



# Our Lady's School Wangaratta

## 2021 Annual Report to the School Community



Registered School Number: 1591

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## Contact Details

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## Minimum Standards Attestation

I, Cassie Lynch, 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 2021 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 Schools.

28/03/2022

**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)

## Governing Authority Report

Catholic Education Sandhurst Ltd identifies learning and teaching as two parts of the same action designed to ignite the 'spark of the divine' in every child. We seek to provide safe, supportive and secure environments that value diversity, promote care, respect and co-operation. In 2021 our schools went into overdrive once again to plan and prepare for a learning model that would respond to the continuing impact and uncertainty of Covid-19.

Bishop Shane established Catholic Education Sandhurst Ltd in 2021 to assume the ownership and operation of Catholic schools which previously operated as an unincorporated body. This change in our governance structure coincides with a time of increasing challenges that call us to imagine new and inspiring structures that will meet the needs of a changing Church.

Catholic Education Sandhurst Ltd governance requirements meant that schools would now develop School Advisory Councils to support the principal and school Leadership Teams to ensure the smooth running of our schools and continue the life-giving relationship between our schools and parish communities.

During extremely challenging times our schools were able to maintain their focus on each child, implementing the Victorian Curriculum and the Sandhurst Source of Life Religious Education Curriculum while providing outstanding pastoral support both on-site and through remote learning.

Significant investment in new learning facilities and school infrastructure through the Catholic Capital Grants Program and the hard work of our school communities have ensured the provision of high-quality learning and teaching facilities for both staff and students.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2021 of Catholic Education Sandhurst Ltd- our schools and personnel in the Catholic Education Office. They continue to work tirelessly for the students and families in our schools, bringing the 'spark of the divine' into focus every day.

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

## Our School Identity and Vision Statements

### Identity Statement

'Embracing a compassionate and dynamic community, through strong gospel values, quality education and promoting respect for all.'

'Our Lady's is a faith community built on the Brigidine traditions to provide quality education and respect for all.'

### Vision Statement

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

The values 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 foundation of faith is honoured; reflecting the teachings of the Gospels and the Brigidine charism.

A strong Catholic 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 with consideration of differences between individual needs and aspirations.

## 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

This was not the year that we were expecting. Having dealt with ups and downs last year, as the state managed the challenge of keeping every one safe, we had a very full year planned which really didn't eventuate.

Whilst many things we had expected didn't happen, we did learn a great deal about how well our community can cope with adversity, we learnt how independent our learners can be when challenged, our skills in providing learning on multiple digital platforms have grown, we have moved creatively to multimodal formats for expressing creativity and thought and we now have a cohort of children who can effortlessly use a variety of advanced digital communication applications.

Interestingly our data on student learning has continued to show ongoing growth. The narrowing of the learning focus, particularly across the focus of our assessment, we think has contributed to this. The growth we have seen has been pleasing but has come at the cost of a narrower curriculum.

On many occasions this year I caught myself admiring the resilience of the students and marvelling at the consistent approach of the families. I believe that some of the challenges that the students faced will prepare them well for periods of adversity in their futures.

One thing that has been crystal clear is the need for us to gather as a community. When talking with the children about the things they miss they almost unanimously nominated times when we have gathered together. The fabric of a community is built on communal events and gathering and whilst we can still function it isn't at the same levels.

Earlier this year we farewelled Fr Mike as he started his transition to retirement after moving to Beechworth. Fr Mike had a very close relationship with our school and was a frequent visitor in his pastoral role and as a friend to the school. His presence was greatly appreciated by the students and staff. I would like to thank him for his support of the school and his great company as our neighbour and pastoral leader.

As we farewelled Fr Mike, we also welcomed Fr Shibu to our parish and school community. Fr Shibu has had an interrupted start to his ministry in Wangaratta South. He has demonstrated a real interest in the pastoral life of our school and has led us in a number of wonderful celebrations. It is always a good sign when children welcome a new community member easily and that was the case with Fr Shibu. His personality will keep us both entertained and engaged.

Next year our community welcomes Mrs Cassie Lynch as principal. Cassie is a great choice as leader of the school. She is contemporary in her thinking and action but has a heart that will embrace our school's approach to managing the pastoral needs of the community. I am sure she will enjoy working in the school as much as I have.

Regards

Mark Walsh

## Catholic Mission and Identity and Education in Faith

### Goals & Intended Outcomes

In 2021 the following actions from our annual plan were completed

- Continue to develop staff faith formation with CEO staff with a focus on understanding scripture.
- Engage staff from the Catholic Education Office to work with the community on reviewing the school identity statement, Vision statement and Mission statements
- Using data from Insight SRC, ECSI and school surveys develop our inquiry hunch and explore an inquiry path based on this.
- Include sessions that revisit the pedagogical processes outlines in Shared Christian praxis
- Adding signage for all Catholic Identity symbols across the school.
- Establishment of a Feast Day for the school.

### Achievements

- Staff have engaged with CES staff in breaking open scripture relevant to their teaching needs.
- Completed the process for altering the identity statement.
- Commenced the inquiry mindset process for religious education.
- Added Catholic Identity signage for the Catholic Identity walk.

