



# Holy Family School Bell Park

## 2020 Annual Report to the School Community



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## Contact Details

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## Minimum Standards Attestation

I, Peter Brunt, attest that Holy Family School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

21/05/2021

**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

*The Holy Family is our inspiration as we strive to live out Catholic Gospel values and promote a diverse and challenging curriculum which prepares and empowers students for an ever-changing world.*



## School Overview

Holy Family School was established in 1955. It is one of three parish schools belonging to St Michael's Parish incorporating the Churches of Holy Family Bell Park, Saints Peter and Paul's Geelong West and Holy Spirit Manifold Heights. In 2020 all schools were administered by Parish Priest, Fr Minh Tran.

Holy Family School is situated in Bell Park, one of the northern suburbs of Geelong. Bell Park has traditionally been a settling place for migrant groups moving into Geelong for employment in local industry with a very strong population growth period in the 1950s and 1960s. The site is set within a mainly residential environment but also abuts to an adjacent commercial/business shopping strip. Other government schools (North Geelong Secondary College and Nelson Park School) are within close proximity. Holy Family Catholic Church is also located on the site.

This area of North Geelong continues to house a large portion of Geelong's ethnic population. Earlier groups of Croatian, Serbian, Ukrainian, Italian and Polish families have now been joined by groups arriving from Sudan, Liberia, Philippines, Vietnam, Indonesia, Africa and most recently refugees from the Middle East region of Iraq and Syria.

The original parish of Holy Family opened in 1953 and the school opened in 1955 with 180 P-4 students. The school was the parish centre — a school during the week and a centre for Mass and community events at the weekend. The school has a long history of association with the Sisters of Mercy. In 2000 the Mercy Order handed over the administration to a lay principal.

At Holy Family School we use the model of the 'Holy Family' as our foundation, and we are committed to the Christian vision of the dignity and potential of each human person. We are fortunate to have a strong history of a large culturally diverse community, where all people are valued.

Over recent years there has been a significant increase in enrolment numbers. The 2016 student enrolment was 338, and the 2020 student enrolment is 383.4. Additional enrolments at Holy Family in recent years includes refugee students from the Middle East regions of Iraq and Syria.

The students are grouped across four learning areas including the Prep Learning Area (Foundation), Junior Learning Area (Years 1/2), Middle Learning Area (Years 3/4) and Senior Learning Area (Years 5/6). Holy Family Primary School has 36 teaching staff (18 who are employed on a part-time basis), 11 learning support officers and 3 administrative staff members (1 full-time and 2 part-time).

The curriculum at Holy Family interweaves the domain of Religious Education and those of the Victorian Curriculum to provide a range of rich and authentic contexts that support a personalised approach. The core curriculum is supported with curriculum focus programs in Visual/Performing Arts, Physical Education, and languages including Croatian and Italian. Holy Family strives to provide an environment that is safe, flexible, inclusive and which fosters collaboration and creativity.

The relationship between parish and school is very significant through involvement in the Philippines partnership, liturgies and Christian meditation.

In 2017 Holy Family School completed the School Improvement Framework Review 2013-2016. The school leadership team worked with the reviewer, Helen Greenhill, to establish goals in the five spheres of the School Improvement Plan (2017-2020). These goals were implemented at the commencement of the 2018 school year and form the foundation of our Annual Action plans over the current 4-year period.

The School Improvement goal in the sphere of Education in Faith is to develop renewed hope for the future through engagement in a contemporary world, supported by a faith filled community which is guided by the Gospel and our Catholic faith.

The School Improvement goal in the sphere of Learning and Teaching is to ensure that Learning and Teaching at Holy Family reflects a culture of learning together, where students are actively engaged in authentic, purposeful and meaningful learning.

The School Improvement goal in the sphere of Student Wellbeing is to provide a safe and supportive environment that empowers students with knowledge, skills and dispositions to be emotionally intelligent and successful learners.

The School Improvement goal in the sphere of Leadership and Management is to embed a performance and development culture that is characterised by a shared vision, a strong sense of teamwork and collective practices.

The School Improvement goal in the sphere of School Community is to strengthen the collaborative partnership between home, school, parish and the local and global community to support learning and wellbeing.

The next School Improvement Framework review was due to take place in 2021 but has been rescheduled to 2022 due to the COVID-19 Pandemic.

