



Holy Family School Bell Park

2021

Annual Report to the School Community

HOLY FAMILY PRIMARY
SCHOOL BELL PARK



PREPARING AND
EMPOWERING STUDENTS
FOR AN EVER
CHANGING WORLD

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Registered School Number: 1537

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Contact Details

ADDRESS	143-147 Separation Street Bell Park VIC 3215
PRINCIPAL	Peter Brunt
GOVERNING AUTHORITY	Melbourne Archdiocese Catholic Schools Ltd
TELEPHONE	03 5278 4634
EMAIL	principal@hfbellpark.catholic.edu.au
WEBSITE	web.hfbellpark.catholic.edu.au
E NUMBER	E1184

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 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.

03/03/2022

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

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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 & Paul's Geelong West & Holy Spirit Manifold Heights. In 2021 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 the model of the 'Holy Family' is 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 2021 student enrolment is 365. 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 School has 36 teaching staff (17 who are employed on a part-time basis), 11 learning support officers and 3 administrative staff members (1 full-time & 2 part-time).

The curriculum at Holy Family School 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 including visual/performing arts, physical education, and the choice of Croatian or Italian language. Holy Family Primary School strives to provide an environment that is safe, flexible and inclusive and which fosters collaboration and creativity.

The partnership between parish and school is very significant through involvement in the Philippines partnership, liturgies and Christian meditation. The school acknowledges and appreciates the involvement and support of our Parish Priest, Fr Minh Tran for his spiritual leadership, wisdom and guidance that he provides to our school community.

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 a 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 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 was rescheduled to 2022 due to the COVID-19 pandemic.

Principal's Report

The 2021 school year proved to be another very challenging year with the ongoing COVID-19 pandemic. As we progressed throughout the year we, once again, dealt with a number of lockdowns and restrictions which involved extended times of remote learning. I would like to take this opportunity to acknowledge the tremendous efforts by our school community including the students, families and staff in adapting to the remote learning platform. Fortunately quality learning and teaching was able to take place both when on-site & off-site. A key to the success was the regular communication staff had with students and families. Despite the many challenges the school community remained positive and is to be congratulated on making the most of every opportunity presented.

Our return to on-site school throughout Term 4 was a huge relief to all and a focus on student wellbeing and connectedness remained a priority. It was also pleasing to note that students were able to once again take part in 'normal' school events that were put on hold until the return to school including the athletic sports, book week parade Confirmation ceremonies and 2022 Prep orientation sessions.

As a Catholic school a highlight is the sacramental life of the students and we have been blessed to have an excellent team working with the school and parish throughout the year. We acknowledge and thank our Parish Priest, Fr Minh Tran, for his dedication and ongoing work in the faith development of the students, staff and families.

In 2021 the school commenced with three hundred and sixty five (365) students including thirty-nine (39) Prep students and one (1) additional student in Year 6. Two (2) new staff members joined us including Educational Support Officer, Anthony Nguyen and Play Therapist, Helen Richardson. Holy Family Primary School is fortunate to have an enthusiastic and dedicated staff. The teachers, school officers and support staff value their role and work, continually seeking to ensure quality Catholic education for every student.

I would like to take this opportunity to acknowledge and thank the leadership team members 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 another very challenging year. I also acknowledge and thank our very caring, efficient and dedicated administrative staff, Mary Zitko, Kate Pickering and Tany Zitko for ensuring the smooth running of the school despite the many disruptions due to the COVID 19 Pandemic.

At the conclusion of 2021 we farewelled seven (7) staff members. To those staff members moving on to other schools including Greg Mellor, Dylan Holland, Lauren Smith and Helen Richardson we thank them for their dedication, encouragement and support of the students at Holy Family Primary School. The many talents and skills that they have shared with the children and school community have been greatly appreciated, and we wish them well in their future endeavours.

To the staff members retiring including Steph Berginc, Trish Moloney and Ingrid Reed we acknowledge and thank them for the contributions they have made to the life of Holy Family School children. We congratulate them on all of their achievements over many dedicated years to Catholic Education and the gifts they have shared with us all. As a school community we are sincerely grateful and wish them every success and happiness for the future.

On a positive note Phase 1 of our current building project is now complete. Works included:

- Improved administration facilities including relocation to the front of school entry

- Improved visual access to all withdrawal and meeting rooms in line with our Child Safety Policy
- Additional meeting spaces and administration areas including Principal Office, Leadership Office, Deputy Principal Office, Conference Room, Bursar Office and a new administration office
- Improved heating and cooling throughout the school
- Improved student and staff amenities including toilets & gathering areas.
- Improved natural light throughout the buildings.