#### 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.

## Learning & Teaching

### Goals & Intended Outcomes

In 2021 the following actions from our annual plan were completed.

- Review the application of adjustments as part of our evidence for the Nationally Consistent Collection of Disability Data funding model.
- Alignment of student adjustments to the support programs across the school.
- Developed staff skill and understanding of the learning needs for coding across the school.
- Exploration of responses to the students survey data that calls us to provide greater clarity in giving feedback and identifying success criteria.
- Staff have engaged with CES staff in breaking open scripture relevant to their teaching needs.

### Achievements

The following were some of our achievements in 2021

- Further work on assessment data and adjustment of practice in the area of 'student adjustments'
- 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.
- Professional learning in scripture.

#### 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 that is was 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:

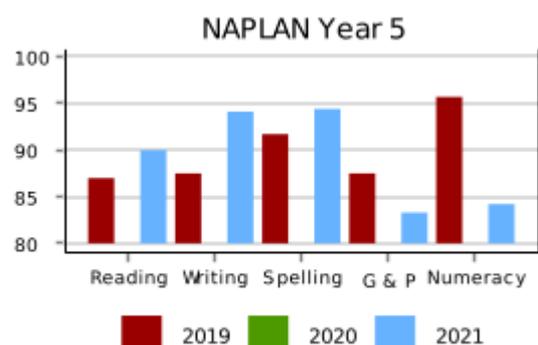
- Assessment and Reporting Policy
- Curriculum and Learning and Teaching Policy.
- Our Lady's Learning Expectation Levels
- Our Lady's tracking document
- Our Lady's Personal Learning Plan
- Our Lady's Professional Learning Policy

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	95.0	-	-	81.3	-
YR 03 Numeracy	95.0	-	-	93.3	-
YR 03 Reading	95.0	-	-	93.3	-
YR 03 Spelling	95.0	-	-	87.5	-
YR 03 Writing	100.0	-	-	87.5	-
YR 05 Grammar & Punctuation	87.5	-	-	83.3	-
YR 05 Numeracy	95.7	-	-	84.2	-
YR 05 Reading	87.0	-	-	90.0	-
YR 05 Spelling	91.7	-	-	94.4	-
YR 05 Writing	87.5	-	-	94.1	-

\* 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 2021 the following actions from our annual plan were completed.

- 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

### Achievements

The following were some of our achievements in 2021

- 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 behavior 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.

In 2021, 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 2021 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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	92.8%
Y02	89.8%
Y03	91.1%
Y04	93.8%
Y05	91.1%
Y06	91.0%
Overall average attendance	91.6%

## Child Safe Standards

### Goals & Intended Outcomes

Due to the interrupted nature of 2021 some of our plans in supporting our child safety actions were altered to suit the circumstances

Our goals for 2021 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 2021

- Implementation of Catholic Education Sandhurst Child Safety framework,
- 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 support students.

## Leadership & Management

### Goals & Intended Outcomes

Due to the interrupted nature of 2021 some of our plans in leadership were altered to suit the circumstances.

Our goals for 2021 was to focus on:

- Implementation of the Catholic Education Sandhurst governance frameworks.
- Complete staff training in the areas of Covid 19 management, disabilities, child safety.
- Implement staff training modules for Child Protection, Disability discrimination and CPR

### Achievements

Due to the interrupted nature of 2021 some of our plans in leadership were altered to suit the circumstances

The following were some of our achievements in 2021

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

### PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2021

Due to the interrupted nature of 2021 some of our plans in professional learning were altered to suit the circumstances

- Staff completed training modules for Child Protection, disability discrimination and CPR.
- Accreditation Expectations
- Godly Play
- Enhancing Catholic School
- Understanding Scripture
- ILP NCCD focus
- Essential Assessment Webinar
- Soundwaves Webinar
- Functions of behaviour
- Information Sharing - Child Protection
- Governance changes Staff
- Child safety
- Code of conduct
- Reporting obligations

- Duty of Care
- Asthma
- Anaphylaxis
- Health and First Aid - Injury reporting
- Privacy
- Student Behaviour
- Restraint and Seclusion
- School Wide Positive Behaviours
- Critical Incidents

### 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 has held at a positive level even though our year was a very challenging one.

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	93.6%
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### ALL STAFF RETENTION RATE

Staff Retention Rate	95.7%
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### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	0.0%
Graduate	7.7%
Graduate Certificate	0.0%
Bachelor Degree	23.1%
Advanced Diploma	23.1%
No Qualifications Listed	53.8%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	14.0
Teaching Staff (FTE)	9.4
Non-Teaching Staff (Headcount)	12.0
Non-Teaching Staff (FTE)	8.1
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

Due to the interrupted nature of 2021 some of our plans for school community projects were altered to suit the circumstances

Our goals for 2021 was to focus on:

- Continuing to introduce the Integrated Catholic Online Network (ICON) financial and human resources components.
- Extending out iPad program to all students in years two to six

### Achievements

The following were some of our achievements in 2021

- Continuing to introduce the Integrated Catholic Online Network (ICON) financial and human resources components.
- Extending out iPad program to all students in years two to six. Planning for this took place in 2021, implementation was delayed until 2022.

### 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 schools.