## Principal's Report

Upon reflection of 2020 I would like to acknowledge and thank the school community including the support and commitment of parents, staff and students throughout a very unprecedented year. The 2020 school year will definitely be one of the most memorable for all of us due to the COVID-19 Pandemic which has changed our way of life significantly. It has proven to be a challenging year with the community restrictions and the introduction of remote learning. No doubt we have all experienced disappointments, especially when we were unable to celebrate special occasions in our normal manner and limitations on the general running and organisation of school life. Despite the many changes the students and staff remained positive and are to be congratulated on making the most of every opportunity presented.

As a school community working together including the school staff, families and parish we have a lot that we can be thankful for and can be particularly proud of the academic, personal and spiritual growth of the students at Holy Family School. In 2020, we welcomed 50 new students to Holy Family School including forty-four (44) Prep students and five (5) additional students across years 1-6 with a total enrolment of 383.4

This year Fr Minh Tran commenced as our Parish Priest, and we are very appreciative of his involvement and support in providing spiritual guidance and faith development for our school and parish community. We also acknowledge and value the support of St Michael's Parish administrative staff and our cluster schools.

Holy Family School is enriched by a dedicated and caring staff and I would like to acknowledge all staff members including the teachers, school officers, education support officers and support staff who have assisted in making 2020 a great success. A number of new teachers commenced including support teachers Erica Carew and Lauren Smith and graduate classroom teachers Caitlyn Lear and Thomas Henry. We also welcomed Kate Dangerfield to Holy Family in her role as Business Manager.

All of these new staff members have proven to be excellent additions to our school, and we look forward to their ongoing work at Holy Family in 2021. I would like to take this opportunity to acknowledge and thank the leadership team including Steph Berginc, Tim Vagg, Natalie Egerton, Denny Mildren and Deputy Principal, Anthony Laffy for their dedication and ongoing support to all staff and students throughout a very challenging year. I also acknowledge and thank our very caring, efficient and dedicated administrative staff, Mary Zitko, Kate Pickering and Tanya Zitko for ensuring the smooth running of the school despite the many disruptions due to the COVID-19 Pandemic

At the conclusion of 2020 we farewelled four (4) staff members from Holy Family. Three (3) of these staff including teachers Maria Michalik, and Joan Beasley and Learning Support Officer Sharon Gray are retiring from their current positions. I would like to acknowledge and thank them for the valuable careers they have had in Catholic Education which have been in the impressive range of 30 -40 years each and the positive impact they have had on so many children and families. The many talents and skills that these staff members have shared with the children and school community have been greatly appreciated, and we wish them well in their retirement and future endeavours. We also farewelled Jodie Triffiletti who has taken on a Learning Support Officer role at Mary Mackillop School Bannockburn. I would like to thank Jodie for her commitment and dedication to our students and school community over the past 9 years and wish her well in her new position.

I am extremely pleased to announce some fantastic news that Holy Family School is a successful recipient of a 2020 Capital Grant in the amount of \$1,500,000 as part of the Australian

Government Capital Grant Program. Along with our local contribution and supplementary funding we will commence stage one of our masterplan. The building project at a total cost of \$3,000,000 includes major alterations to our school including a new administration and reception area, student and staff amenities, additional office and workspaces, five (5) general learning classroom areas and presentation spaces.

The building project creates a design where optimum learning can take place through the provision of flexible learning spaces that allow for:

- Homeroom learning areas
- Focus teaching groups
- Self-directed and differentiated learning
- Fluid movement by students to learning areas
- Break out spaces for active and passive learning.

The building project proposal will provide the following benefits to the school:

- Improved administration facilities including relocation to the front of school entry
- OH&S requirements adhered to, enabling students and staff able to access all areas of the school
- Improved visual access to all withdrawal and meeting rooms in line with our Child Safety Policy
- Adequate meeting spaces and learning withdrawal areas
- Improved heating and cooling throughout the school
- Improved student and staff amenities including toilets and gathering areas.
- Improved natural light throughout the buildings.

The building design by Minx Architecture will definitely support and enhance the learning opportunities for all students at Holy Family School, both now and in the future and is in line with our school vision statement of 'promoting a diverse and challenging curriculum which prepares and empowers students for an ever-changing world.'



## Education in Faith

### Goals & Intended Outcomes

#### Goal:

To develop renewed hope for the future through engagement in a contemporary world, supported by a faith filled community which is guided by the Gospel and our Catholic faith.

#### Intended Outcomes:

- That the students will make stronger connections between the world and their faith.

