Teachers also met regularly to discuss student learning, review data, review programs and strategies in order to assess and plan effectively for student learning. This is indicative of staff planning, moderation and use of PD knowledge to build interactive and purposeful learning tasks. All teachers in F-6 used the Fountas and Pinnell Benchmark Assessment System (BAS) to assess, monitor and track students reading and comprehension skills. These assessments provide teachers with information to set goals and foci specific to students' needs and guide future learning experiences.

In order to drive the growth and engagement of learning, moderation of writing was conducted as a whole staff. This scope and sequence allowed for teachers to differentiate, extend and support student's specific needs at various ability levels, whilst gaining consistency across the year levels within the school. Staff continued to use the SMART spelling principles to introduce common sound/letter patterns and rules to students through a personalised list each week

F-2 Teachers participated in David Hornesby's Phonics in Context professional development.

Mathematics

The Focus for the development of Mathematics in 2020 was increasing teacher capacity and understanding in the area of Number and Measurement. The key improvement strategies used to enable and empower this program included CEOM Professional Development for staff from Foundation to Grade 6 and facilitated planning with teams. Staff had the opportunity to participate in seminars, collegial learning teams and practical workshops where they developed and improved open learning tasks in the focus areas. Within the school, fortnightly Professional Learning Teams (PLTs) centred on these Development tasks with a focus on how to embed the PD in planning and teaching. Through Consultation with Jane Hubbard and Lucy Kett from the CEOM Maths Department teachers were supported in completing yearly and termly overviews. This program concluded with staff presentations of units of work and collaboration between levels to support how to implement learnings from the DMU PD. This process aligns with Horizons of Hope where Pedagogy is the art of how students will be taught and supported to learn.

In supporting students' learning, the teaching staff implemented Essential Assessment and PAT-M as a tool to identify needs and drive future planning. As the NAPLAN had been undertaken for

only the second year in the school, not enough evidential data could be compiled with a sample size of 12 Year 5s completing the test in 2019 and 25 Year 3 students. (No NAPLAN IN 2020 DUE TO covid) Moderating Teams therefore utilised the Pre and Post data from Essential Assessments and annual PAT M results to determine achievement and as a tracking tool to monitor improvement.

Teachers were supported in analysing the data in Facilitated moderation meetings with the Math's Leader to track trends and discuss directions for 2021. During moderation meetings staff had the opportunity to moderate for reporting and discuss students who required extension, differentiated curriculum and intervention. Opportunities for Facilitated planning allowed teams to discuss assessment as well as planning and moderating lessons for rich exploration of Number and Measurement.

Reflected in the CEMSiS data 2019' 82% of students surveyed indicated they were excited to participate in activities and felt engaged in lessons. 92% of Staff undertaking the same improvement survey stated that professional learning experiences had improved both their teaching practices and felt students learning had improved accordingly.

Achievements

Literacy

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They transferred this knowledge to plan and implement rich and engaging literacy tasks to empower students and build confidence. In Years 3-6 teachers continued to gather data relating to students reading comprehension via online testing tools such as PAT-R, Essential assessment and Literacy Pro. The Literacy Pro Library also proved beneficial especially during flexible and remote learning as students could be assigned levelled books by their teacher and complete the related quiz, to check for understanding. In addition to BAS data, students' reading skills in year 3-6 were monitored using the online lexile test, completed regularly throughout the year.

As a school we continued to increase the resources available to teachers and students. Numerous books were purchased for guided reading sets with explicit focus on topics linked to inquiry and for student enjoyment. The resources in the library for home reading and for students to borrow was also significantly increased, allowing for greater variety of books to be borrowed and enjoyed. A Library Technician continued to support the children in their choices of books and to ensure they chose books of 'Good Fit' for comprehension purposes.

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Inquiry

As we continue to develop a learning environment of critical and creative thinking amongst staff and students the focus for 2020 remained the same. Culture of Thinking. The move to online and remote learning in 2020 led for the increased practise and use of thinking routines as part of the challenge to open thinking and questioning.

To minimise the disruption to learning and engage students in tasks from behind the keyboard, teachers worked collaboratively to create hands-on, challenging and authentic tasks which promoted a higher order of questioning. Students were challenged to share their projects online and form discussions and questioning sessions to share in classroom Google meetings. Staff engaged in collaboratively teaching opportunities sharing pre-recorded explicit teaching videos or holding daily Google Meetings with their year level cohort.



