



# Holy Saviour Parish School Vermont South

## 2020 Annual Report to the School Community



Registered School Number: 1751

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## Contact Details

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## Minimum Standards Attestation

I, Steve Evans, attest that Holy Saviour Parish 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.

09/06/2021

**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

### **Our School Vision**

Together we live, love and learn in the spirit of the Good News.

### **Our School Mission**

As a parish community we gather and joyfully celebrate our faith, culture and individuality.

In a nurturing atmosphere we work as a cooperative team towards the individual's spiritual, social and academic growth.

Our school is a place where acceptance, respect and compassion for others are reflected in thought and practice.

We promote self-esteem, confidence and skills to face challenges, changes and responsibilities individually and as part of a group.

## School Overview

Holy Saviour School opened in 1977 with an enrolment of 67 children. In 2020, the enrolment was approximately 118 students. Holy Saviour school buildings form part of the greater Parish complex which serves the community of Vermont South / Glen Waverley North. Holy Saviour is a suburban school situated on Highbury Road. We have well-maintained facilities and grounds with a large grass oval, two basketball courts, junior and senior adventure play equipment, and access to six tennis courts.

The children come from families that mostly have an upper middle class background. The majority of parents are professional people who have a keen interest in the life and education of their children. They provide a variety of 'out of school' experiences for their children in academic, leisure and sporting activities. Holy Saviour Parish openly invites staff, children and parents to be actively involved in its sacramental and liturgical life.

At Holy Saviour our Religious Education Program is of the utmost importance and permeates the whole curriculum. We encourage our children to follow Jesus to love, serve and celebrate all that is good. Liturgy has a central role in our school life, we celebrate with the parish community and in our classrooms. Parents are engaged in the prayer life of the school through class Masses, parent/child workshops, the sacramental program and special services during Lent and Advent.

Children from the Parish are prepared for the sacraments with the support of parents, teachers and the wider community. Father Julian Langridge, our Parish Priest, is involved in the life of the school through liturgies, class visits and formal and informal interaction with staff and students. The Holy Saviour School Vision Statement and Teaching and Learning Statement were developed by the staff and parents and are revisited and reviewed regularly. At Holy Saviour School teachers strive to make their classrooms vibrant and active learning environments in which stimulating teaching strategies are designed to maximize student interest and learning opportunities.

The partnership of parents and teachers is essential to the life and learning at Holy Saviour School. Parents play valuable roles assisting in the classrooms, participating in literacy programs, physical education, inter-school sport, excursions, library, festival, working bees etc. Parents have representatives on the Parish Education Board, which acts as a forum for discussing education matters concerning the school and parish. The Parish Education Board meets a minimum of seven times a year and its members include the Parish Priest, Principal, Deputy Principal, Staff Representatives and elected Parent Representatives.



## Principal's Report

In 2020, enrolments sat at approximately 117 throughout the year across six classrooms: 1x Foundation, 1x Year 1/2, 1x Year 2/3, 1x Year 4, and 2x Year 5/6. Class sizes ranged from 5 to 25. Enrolments have declined over the past few years as a result of large-sized year six exits and smaller prep intakes. Whilst Catholic Education Office Melbourne acknowledges a general decline in enrolments at the primary prep level, this is an area that will be carefully monitored for future direction.

Organisation and program delivery were conducted by a staff of 23: a leadership team of 5; classroom teachers and learning support officers; specialist teachers of LOTE Mandarin, Performing Arts, Physical Education and Sport, and S.T.E.A.M. Education (Digital Technologies). Staffing has been consistent throughout the year. The school is fortunate in its own bank of known relief and part-time staff who step in on occasions of staff absence due to sickness and family needs.

Our theme for 2020 was ***Growing Towards God***. The love and joy of the gospel are expressed through Prayer, Learning, Celebrations, Belonging, and Reaching Out. Teachers, non-teachers and leaders invited students into learning that enriched, challenged and transformed - allowing the love and joy of the Gospel to shape their lives. This theme flowed through all we did with, and for, each other as the year progressed. Families were invited to join us in celebrating this theme together.