### Achievements

Community members continued to be involved in Education in Faith at Holy Family School at varying capacity at different times of the year. Given the year of 2020, further opportunities presented as the platform and flexibility for communication and tasks/activities to be accessed by families became more readily obtainable. The Catholic culture of our school was strengthened during the remote learning period, as family members were encouraged to participate, discuss and respond with their child/ren to various tasks including:

- Class Prayers via Zoom and Seesaw. Teachers accessed Andrew Chinn's Prayers and songs that were easily shared with the remote learning situation. A classroom teacher prompted the contacting of Andrew to make mention of our school on one of his future recordings. This was received positively by the staff, students and families.
- Prep-2 Prayers, Hearts & Family Seesaw. The year 2020 presented the opportunity to introduce a focus on Praying as a family for students. Families were invited to reflect, pray and respond together through presentations. This opportunity also allowed for Religious Education to be combined with Art skills in the responses.
- Advent 2020 Holy Family Whole School Seesaw Presentation.
- Godly Play - The Our Father, through a Seesaw Presentation.
- Sign of the Cross - on Seesaw.
- Saint Mary of the Cross MacKillop Prayer Service for all students and their family - Constructed with staff and school student leaders.
- The Sacrament of Eucharist Seesaw activity presentation, composed with the use of Maria Forde's Resources. Maria Forde is a Religious Education Presenter for families of children preparing for the reception of sacraments. Maria visited our school early in the year of 2020 and as a result of the lockdown and remote learning compiled resources that were easily accessible and presented to our families at home to further strengthen the Education in Faith of our students.
- Opportunities for communal prayer during the school day continued during remote learning and onsite learning. Classes were involved in Christian meditation, at least three times a week and for some classes it was daily while onsite learning occurred.
- Supporting Project Compassion as a school community.

- Supporting our Parish Philippine Partnership. The students in Years 3 and 4 worked with support from staff, to coordinate a whole school fair to raise funds for the Philippines.
- A retreat day as part of the preparation for Confirmation continued to take place for students in Year 6.

To ensure students are taught and have the opportunity to become familiar with some of the most common prayers of the Catholic faith, the whole school prayer sequence composed in 2019 was implemented and developed in 2020.

'Understanding Faith' has continued to be a main resource used by teachers to implement interactive lessons with a focus on dialogue. This resource was used during remote learning and proved a valuable platform to continue Education in Faith for students at this time. New resources are constantly being sought for individual use in classrooms and for across the whole school.

The connection to the social justice action in the Philippines continues at Holy Family school. Together with our Catholic traditions and faith, staff and students continue to deepen awareness and capacity to advocate for global and local social justice.

Holy Family school is a part of St Michael's parish in a cluster with St Patrick's Primary School and Holy Spirit Primary School. The Religious Education leaders together with the Parish Priest, Fr Minh Tran, implemented similar approaches for students to, where practical, receive the sacraments in 2020 with some consistency. While restrictions were in place, changes were made to allow students to celebrate the sacraments with reverence, together with their peers and where possible with family members. In particular, the way in which the Sacrament of Reconciliation was altered and celebrated in 2020 was appreciated and welcomed by students and families and therefore has continued in 2021.

## VALUE ADDED

### Opportunities

- Student Social Justice leadership roles
- Student Liturgy Leader leadership roles
- Regular whole school community prayer at school assemblies when onsite (via Zoom in classrooms when restrictions were in place) and Prayer opportunities presented on SeeSaw
- Whole school Eucharistic celebrations, including Beginning of Year Mass, End of Year Mass, Graduation Liturgy
- Year 6 retreat day in preparation for Confirmation
- Social justice awareness and fundraiser for the Philippines - St Michael's Feast Fair Day and Project Compassion
- Family Sacramental Evening facilitate by Maria Forde
- Christian Meditation in classrooms
- Student/family responses presented on platforms shared to the school community.

Social justice actions in our school community have supported many local and global initiatives including:

- Bush Fire Appeal awareness and fundraising,
- Philippine Partnership
- Project Compassion.

## Learning & Teaching

### Goals & Intended Outcomes

#### **Goal:**

To ensure that Learning and Teaching at Holy Family reflects a culture of learning together, where students are actively engaged in authentic, purposeful and meaningful learning.

#### **Intended Outcomes:**

That student outcomes will obtain targeted growth in literacy and numeracy

That every student is more engaged, challenged and intrinsically motivated,

### Achievements

2020 presented schools with many challenges due to the COVID-19 pandemic. The uncertainty of onsite and remote learning and changes to protocols with mask wearing, social distancing and hygiene ensured teachers had to focus on student wellbeing and supporting students to re-engage with their learning. With enforced remote learning in both Term 2 and Term 3, the focus in literacy and numeracy was to support students to continue to engage with their learning and maintain positive learning habits. In literacy and numeracy we followed government guidelines which directed us to present a reduced curriculum and engaged our students with appropriate online support during the day.