Phase 2 of our current building project will be completed by the end of Term 1 2022 including:

- Five homeroom learning areas
- STEM area,
- Two withdrawal/meeting rooms
- Student amenities

The building project at a total cost of \$3,000,000 was made possible due to a 2020 Capital Grant in the amount of \$1,500,000 as part of the Australian Government Capital Grant Program and our local contribution and supplementary funding.

I am also extremely pleased to announce some excellent news in regard to our submission for a Victorian State Grant. The Hon James Merlino MP has informed us that Holy Family School is a successful recipient of a 2021 Capital Grant in the amount of \$2,000,000 as part of the Victorian Government Capital Grant Program. Along with our local contribution we will commence Stage 2 of our master plan. The building project at a total cost of \$2,075,000 includes a major upgrade of current learning areas including:

- Five home room learning areas
- STEM area,
- Two withdrawal/meeting rooms
- Student amenities

Holy Family School is extremely appreciative of this funding provided by the Victorian Government and would like to acknowledge and thank our Local Member The Hon. John Eren for his support and endorsement of our submission.

The building design by Minx Architecture will definitely support and enhance the learning opportunities for all students at Holy Family Primary 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 Outcome:

- 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 during different times of the year. Given the interruptions during the year of 2021, further opportunities via various online platforms were made available for communication and tasks/activities accessed by students with their families. The Catholic culture of our school was further strengthened through various tasks including:

- Revisiting the Whole School Class Prayers Scope & Sequence
- Teachers accessed Andrew Chinn's resources including prayers and songs to enhance Religious Education in lessons and daily prayer
- Godly Play - Revisited with staff during planning sessions and modeled to individual classes for teacher development
- The Sacrament of Eucharist SeeSaw home partnership activities, were easily accessible for our families to work with their child/ren to further strengthen their Education in Faith
- Opportunities for communal prayer during the school day continued. 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
- In supporting our Parish Philippine Partnership, the students in Years 3 and 4 worked with support from staff, to coordinate a whole school Mass to incorporate and celebrate St Michael's Feast Day
- A retreat day, organised by a team of teachers 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 once again revisited by teaching staff in 2021.

'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.

Teaching Staff engaged in professional development to deepen their understanding and knowledge of the Pedagogy of Encounter to implement and strengthen Religious Education lessons.

Staff members also took part in professional development in the area of social justice, led by a facilitator from the Catholic organisation, Caritas. 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, in 2020, implemented changes to the way students within the cluster received the sacraments. Many of these changes proved successful and welcomed by students and families and therefore continued in 2021. In particular, the individual way in which the Sacrament of Reconciliation was offered and celebrated and the opportunity for the Sacrament of Eucharist ceremony to be at a separate Mass to the parish.

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
- Year 6 retreat day in preparation for Confirmation
- Social justice awareness - Philippines Partnership, St Michael's Feast Day Mass and Project Compassion
- Family sacramental partnership
- Christian Meditation

Learning & Teaching

Goals & Intended Outcomes

Goal:

To ensure that Learning and Teaching at Holy Family School 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

2021 continued to present schools with many challenges due to the ongoing COVID-19 pandemic. The constant shifting between onsite and remote learning and increased protocols of mask wearing, social distancing and hygiene ensured teachers had to focus on student wellbeing and supporting students to maintain engagement in their learning. With the uncertainty of remote learning throughout the course of the year, the ongoing focus for learning experiences was for students to be continually immersed in and forge positive learning habits. In literacy and numeracy government guidelines directed all schools to present a modified curriculum. During this time, all staff were actively supporting and connecting with students through the appropriate online platforms.

Teachers continued to present work via Seesaw and Google classroom which allowed the students to complete work, take photos of their work and receive timely 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 and interactions to support their learning whilst at home. The use of Zoom also allowed greater student interaction and sharing of ideas. Immediate feedback was able to be given to students during lessons.

During 2021, staff engaged in a number of Catholic Education Melbourne professional development sessions with a focus on supporting oral language development in the Early Years. These sessions were undertaken via zoom. The staff also revisited the Holy Family School spelling program by undertaking professional development provided by Soundwaves spelling program.

STUDENT LEARNING OUTCOMES

2 Year NAPLAN TREND DATA - Holy Family School achieved a minimum of 96% or above in all areas tested in 2019 and 2021. In 2021 100% of students achieved the minimum standards in 6 out of the 10 NAPLAN tests, this result remained the same as the 2019 result.

The NAPLAN results for Year 3 in 2021 show that 100% of Year 3 students achieved the national minimum standards in 4 areas of the NAPLAN assessment. This result was the same achievement as 2019.