STUDENT LEARNING OUTCOMES

In 2020 Staff tracked student achievement for Literacy and Numeracy using the following formalised tests:

- Standardised Literacy Tests including; Running Records, Record of Oral Language.
- Pat R and Pat M.
- Essential Assessment (Mathematics)
- Foundation Mathematics Interview February/ June (Number)

Results for the fore mentioned tests were moderated between staff and SML. Evidence was recorded with the CEOM and made available to families during the Semester Reports.

VALUE ADDED

LITERACY

- Introduction of the Lexile Reading Program 3-6
- Introduction of Pat-R as formulative assessment
- Incorporation of Smart Spelling F-6 to improve spelling and grammar
- Staff attending Phonics in Context PD
- Staff attending PD on Seven steps to writing to improve language and writing skills
- LSO led Literacy Intervention Programs.
- Facilitated Planning with SLL.
- Attendance at Northern Clusters for the Literacy Leader as well as being a member of a collaborative online community comprising Literacy Leaders in Melbourne.
- Introduction to the EAL Curriculum. To be facilitated and rolled out to whole staff in 2020.

MATHEMATICS

- 4 Staff and SML (F-2) (3-6) attended Developing Mathematical Understanding (DMU) Professional Development seminars.
- CEOM Consultant Jane Hubbard and Lucy Kett facilitation Programs.
- Introduction Of Pat-M annual Assessments.
- Intervention teacher regularly planned with Foundation teachers.
- Continued appointment of a Maths Leader 0.1 FTE
- Weekly Professional Learning Team Meetings.
- Maths Leader regularly attended planning with various levels across the school.
- Maths Leader modelled Maths lessons for new teachers.
- Celebrating Maths Days working in collaboration with Assumption College VCAL students to foster engagement and build real world maths skills.

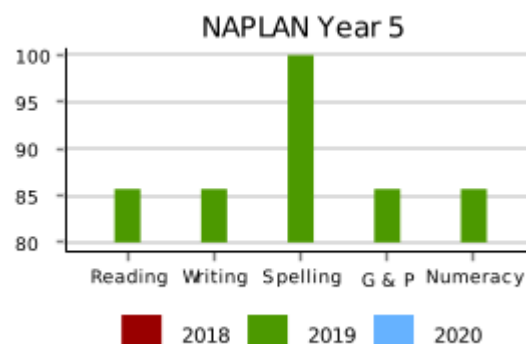
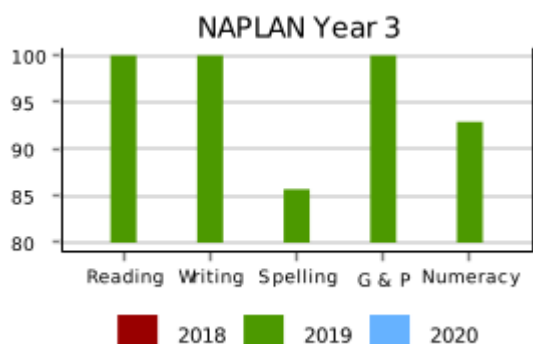
- Collaborative writing of Mathematical report descriptors from F-6.
- Design and implementation of Mathematics pre and post assessments that enabled and extended students. This promoted continuity in teacher judgement as teachers within the same year level could moderate against agreed criteria.
- Review of 2020 Mathematics assessment schedule to maximise teaching and learning time as well as ensure teachers collect meaningful and useful data

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	***	100.0	***		
YR 03 Numeracy	***	92.9	***		
YR 03 Reading	***	100.0	***		
YR 03 Spelling	***	85.7	***		
YR 03 Writing	***	100.0	***		
YR 05 Grammar & Punctuation	***	85.7	***		
YR 05 Numeracy	***	85.7	***		
YR 05 Reading	***	85.7	***		
YR 05 Spelling	***	100.0	***		
YR 05 Writing	***	85.7	***		

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

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

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



Student Wellbeing

Goals & Intended Outcomes

To create a whole school approach, providing a positive school and classroom environment, in which students strive to be tolerant, independent, self-motivated, successful and resilient learners and leaders.

- That students will continue to demonstrate greater resilience and to develop a greater understanding of their own individual responsibility for their own learning and behaviour.
- That students have a greater understanding and sense of ownership of their learning and are prepared to engage in a broad range of enriching experiences within the school and wider community environment.

Achievements

The foremost goal of Resilience, Rights and Respectful Relationships is to provide a self-monitored, inclusive and positive learning environment. Our Community is fully committed to working together - to create and enhance, whilst maintaining the values of resilience, rights and respectful relationships. We continue our involvement with Assumption College and our co-parish school, with the sole focus on Respectful Relationships. Assumption College is our Lead School within the Respectful Relationships program.