We are very proud of the way in which we managed to navigate our way through two remote learning periods throughout 2020. Holy Saviour staff worked hard to create an online program that was accessible to all students. The school decided to use Seesaw as our main platform for communicating as this program had been used for three years and students and most parents were familiar with it. Teaching and learning were conducted through a blended learning model, that is, a mixture of online and offline learning tasks and experiences.

Each Thursday the new online program was uploaded to Seesaw and students and parents were encouraged to check in with teachers if there were any queries via email or Seesaw. Each week teachers observed that the troubleshooting list decreased and students became more independent. We provided daily Google Meets with all children and some children and families received extra support through regular check-ins with teachers or our LSOs. Staff also met daily for check-ins to discuss concerns and best-practice teaching strategies for online as well as extra support for some teachers around Seesaw.

This year, the leadership team worked closely with the team at School Presence to design and launch our new school website. This was a year-long process including new professional photography, content development, and website design. We are all very proud of the new look to our digital interface and it is already driving new traffic through the school. We also launched our Twitter account this year which will work alongside our Instagram and Facebook pages.

Despite the challenges of two remote learning periods, we have been fortunate to have had a very positive and successful year in 2020 in all areas of curriculum delivery. We continued to recognise the need to build foundational skills, especially in literacy and numeracy, but have also worked towards our children learning to think critically and creatively and apply their knowledge in various settings and situations.

**Steve Evans**

**Principal**

# Education in Faith

## Goals & Intended Outcomes

### Priority: *Visible Catholic Identity*

**Goal:** To ensure the Religious Dimensions of Holy Saviour are visible and enacted.

**Intended Outcome:** That the school will intentionally develop and sustain the religious dimensions of Holy Saviour with the specific focus on the ongoing faith formation of staff and students.

## Achievements

- Continued our growth in understanding the implementation of the hermeneutical approach (Pedagogy of Encounter) in our Faith Education.
- Explored ways to strengthen and deepen staff connection to, and understanding of, scripture and other theological writing as the source that underpins our beliefs and guides our teaching.
- Continued to make links in our RE planning with the values from our Bounce Back resilience program and our Inquiry learning.
- Continued to provide high-quality prayers and liturgies for students and adults throughout the community to help build on our Catholic Culture.
- Worked to strengthen our relationship between school and parish
- Introduction of family faith nights
- Staff faith formation around the *Three Worlds of the Text* (Behind the Text, In the Text, In Front of the Text)
- Regular use of Provocations to engage students and staff in different content areas

**VALUE ADDED**

Some examples of activities at Holy Saviour school which contribute to the achievement and spiritual development of our students are as follows:

- School theme of ***Growing Towards God*** embedded throughout the school.
- School Masses to which the wider community are invited to attend.
- Class Liturgies are held regularly (at least once per term)
- Focus on 'bringing the Gospels to life' during school and class liturgies.
- The strategy of '*Godly Play*' used in classes Prep-6 to facilitate a deeper understanding of the gospels and Jesus' message and engagement with our "story".
- Staff displaying greater confidence with the implementation of '*Godly Play*' in engaging students in Religious Education lessons.
- Daily classroom prayer and reflection, and reflection on weekly Sunday gospel

- Liturgical singing led by the Holy Saviour Children's choir
- Parent information and preparation sessions supported by school staff.
- Prep - Year 6 Inquiry based RE Program.
- Concepts of RE Program integrated into other areas of the curriculum.
- Active involvement in the Parish 'Project Compassion' program, Stand Up day, fundraising for Catholic Missions and St Vincent de Paul annual Winter appeal, CatholicCare Family Week, and Red Day (standing up for worldwide freedom of expression of religion)
- Students displayed great reverence and respect during prayer/reflections
- Online prayer via Zoom/Google Meets during remote learning periods
- Prayer circles every morning in the classroom



## Learning & Teaching

### Goals & Intended Outcomes

#### Priority 1: *Consistency of Practice*

**Goal:** To improve Literacy outcomes through the establishment of agreed, consistent research-based teaching practices across the school.