Following our first remote learning period, (Term 2) we surveyed our parents in order to gain some feedback from their remote experience. These surveys gave us as a school, a great insight into the successes and challenges faced by our school community during this time. Fortunately, as we moved into our second lockdown and another sustained period of remote learning, the survey results allowed us to reflect and adjust our content and the way it was presented. A major focus of our second remote learning period was for students and parents to feel comfortable and confident when engaging with the curriculum in a remote environment.

The teachers presented work via Seesaw and Google Classroom which allowed the students to complete work, take photos of their work and receive feedback. The increased use of Zoom meetings across the school allowed students to discuss and share their learning with their teachers and engage in conversations to support their learning whilst at home. The continued feedback from teachers and interaction with peers was reflected in the survey results showing that children felt supported during remote learning.

During 2020, staff engaged in a number of Catholic Education Melbourne Professional Development sessions, these sessions further supported and extended staff knowledge and understanding in mathematics and continued on our learning journey in our numeracy lesson focus and structure across all levels. The focus of these sessions was to explore mathematical pedagogies and develop evidence based teaching strategies to deepen students' understanding and challenge their thinking in our lessons. Unfortunately due to COVID-19 restrictions, two of the three sessions were conducted remotely via Zoom, however each of these sessions were

very engaging and provided staff with many opportunities to reflect upon their own practice and explore new strategies and approaches to teaching mathematics.

#### STUDENT LEARNING OUTCOMES

With no NAPLAN undertaken by all schools in 2020, Holy Family staff continued to monitor and assess students growth using a number of online assessments programs. The ACER PAT-Reading and PAT-Maths program allowed us to assess our students against a national benchmark and the use of Essential Assessment program gave staff another level of data to support their own judgements when assessing students progress in Semester 2.

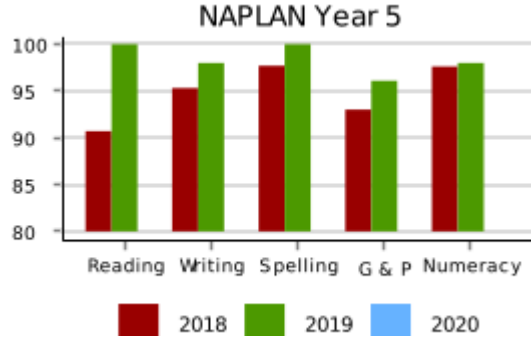
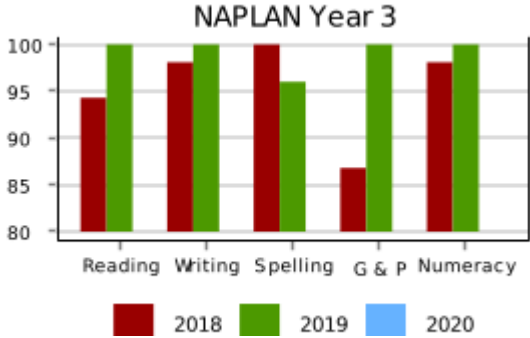


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019 Changes	2020	2019 – 2020 Changes
	%	%	%	%	%
				*	*
YR 03 Grammar & Punctuation	86.8	100.0	13.2		
YR 03 Numeracy	98.1	100.0	1.9		
YR 03 Reading	94.3	100.0	5.7		
YR 03 Spelling	100.0	96.0	-4.0		
YR 03 Writing	98.1	100.0	1.9		
YR 05 Grammar & Punctuation	93.0	96.1	3.1		
YR 05 Numeracy	97.6	98.0	0.4		
YR 05 Reading	90.7	100.0	9.3		
YR 05 Spelling	97.7	100.0	2.3		
YR 05 Writing	95.3	98.0	2.7		

\* 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

#### Goal:

To provide a safe and supportive environment that empowers students with knowledge, skills and dispositions to be emotionally intelligent and successful learners.

#### Intended Outcomes:

- That students' will be more self-regulating, independent, engaged and connected learners who take greater ownership of their learning actions.
- That social and emotional competencies and growth mindset are strengthened.

### Achievements

Holy Family School provides a welcoming, safe and positive learning environment where the social, emotional and physical wellbeing of students is nurtured. We strive to empower students to be self-motivated and successful learners and leaders.