We are currently implementing the Respectful Relationships program together with the Health Promoting Schools initiatives as the scaffold for our Wellbeing Program. We are implementing the domains articulated in the Victorian Curriculum of: Self Awareness, self-Management and Social Awareness. We are currently providing aspects of Berry Street Program - Social Emotional Strategies to ensure the important knowledge: skills and attitudes are explicitly taught to all children by both classroom and specialist teachers.

Throughout the school both internally and externally, our children are provided with visual prompts as a reminder of what they have been taught as part of the Respectful Relationships Program. Our students are able to articulate the expectations, rules and consequences of the program. Staff have completed Professionally Learning specifically related to our Wellbeing Program occurring either as a whole staff professional development or as part of an induction program.

All classes have at least two sessions of Resilience, Rights, Respectful Relationships program per week, which enables the students to work in groups or as individuals. Developing strategies in problem solving, social or emotional expectations, applying rules to specific situations and understanding personal or group consequences in response to specific behaviours or incidents. This has ensured that we have established a whole school approach to Social Emotional Learning and there is, consistency within the school community. A strategic approach has been implemented on an individual bases when needed, as part of the Wellbeing intervention.

Services that were implemented in 2020 to support the needs of students within the National Consistent Collection of Data included;

- Shine Bright Psychology services
- Ongoing monitoring of data and student needs through Personalised Learning Plans and Student Adjustment Plans
- Program Support Group Meetings with consultation from Allied Health
- Purchase of items to support learning needs such as C-Pens and assessment tools (YARC, SPAT)
- Professional learning through OLT (Online Training) in needs such as Autism, Dyslexia and Understanding and Supporting Behaviour.
- Intervention groups 2 days a week, this continued through Remote Learning both virtually and onsite
- Invitation for students with a disability to attend onsite learning during remote learning, both in small groups with a teaching staff member or a learning support officer.
- Employment of more Learning Support staff.
- Ongoing differentiation in classrooms through small group tasks upon reflection of student assessment and observations.

Resilience, Rights, Respectful Relationship Program

- Implementation of Phase 2 of the Resilience, Rights, Respectful Relationships.
- Incorporating the 4Rs into the Victorian Curriculum PD (Leadership attendance).
- 2 Day Staff Professional Development of the 4R Program facilitated by Regional Consultants.
- Incorporating Self Care for Staff in the Spirituality Day.
- Facilitated planning with all levels to develop a scope and sequence of lesson linking the 4Rs to the Vic Curriculum.
- Establishing the Whole School Rewards Program
- Staff moderation and Development PDs focused on Major and Minor Behaviors, Expected School Behaviours.
- Establishing a staff wellbeing recognition program (with thanks coffee)
- Ongoing Employment of a Wellbeing Leader .6 FTE (Masters Level)

STUDENT SATISFACTION

As the CEM SIS survey was not conducted in 2020 no responses are available.

STUDENT ATTENDANCE

Our Lady of the Way Catholic Parish Primary School has implemented the following systems and procedures in order to follow up unexplained absences from school:

- Where an absence has not been explained by 10 am, a phone call is made to the student's parents/guardians notifying them of the absence and requesting immediate clarification.
- Where the absence remains unexplained the matter will be reported to the wellbeing Leader for investigation and follow up.
- All information in relation to any matters of unsatisfactory attendance is recorded on the student's file and relevant information is included in the student's school report

During the time of Remote and Flexible Learning all children checked in through Google Classroom. If a child did not check in the classroom teacher contacted the parents to find out the reason. This information was then passed on to the administration officer in charge of student attendance. A roll was taken for all children who were onsite during this time.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	88.5%
Y02	90.0%
Y03	80.6%
Y04	79.5%
Y05	86.5%
Y06	90.9%
Overall average attendance	86.0%

Child Safe Standards

Goals & Intended Outcomes

Goals and Intended Outcomes

Our Lady of the Way is committed to providing a safe environment for all students and young people and will take active steps to protect them from any harm or abuse. To achieve this the school has developed and actively enforces Child Safe Strategies to ensure that any person involved in child connected work is aware of their obligations and responsibilities for ensuring the safety of all children in their care.

Achievements

Achievements

This includes:

- The establishment of strategies for embedding a culture of child safety
- Communication of strategies with community through policies affirming the school's commitment to child safety and the promotion of an environment where children feel respected, valued and encouraged to reach their full potential.
- Implementation of a Child Safety Code of Conduct
- Established processes for screening, supervision, training and other human resource practises to reduce the risk of child safe learning environment.
- Risk management strategies to identify and remove risks of child abuse.