**Intended Outcome:** That all teachers will consistently use agreed research-based teaching practices in all classrooms to maximise student learning in literacy.

#### Priority 2: *Data Literate*

**Goal:** To ensure all decisions regarding student learning are based on relevant evidence.

**Intended Outcome:** That all teachers and leaders will systematically collect agreed scheduled data sets, which will enable school wide analysis of student outcomes to determine day to day teaching practices and future whole school priorities.

### Achievements

The school maintained the following programs during the 2020 school year which added value to the overall curriculum. We believe these have contributed to positive outcomes for both the achievements and wellbeing of students and the school community.

#### Learning and Teaching -

- Recording testing results in a central place on resource drive
- Began using Lyn Sharratt's 5 questions
- PAT Reading continued professional analysis
- Whole school Literacy planner with accessible links
- Teaching and learning Cycle for writing introduced using mentor texts
- Collected data more effectively including essential assessment
- Collaborative discussion and plotting of student achievement and growth (on walls)
  - Data wall for maths was created and updated throughout the year
  - Data wall for Writing using Vic Curriculum and school devised learning outcomes/ progressions. Using this data to plan for explicit teaching of writing
- Moderation - Writing as a focus in PLMs which altered teaching practices and learning
- Small focus groups used in all classes, targeting the range of specific and individual learning needs of students
- Extension programs to cater for students who are excelling
- Modification of curriculum to meet the needs of students with special needs. Regular Program and Support Group meetings held throughout the year to discuss classroom programs and support

- Enrichment programs provided; eg Maths Olympiads; Maths Challenges, Write A Book In A Day
- Built knowledge strength and common understanding about the phases of the Inquiry process
- Continued to research methods for engaging students in their learning through focusing on investigations and 'personal inquiries'
- Use of a range of Contemporary learning tools and strategies to engage students in their learning. We have continued to upgrade and add to our wide bank of devices to provide opportunities for students to have a range of experiences
- Celebration days held throughout the year which enhance learning eg Mandarin Day
- Focus on individual learning goals for students, accepting, seeking and acting on feedback
- Continued use of learning intentions in classrooms and range of success criteria, again meeting a broad range of needs in classrooms
- Strengthened knowledge of Victorian Curriculum and reviewed the updated Key Ideas for concept development in Numeracy

### **Use of information and communications technology (ICT)**

- Extensive PL for staff in the use of SeeSaw & Google Meets as part of our transition to online and remote learning
- Continuation of eLearning Leader as part of the staff and Leadership Team to ensure programs of a high quality are implemented with staff and students. ICT specialist co-plans with staff, teaching and practising with devices and contemporary learning tools and strategies
- Strengthened knowledge of Victorian Curriculum in Information Technology.
- Continued learning for all staff in Google Apps for Education (GAFE tools).
- Support from ICT Student Leaders in classrooms to support staff and students in implementing new technologies and various tools for learning, helped promote the eSmart message around the school
- Phasing out IWBs and replacing them with TVs.
- Collaboration and sharing of work with parents/families in a digital portfolio (Seesaw)

### **Music programs**

- Performing Arts is taught as a specialist program in the school. Each class engages in one lesson per week. This program incorporates performance and music education. Every second year, Holy Saviour school holds a concert which combines performance (dance and drama) skills as well as music. This concert is held at the Besen Centre in Burwood so that children receive the experience of a fully equipped auditorium, complete with sound and lighting
- Individual instrumental lessons are also available upon request of parents through outsourced company, *Music Corp.*

### **Visual Arts programs:**

- The visual arts program is taken by classroom teachers who plan units of lessons based on the Australian Curriculum. Lessons are taken in the school's well-resourced Art room, which is well supplied with a range of arts materials
- Every second year, Holy Saviour school holds a Visual Arts show which showcases the various skills taught. Each child will have 2-3 pieces of artwork of their choice on display
- Arts coordinator resources art room with relevant materials dependent on teachers' programs. Also supports visual arts program and coordinates a weekly Art lunchtime club

## STUDENT LEARNING OUTCOMES

It was certainly an unusual year of learning for all Victorian students! Many Victorian schools shared data that included major gaps in learning and talk was had about students repeating a year. This was not the case with Holy Saviour. The students at Holy Saviour displayed amazing growth in both maths and literacy, as can be seen in the graphs below. This is something of which we are extremely proud - all our hard work and care have worked.