At Holy Family, we promote our student's social and emotional wellbeing through the School-Wide Positive Behaviour Support (SWPBS) framework which promotes positive and safe learning environments. Our school Values - Be Respectful, Be Compassionate and Be Responsible are supported by the student Behaviour Matrix and the Behaviour Management Flowchart. The Matrix and Flowchart explicitly state expected behaviours and also include procedures to manage inappropriate behaviour. Our school Value spotters recognize and acknowledge students who demonstrate positive social behaviours.

To further support our students' social, emotional and positive relationship skills we use the Rights, Resilience and Respectful Relationships framework. Our school community continues to embed a culture of respect and equality. In 2020, Holy Family became a partner school for the Department Of Education's Respectful Relationships initiative.

Holy Family uses the Zones of Regulation framework of responding to the social and emotional needs of children and identifying and managing emotions. Through 2020 staff and students continued to embed strategies into daily practice by creating toolbox strategies. Students are more able to acknowledge their emotional state and successfully name and describe their feelings.

Holy Family staff has continued to engage in both intervention strategies and preventative measures for students and parents in our school. Support services include Drummond Street Family Services promoting family wellbeing. Julie Yeo has facilitated parent evenings on topics of 'Coping with Anxiety' and a 4 week intensive program for parents with 'Children Who Worry Too Much'. Orange Door is an intervention family support service that our vulnerable families are encouraged to access in times of crisis.

The school offers the following in-house supports:

- A Student Wellbeing Leader to promote and enhance a culture of wellbeing and positive mental health
- A Compliance Officer to ensure all safety standards are adhered to
- School Counsellor

- 2 Play Therapy students
- Occupational Therapist students
- Qualified Psychologist
- Provisional Psychologist

These professionals support the social and emotional wellbeing of our students to better understand and manage emotions and behaviour, learn productive coping strategies and develop social skills.

A Learning Diversity Team has been established to streamline school supports. Weekly meetings are held to discuss and prioritize needs of individual children and decisions made are actioned. Our school psychologist is able to conduct assessments and identify children's learning strengths/challenges and make recommendations to support their learning.

Professional learning opportunities for staff at Holy Family included Wellbeing staff meetings which have focussed on Child Safe Standards and our commitment to training all teaching and non-teaching staff. We have continued to visit the 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' on a regular basis. Staff meetings have also focused on Mental Health Services and Supports that are available to our wider school community. All staff have been proactive in completing Mandatory Reporting Modules.

ESO - Education Support Officer Meetings are held on a fortnightly basis to ensure all non teaching staff have access to professional learning opportunities including Child Safe Standards, Trauma informed Practices, Dealing with Anxiety and Brain Fatigue.

Opportunities for student voice and agency include: Year 5 and 6 students elected as School Leaders; Being active members of the SWPBS (School Wide Positive Behaviour Support) team, part of a Buddy program and members of various Student Action Teams which build school pride.

All school programs and initiatives are used successfully to support Student Wellbeing and are evidence of the importance placed upon the Social and Emotional Learning of the students at Holy Family.

#### VALUE ADDED

- eSmart; being smart, safe and responsible online
- Passive play spaces
- Awards presented to students for positive behaviours
- Regular Program Support Group (PSGs) meetings with parents
- Professional Care Team Meetings - vulnerable families
- Engaging with outside agencies to provide support - vulnerable families
- Individualised support for students with social, emotional and learning needs
- Friendship Seat

## STUDENT SATISFACTION

During COVID -19 restrictions, our leadership team was proactive in recognizing the needs and challenges of all members of our school community; including staff, students and parents. After surveying and recognizing the voices of our school community, data was collated. It was evident a day was required for teachers to have the opportunity to plan with their teams; and for students to have a day of optional classes. As a result, a weekly timetable was designed allowing Wednesday's for specialist classes. These classes were optional; including Physical Education, LOTE (Language other than English), Art and Wellbeing sessions.

The Wellbeing Leader created a 6 week program on Gratitude. Sessions included Journaling, Creating Gratitude Jars, Practising daily Gratitude, Letters of Appreciation and Random acts of Kindness. Feedback received from parents, students and staff showed that the Gratitude sessions had positive effects on both students and parents; including enhanced feelings of wellbeing, fostering positive relationships, promoting optimism, increasing happiness and encouraging physical and mental health. Over the 6 week period, an average of 155 students accessed the Wellbeing sessions weekly.