The NAPLAN results for Year 5 in 2021 showed that 100% of Year 5 students achieved the national minimum standards in 2 areas of the NAPLAN assessment. This result was the same achievement as 2019

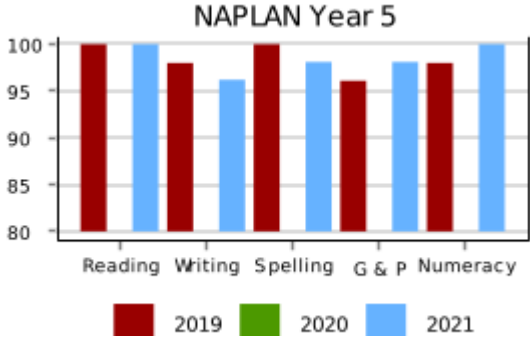
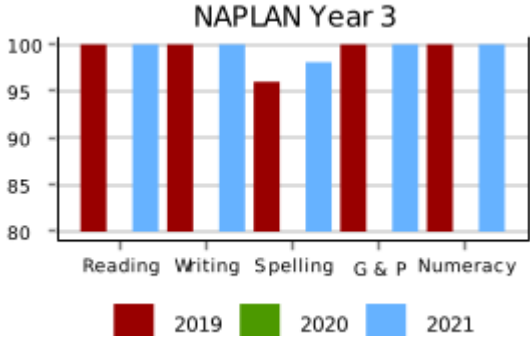
Leaders and teachers analysed the results for 2021 and identified the areas of reading and numeracy to be the focus of the tutoring funding for these students following on from the return to full time school post the 2021 remote learning periods.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	100.0	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	96.0	-	-	98.1	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	96.1	-	-	98.1	-
YR 05 Numeracy	98.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	100.0	-	-	98.1	-
YR 05 Writing	98.0	-	-	96.2	-

* 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 the 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

Achievements

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

At Holy Family School, we promote our students' social and emotional well-being 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 recognise 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 (RRRR) framework. Our school community continues to embed a culture of respect and equality. We are 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 2021 staff and students continued to embed the zones 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 well-being. 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 well-being and positive mental health
- A Compliance Officer to ensure all safety standards are adhered to

- Qualified play therapist
- Play therapy students
- Occupational therapist students
- Qualified psychologist
- Provisional psychologist

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

A Student Safety and Care Team has been established to streamline school support. Weekly meetings are held to discuss and prioritise 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.

During COVID -19 restrictions, our leadership team was proactive in recognising 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. (Wellbeing Wednesday) 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 well-being, fostering positive relationships, promoting optimism, increasing happiness and encouraging physical and mental health.

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.

Education Support Officer Meetings are held on a weekly 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 & 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 School.

VALUE ADDED

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 Safety and Care Team Meetings - vulnerable students/families
- Engaging with outside agencies to provide support - vulnerable families
- Individualised support for students with social, emotional and learning needs
- Friendship Seat

STUDENT SATISFACTION

Feedback from students informs us that they recognise the opportunities to enable them to have an impact on the school and their learning. This was becoming more evident in the teacher student learning conversations and Three Way Conversations conducted at the school.

STUDENT ATTENDANCE

The school uses a computerised system for recording student attendance, nForma which generates automatic parent notification of student absences. Teachers closely monitor student attendance on a weekly basis. Parents are required to notify the school in writing of absences and the reason for the absence. Student absence at Holy Family can be communicated by: e-mail, written communication via SeeSaw or phone message. In 2020 Holy Family School transitioned to an automated SMS notification system regarding non-attendance. If there is no forthcoming response from the parent / guardian the parent / guardian is contacted directly from the school.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	94.0%
Y02	94.7%
Y03	95.0%
Y04	93.3%
Y05	93.5%
Y06	95.7%
Overall average attendance	94.4%

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 2021 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 wellbeing 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 letters 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:
 1. Position advertisements.
 2. Position descriptions.
 3. Referee Checks.
 4. Key Performance Indicators have a Child Safety focus.
 5. Victorian Institute of Teaching Registration (VIT).
 6. Working With Children Checks & National Criminal Record Checks.
 7. 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

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 2021 the leadership and management of the school had to once again refocus and prioritise how to best meet the needs of the staff and students due to the ongoing COVID-19 pandemic and the continuation of extensive weeks of remote learning throughout the year. 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 remained a major focus 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 once again 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, Denny Mildren, who assisted them to successfully navigate through the onsite/offsite school year.