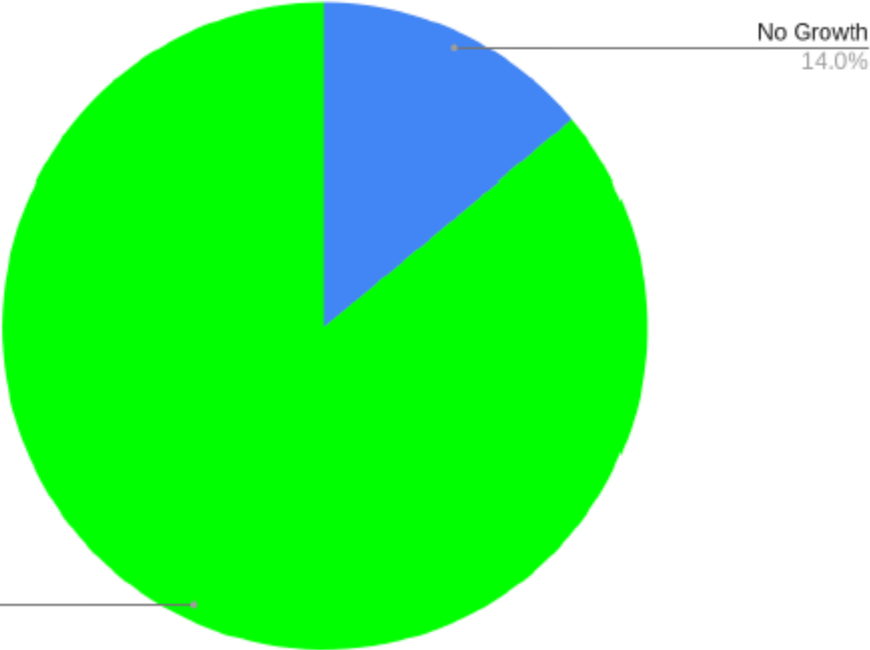
During Remote learning Holy Saviour gathered testing results and information from Google focus groups to decide what our students needed and if any gaps in learning had occurred. Teachers then adjusted their programs to reflect these findings. After so many weeks of remote learning, the teachers at Holy Saviour began Term 4 already knowing the answer to each of these questions.

- Where is each student currently at in their learning?
- Where is the students' learning going?
- What does the student need to do to get there?
- How will the teacher and student know that they have learned it?