## STUDENT ATTENDANCE

Teachers mark attendances each day, in the morning and afternoon in their classroom attendance details folder. This information is then stored electronically using the attendance and reporting system Nforma. This also enabled accurate recording of late arrivals and early departure for individual students and automatically summarized individual students records on their printed Academic Report. Non-attendance is managed by the requirement of a parental note or email, stating the reason for student absence. Any pre-planned extended absence requires parental notes prior to the student's absence.

During 'COVID 19' remote learning student attendance was recorded each day by the teachers remotely.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	92.4%
Y02	94.5%
Y03	95.2%
Y04	94.2%
Y05	95.2%
Y06	94.4%
Overall average attendance	94.3%



## Child Safe Standards

### Goals & Intended Outcomes

Holy Family School continues to hold the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the Gospel. Holy Family School acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

Throughout 2020 our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices.

### Achievements

The embedding of policies and commitments into everyday practice

- Child Safety Standards remain a regular agenda item at parish principal cluster meetings where the school's child safety strategy, risk management processes and their effectiveness are discussed.
- Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and student 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 briefings on acceptable behaviours and are required to read and sign the school's Child Safety Code.
- Staff members have completed the Victorian Department of Education and Training on-line Mandatory Reporting module.
- Staff members participate in an update briefing of the module 'PROTECT', Identifying and responding to all Forms of Abuse in Victorian Schools'

The participation and 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. Education about healthy and respectful relationships and the development of resilience through the classroom curriculum played a fundamental role in achieving this outcome.

Consultation with the community

- Holy Family School 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 website.

#### Risk Management Practices

- Holy Family School established specific risk management protocols in relation to COVID-19 remote online learning for staff, student and parent expectations including:
  - Online Safety Guidelines setting out clear expectations.
  - Privacy and confidentiality of private information, images and videos.
  - Supervised and monitored contact when online during remote learning.
  - Providing letter of advice to families, and on the school website which includes school based policies such as Child Safety Policy, Cyber Safety Policy and Internet user agreement.

#### Human Resource Practices

- Holy Family School 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.

Holy Family School remains committed to ensuring the well-being and safety of all students under its care by actively implementing, reviewing and improving child safety strategies.

## Leadership & Management

### Goals & Intended Outcomes

#### Goal:

To embed a performance and development culture that is characterised by a shared vision, a strong sense of teamwork and collaborative practices.

#### Intended Outcome:

That the performance and development culture of the school is strengthened and embedded with a focus on professional knowledge, collaborative practice and leadership.

### Achievements

Through the Leadership and Management sphere we cultivate the potential of all learners within our school inclusive of students and staff. A focus on student learning outcomes through working collaboratively with staff in understanding the importance of data in providing evidence for action has been a key area. Encouraging and supporting staff to promote collaborative improvement in teaching and learning amongst colleagues and teams is actively endorsed.

Throughout 2020 the leadership and management of the school had to refocus and prioritise how to best meet the needs of the staff and students due to the Covid 19 Pandemic and the unprecedented introduction of remote learning throughout second and third term. Designing and implementing remote learning policies and adapting school protocols to include onsite and offsite learning remained a priority throughout the year. The development of multiple and varied risk assessments that required constant reviewing and updating to ensure the safety of our school community was a major challenge for the leadership team. Clarity and ongoing communication with teachers and families and problem solving issues in relation to the Covid 19 pandemic were paramount.

It is pleasing to note that the mentoring program for our graduate teachers continued to be a priority and even though the year proved very challenging two (2) graduate teachers attained full VIT registration due to their commitment and adaptability. This achievement was complimented through the support of their mentor, School Leadership Team member Denny Mildren, who assisted them to successfully navigate through the onsite/offsite school year.

We continued to work with the parameters and design of our Action Learning School Improvement Project with a shift in focus from staff culture to student agency. As part of this development the School Leadership Team have committed to participating in the Agile School Leadership Program facilitated by Dr Simon Breakspear and Dr Ryan Dunn. Unfortunately the Program, like many aspects of 2020, didn't go according to plan and instead of the four full days of leadership team planning, refinement and evaluation, we managed one planning day and three much shorter webinars in Terms 3 and 4. We had also planned a two day staff conference focussing on student agency as part of our ongoing work with Project Thrive facilitator, Andrea Downie. This was also postponed due to Covid 19 restrictions. Our leadership and management forward planning will focus on resuming these initiatives in 2021.