We continued to work within the parameters and design of our Action Learning School Improvement Project with a focus on student agency. As part of this development the School Leadership Team has continued to participate in the Agile School Leadership Program facilitated by Dr Simon Breakspear and Dr Ryan Dunn. Due to the COVID-19 restrictions this professional development continued online. Unfortunately our 2021 focus on student agency through the lens of writing was put on hold due to remote learning & the restrictions on face to face professional development

On a positive note we were able to have our two day staff conference focussing on student agency as part of our ongoing work with Project Thrive facilitator, Andrea Downie. This was also postponed in 2020 due to Covid 19 restrictions, but was able to take place early in 2021 prior to lockdown and remote learning commencing. The conference provided a great opportunity to revisit what we have done on student agency and set our future direction.

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 growth. In line with our coaching and mentoring focus the 2021 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 2021

Allied Health and Professional Learning Day
School attendance, refusal & re-engagement- Why every day counts
Preparing for Successful Transition to Foundation
WRO Literacy Collaborations
Western Region Primary Religious Education Network
Western Region Provisional Registered Teachers Network
Mathematics - Developing a Mathematics Annual Action Plan
WRO New Primary Learning Diversity Leaders' Connect
Leadership - Pathway to Leadership
Religious Education - Prayer Collective
Religious Education - Lectio Divina
Oral Language - Prep
Spelling Curriculum - Soundwaves
Cleartrack staff training
Geelong Catholic Primary Principals Strategic Plan Conference
Project Thrive Conference
Leading Improvement for Learning Agile Schools Program
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 Days

Number of teachers who participated in PL in 2021	29
Average expenditure per teacher for PL	\$404

TEACHER SATISFACTION

The overall Holy Family school positive endorsement % was on par with the MACS average of 67%

2021 CEMISIS DATA	Holy Family School Positive % (n=41)	MACS Average School (n= 1, 354)
Student Safety	72%	72%
School Climate	79%	80%
Staff-Leadership relationships	73%	81%
Instructional Leadership	51%	57%
Feedback	40%	41%
School Leadership	54%	60%
Staff Safety	75%	67%
Psychological Safety	65%	65%
Professional Learning	48%	55%
Collaboration around an improvement strategy	66%	65%
Collaboration in teams	83%	70%
Support for teams	85%	68%
Collective efficacy	88%	80%
Catholic identity	74%	75%

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	90.6%
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ALL STAFF RETENTION RATE

Staff Retention Rate	91.5%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	14.8%
Graduate	22.2%
Graduate Certificate	7.4%
Bachelor Degree	74.1%
Advanced Diploma	37.0%
No Qualifications Listed	3.7%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	39.0
Teaching Staff (FTE)	30.2
Non-Teaching Staff (Headcount)	14.0
Non-Teaching Staff (FTE)	14.8
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

The Holy Family Community Cafe has been used to welcome our new families to school in 2021 when students and parents were able to be onsite. The cafe was set up in the Holy Family School Garden space 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. We have continued to train parents as Baristas and hope to open the Community Cafe as soon as it is safe to have parents back on the school site.

Communication between school and parents is important to building good partnerships. In 2021 due to the impact of the COVID-19 pandemic when students had to once again return to remote learning the communication from Holy Family school staff to students and parents needed to once again 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 out 52 iPads to ensure no one in the Holy Family community would be disadvantaged.

As it became apparent that COVID-19 was once again going to be a longer term issue we continued making 'wellbeing check-ins' with our families as it gave us concrete evidence of how families were coping with remote learning. Many of our students reported that they missed social interaction with their peers therefore, we were able to quickly rectify this by using Zoom more effectively across all classes. This enabled the students to 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 2020 until the end of 2021.

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. During the year our students were still able to celebrate 'Football Day' and 'Coloured Clothes Day' and managed to raise \$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 2021 we were able 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 2021 due to the ongoing impact of the COVID-19 when students returned to remote learning the communication from Holy Family staff to students and parents transitioned 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.

The communication between staff and families in many cases was enhanced with our MACSIS data rising from 68% in 2019 to 72% in 2021.

Due to the continual requirements of COVID-19 regulations parents responses to student safety increased from 57% to 61% on the MACSIS data.

Future Directions

In 2022 we aim to return to a normal school year by actively involving the school community in the life of the school through school events and celebrations. Prior to the COVID-19 pandemic our school designed programs which allow specifically for parent involvement. These include the Holy Family Picnic, Community Art Show, sports day, wellbeing evening, Christmas concert, Father's Day Breakfast, Mother's Day High Tea, special food days, Mother's and Father's Day stalls, Book Week celebrations, LOTE Day, learning expos, family movie evening, curriculum information evenings, Shrove Tuesday celebration, the Nativity play, Christmas Concert, Philippine Fair day, Coffee Hub 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.