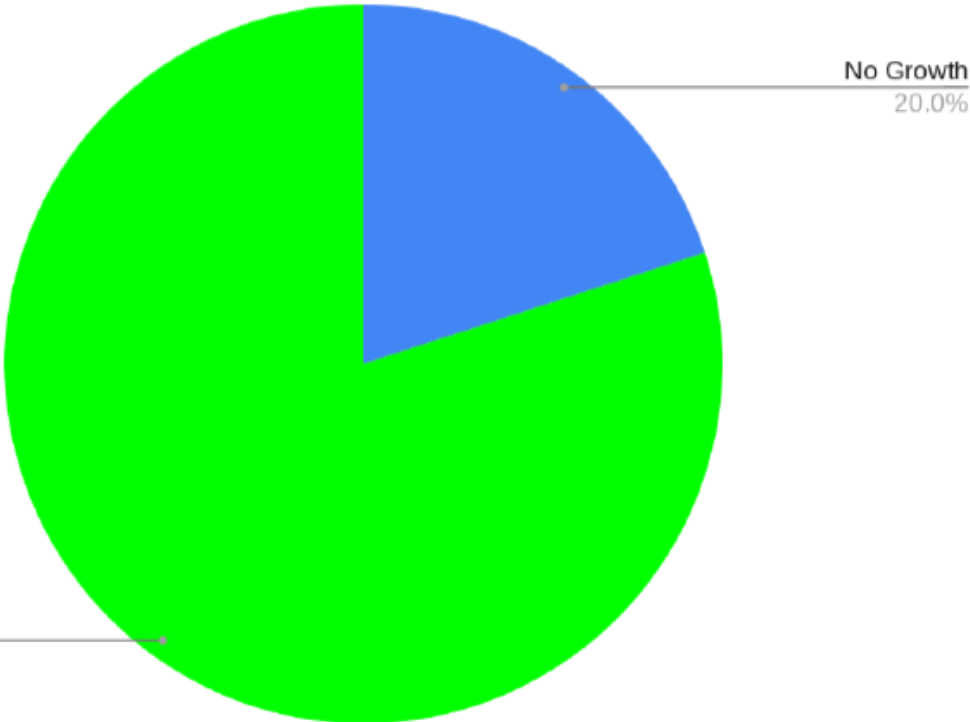
Where a student did not have the growth or progress expected, a plan was put in place. In these instances, teachers organised learning or well-being conversations with parents to address any concerns.

The students, teachers and parents should be very proud of these amazing results!

### Whole School Growth in English



### Whole School Growth in Mathematics

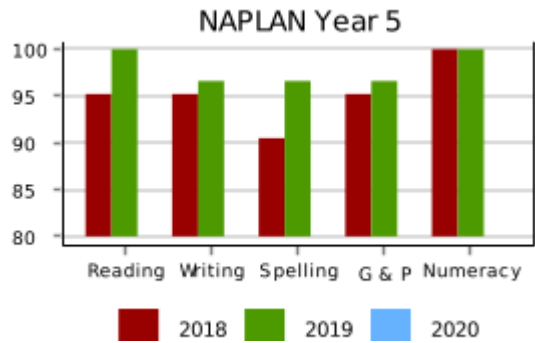
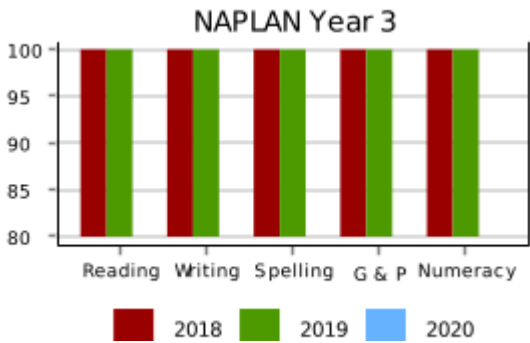


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	100.0	0.0		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	100.0	100.0	0.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	95.2	96.6	1.4		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	95.2	100.0	4.8		
YR 05 Spelling	90.5	96.6	6.1		
YR 05 Writing	95.2	96.6	1.4		

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

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

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



# Student Wellbeing

## Goals & Intended Outcomes

### Priority 3: *Strategic Community Partnerships*

**Goal:** To develop strategic partnerships which enhance student learning & wellbeing

**Intended Outcome:** That the school will strategically establish, monitor, evaluate and document partnerships designed to enhance student learning and well-being.

## Achievements

Once again Holy Saviour has maintained an excellent standard of student attendance in 2020, with an overall percentage increase of 2% from 2019. We continue to find that students are strongly connected to each other and their teachers and enjoy being at school. We believe a strong wellbeing program which supports children in highlighting their skills and encourages risk taking is also a reason for this excellent standard.

Whilst there is minimal non-attendance, when necessary we make contact with parents if there is a concern about students not attending or arriving late to school on a regular basis. We believe strong communication between home and school maintains positive outcomes in this area.