To support staff wellbeing all staff have access to the Employee Assistance Program (AccessEAP). The Employee Assistance Program (EAP) is a voluntary, confidential and complimentary counselling service. It is a short-term, solution focussed approach to help staff

enhance overall wellbeing. The AITSL standards continue to be used effectively at Annual Review Meetings (ARMs) to support staff self-reflection on practice and to provide clarity around expectations of professional practice. In line with our coaching and mentoring focus the 2020 Annual Review Meetings were inclusive of the staff member, principal and deputy principal.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2020

Learning Diversity - National Consistent Collection of Data  
Autism Workshop webinar  
ALSIP PD- Action Learning School Improvement Project -Project Thrive  
Dyslexia Workshop  
ICT PD Grangeburn Consulting  
Mathematics PD - Exploring Mathematical Pedagogies P -2  
Mathematics PD - Exploring Mathematical Pedagogies 3 -6  
Reading Intervention PD  
Leading Improvement for Learning Agile Schools Program  
CEM Western Region Primary Wellbeing Network  
CEM Western Region Primary Religious Education Leaders Network  
CEM Western Region Primary Literacy Leaders Network  
CEM Western Region Primary Mathematics Leaders Network  
CEM Western Region Learning Diversity Leaders Network  
CEM Western Graduate & Beginning Teacher Network  
CEM ICON training  
Phonics in Context  
Accreditation to Teach Religious Education in a Catholic School units  
VIT Mentoring of graduate teachers  
Occupational Health and Safety  
Emergency Management  
CPR & Anaphylactic updates  
Child Safety Professional Development  
Geelong Catholic Primary Principals Network Professional Development

Number of teachers who participated in PL in 2020	30
Average expenditure per teacher for PL	\$720

**TEACHER SATISFACTION**

Survey results from the first phase of remote learning indicated that staff felt challenged by their ability to support and teach their children via remote platforms. There was a range of knowledge and confidence in using the variety of digital platforms required to successfully engage and teach the students remotely.

By supporting the teachers with professional development using the platforms and peer mentoring between staff, the results of the surveys showed that staff confidence and competence increased to between 70%-100% in their ability to deliver quality teaching remotely.

Staff reported that they felt valued and supported during remote learning. The confidence shown by staff in using digital platforms to support student learning and parent communication continued once we returned to onsite learning and was used in 3 Way Conversations, Program Support Group Meetings, school assemblies and information sessions.

Throughout the periods of remote learning and onsite supervision, staff were supported by the leadership team through ongoing monitoring and adjustments to their work expectations and overall wellbeing. This was evident from the positive feedback and communication from staff.

**TEACHING STAFF ATTENDANCE RATE**

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

Staff Retention Rate	84.4%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	13.3%
Graduate	20.0%
Graduate Certificate	10.0%
Bachelor Degree	76.7%
Advanced Diploma	43.3%
No Qualifications Listed	0.0%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	37.0
Teaching Staff (FTE)	29.3
Non-Teaching Staff (Headcount)	17.0
Non-Teaching Staff (FTE)	16.5
Indigenous Teaching Staff (Headcount)	1.0

## School Community

### Goals & Intended Outcomes

#### Goal:

To strengthen the collaborative partnership between home, school, parish and the local and global community to support learning and wellbeing.

#### Intended Outcomes:

That student learning is enhanced through strengthened family and community partnerships.

That the students will have broader opportunities for engagement with the local and global community.

### Achievements

Holy Family looked to strengthen its partnership with our local community so in late 2019 we began a Community Project, the 'Holy Family Community Cafe'. We sought funding from community groups for the purchase of a shipping container that was converted into a cafe to promote community engagement. The cafe was set up in the Holy Family Garden space in early 2020 and its primary purpose was to encourage parents, grandparents, staff and students to gather and socialise and build community spirit. Josip Skoko from Julius Meninl Coffee kindly donated an industrial coffee machine and grinder and has supplied the coffee beans at cost price. Mr Ivan Babic from USI Pty Ltd - Industrial Insulation & Sheetmetal Specialists donated stainless steel benches. Mr John Hrkac from The Hrkac Group provided a cash donation which was used to provide barista training to parents interested in volunteering in the Coffee Hub. Eleven parents participated in barista training (including 3 refugee parents) during Term 1 and were just beginning to serve staff and fellow parents when COVID-19 caused the suspension of our Community Cafe.

Communication between school and parents is important to building good partnerships. In 2020 due to the impact of the COVID-19 when students had to begin remote learning the communication from Holy Family staff to students and parents needed to quickly transition to all digital contact. Parents, students and teachers kept in regular contact through Seesaw and Zoom with many families having direct contact with their child's teacher on a daily basis. Although it wasn't planned the communication between staff and families in many cases was enhanced. We were aware that many of our families didn't have a digital device for their children to use as many parents were also working from home. We loaned 64 iPads to ensure no one in the Holy Family community would be disadvantaged.