Leadership & Management

Goals & Intended Outcomes

- 1. To continue to work towards imbedding a vibrant, professional culture based on innovation, creativity and collaboration
- 2. That feedback processes will lead to enhanced staff professional learning and professional growth
- 3. That sound evidence informed practice throughout the school will be more evident.
- 4. Staff wellbeing will be a high priority
- 5. Developing of community and promotion of 'Life at Our Lady of the Way'

Achievements

In 2020, we ensured there was an agreed and consistent whole school approach to pedagogy that enabled and expected all teachers to display high levels of competency and ensure growth for all of our students.

We focussed on our professional learning team meetings with all meetings being PLT'S with minimal operational tasks permitted.

We spent a great deal of time focusing on building our skills with the Google platform ensuring shared and collaborative spaces for planning and learning together. Our teaching staff were provided three hours of planning in teams. There were many wonderful opportunities for staff to engage in professional dialogue and planning together.

Leadership held many learning walks including some involving prospective parents where we shared our learning and then held discussions afterwards. This assisted with promotion of what life is like at Our Lady of the Way for future families as part of our learning community. It also provided a great opportunity for our staff to showcase the wonderful learning that occurs every day.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

The majority of PL for staff in 2020 was through a remote format.

The School Leadership Team is part of the Northern Region Agile School Leadership program led by Simon Breakspear and Ryan Dunn.

Other PL opportunities included:

- Respectful Relationships, 4R's Curriculum
- Literacy and Mathematics Leaders Network
- Phonics in Context
- Developing Mathematical Understanding - CEM
- Wellbeing Network

Learning Diversity Network	
Understanding Positive Behaviour	
Deputy Principal Network	
RE Network	
Principal's Network	
Principal Enhancement	
Visual Arts- ZART Art	
Number of teachers who participated in PL in 2020	30
Average expenditure per teacher for PL	\$0

TEACHER SATISFACTION

As the CEM SIS survey was not conducted in 2020 no responses are available.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	87.2%
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ALL STAFF RETENTION RATE

Staff Retention Rate	86.4%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	31.8%
Graduate	9.1%
Graduate Certificate	13.6%
Bachelor Degree	77.3%
Advanced Diploma	4.5%
No Qualifications Listed	13.6%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	20.0
Teaching Staff (FTE)	17.3
Non-Teaching Staff (Headcount)	15.0
Non-Teaching Staff (FTE)	12.1
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

To develop dynamic community partnerships in support of student learning and wellbeing.

- That the learning connection between home and school is strengthened.
- That the links between home, school, parish and wider community are enhanced
- That effective two-way communication processes within the school community and wider community are improved.
- That families are actively engaged in the process of learning

Achievements

Our Lady of the Way community is at the heart of our school development and improvement. Due to our infancy there is a communal drive to continue to strengthen our community. We are a growth school with new families joining us quite often. With this in mind there has been a concerted effort by all members of the school community to ensure that the school is a Community of Welcome where all are encouraged to be active members.

A lot of what was planned for in respect to connection of groups within the Parish had to be shelved because of Covid Restrictions. The initiative that had been struck between the Principal's and Parish Priest to ensure that there is a genuine connectedness between all was worked on through meetings via video links. Schools provided links for families to participate in pre-recorded and prepared reflective prayer sessions. The message that all are part of the Parish of Kilmore no matter which school their children attend was still very strong.

We continue to plan for parental engagement involving building effective communication through use of a range of tools, communication boards, email etc. We will continue to engage our parents in decision making through bodies such as the Parents and Friends group.

PARENT SATISFACTION

As the CEM SIS survey was not conducted in 2020 no responses are available.

Future Directions

2021 will be the first opportunity for our School Community to participate in the Review Process. As a very young school we look forward to developing a 'Strategic Plan' that will guide the improvement of the school in all areas. The most exciting component of this process is that all community members have a voice in the direction they will the school to take.

The Community aspect of this review will be quite noteworthy in who we hope to be. As a school with a projected enrolment of 390 in 2021 growth is very significant. This continued enrolment growth will see us at over 600 by the beginning of 2024. Therefore, to maintain the sense of community that we are current building is a goal that everyone is very keen to achieve.

We look forward to the challenges ahead and working through the recommendations that will come out of the School Review in 2021. These will enable us to continually strive to ensure we are indeed a place of positivity, enjoyment, excellence and challenge...Where every student, teacher, parent and community member is accepted and encouraged to be a contributor and inspire in students a passion for life, a love of learning and a desire to be of service to others.