As it became apparent that COVID-19 wasn't going to be a short term issue we surveyed our parents about 'remote learning'. The survey results were beneficial as, although we were making 'wellbeing check-ins' with our families it gave us concrete evidence of how families were coping with remote learning.

We had 147 families respond to our 'Remote Learning Survey'. It was solid feedback for the school to note that 85% of families felt that their children were engaged 70-100% of the time during remote learning.

The survey results indicated that 80.5% of students missed social interaction with their peers. We were able to quickly rectify this by using Zoom more effectively across all classes so students

could have a daily social session with their class where they were able to interact with their teacher and classmates.

As a school we also set activities that students could complete outside and as a family so that they weren't online all day as this was also a concern from families.

Our student school leaders were also missing out on general leadership tasks that would normally take place at school so our Deputy Principal worked with our student school leaders and we developed the concept of a digital school newspaper the 'Holy Family Times'. Students discussed the type of content that they felt students were missing during remote learning and also content to keep families informed, occupied and entertained. The school leaders then teamed up and chose the pages of the digital newspaper that they would be responsible for and decided when it would be published. The Digital Newspaper ran from Term 2 until the end of 2020.

When school returned from remote learning Holy Family parents were unable to be onsite so school assemblies also had to be transitioned to Zoom. We also recorded Confirmation, Yr 6 Graduation, our Prep Nativity play and Holy Family School Sports Day which was run by our sports captains and school leaders as parent volunteers were unable to be on our school site. All these events were recorded and provided to our Holy Family parent community.

Our parish school involvement with St Kate and the Malate Parish in the Philippines as our partner parish, underpins our community support and forms a collaborative partnership with staff, students and parents. In Term 4 our students were still able to celebrate St Michael's Day by having a mission fair and although parents were still unable to attend the students still raised \$1200 for the Philippines partnership.

Teachers at Holy Family School recognise that children's learning is enhanced when parents are acknowledged and supported in their role as educators. We strive to maintain strong links with parents and encourage a sense of belonging and respect within the school community. It is our intention to build purposeful connections between home, school and the wider community as we strive to 'promote a diverse and challenging curriculum which prepares and empowers students for an ever-changing world'. Over 2020 we were able to utilise Seesaw and Zoom to leverage strong teacher-parent communication centred on student learning that provided parents with a window into their child's classroom. Parents were able to engage directly with all the learning tasks that their children completed and were able to provide feedback to their child or their child's teacher in real time.

## PARENT SATISFACTION

Communication between school and parents is important to building good partnerships. In 2020 due to the impact of the COVID-19 when students had to begin remote learning the communication from Holy Family staff to students and parents needed to quickly transition to all digital contact. Parents, students and teachers kept in regular contact through Seesaw and Zoom with many families having direct contact with their child's teacher on a daily basis. Although it wasn't planned the communication between staff and families in many cases was enhanced with 83% of our families believing that the relationship between school and home was strengthened between 70% to 100%.

After surveying our parents about 'remote learning' we found that the level of parent satisfaction was positive with 147 families responding to our remote learning survey.

84% of families felt that their children were engaged 70-100% of the time during remote learning which showed positive support for our remote learning program.

80% of our parents believed that by providing regular communication throughout remote learning the school was able to support the community through what was a very difficult time.

91% of parents felt Seesaw was the most useful tool to support their child during remote learning.

## Future Directions

We aim to return to a normal school year where Holy Family prides itself in actively involving parents in the life of the school through school events and celebrations. In the past our school has designed programs which allow specifically for parent involvement. These include the Holy Family Picnic, Community Art Show, sports day, wellbeing evening, Christmas concert, Fathers' Day Breakfast, Mothers' Day High Tea, special food days, Mothers' and Father's Day stalls, Book Week celebrations, LOTE Day, learning expos, Book Week celebrations, family movie evening, Shrove Tuesday celebration, the Nativity play, Philippine Fair day and assemblies.

The school's Religious Education and sacramental program continues to have a focus on parent and student engagement through the celebration of liturgy, prayer and faith and spiritual formation programs. School families have been encouraged to share and embrace the Catholic ethos, and to witness and celebrate their faith within the school community. We will be looking to make an effort to enlist the talents of parents to encourage participation in a variety of school based activities.