In 2020, Holy Saviour partnered with *The Resilience Project*, a program promoting the positive mental health of our staff, parents and students. Martin Heppell lead online sessions with staff, parents and students (P-3 and 4-6). The students received Resilience Project workbooks (including a journal at the back) and the teachers taught the provided curriculum P-6.

## VALUE ADDED

### Social Skills programs -

- Continued use of Circle Time Restorative practice.
- Renewed focus on the use of restorative questions - placed into yard duty bags for immediate access.
- Bounce Back wellbeing program implemented Years P-6.
- Regular newsletter items and promotion of seminars to support parents with parenting and ways to support children with personal development.
- Provision of counselling services through the *Minds That Matter Psychology* services.
- Links with community advice and programs, counselling for families as needed.
- Student Wellbeing Leader continued to lead wellbeing programs through strategic planning.
- Regular Program and Support Group meetings held for students with social / emotional needs.
- Continued focus in 2020 on the Values curriculum, integrated with Inquiry learning and Bounce Back program.



- Continued focus on students implementing the values and recognising this through the **Aussie of the Month** special award.
- Introduction of *The Resilience Project* in all classes from Prep to Grade 6

The Student Wellbeing Leader continues to be a member of the Leadership Team, advising staff of best researched practices in this area.

- Focus on development of **growth mindset** and how this supports learning.
- Explored and examined ways in which the Victorian Curriculum Personal and Social Capability curriculum enhances student self-awareness, self-management and relationships.
- Continued to focus strongly on the values within the Bounce Back program, embedding these into the daily classroom.
- Continuation of regular Program and Support Group meetings for all funded students and many non-funded students who require support with their learning or social skills.
- Continuation of provision of a variety of extracurricular lunchtime clubs within which students can be involved according to personal interest.
- Use of rich assessment tasks and learning rubrics with students so that they can take control of their own learning and development at the point of need.
- Preps entering Holy Saviour School are assigned a Year 6 'buddy' for support as they enter this new setting.
- New students to Holy Saviour School are assigned two buddies from their classroom to assist with transition. These students are trained by the Student Wellbeing Leader in how to support new students.
- Whole school focus on the National Australian Values which are linked with Inquiry learning and Religious Education units. The school also awards an Aussie of the Month award, elected by peers, which is linked to the Australian Values.
- PAT Student Wellbeing Test conducted annually
- Online student handover folders updated regularly, staff have time to go through these towards the end of each year to assist with future planning
- Transition programs for students entering prep and for those students moving to Year 7 are provided each year. For new students to a level, buddies and transition procedures are in place for support.

## STUDENT SATISFACTION

The school conducted the ACER Social-Emotional Wellbeing Survey in 2020 to students in Grades 3-6. Below is a summary of results for Holy Saviour students.

- My classmates like me - 91% agree (all schools comparison 88%)

- I like the kind of person I am - 96% agree (all schools comparison 91%)
- I am a happy person - 98% agree (all schools comparison 96%)
- I worry a lot about my schoolwork or what others think of me - 29% agree (all schools comparison 41%)
- I think it's important to treat all people with respect - 97% agree (all schools comparison 97%)

**STUDENT ATTENDANCE**

**Non-Attendance:** Parents are required to provide a note when students are away from school and a medical certificate for extended absence. Teachers provide weekly attendance data to the deputy principal as an extra check, in order to contact parents for extended absence, teachers contact parents after 3 consecutive days of absence. Where extended absence is not supported by medical certificates, support group meetings are held and where practicable support from external agencies is engaged. The school advisory council reviewed the attendance policy and decided that beginning in 2018, parents will be contacted if their child is not at school by 9:30am and the school has not previously been notified of this absence.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	96.0%
Y02	95.9%
Y03	95.2%
Y04	96.4%
Y05	96.0%
Y06	97.0%
Overall average attendance	96.1%

## Child Safe Standards

### Goals & Intended Outcomes

At Holy Saviour we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel. Throughout 2020, a committee consisting of the Principal, Deputy Principal, Student Wellbeing Leader, and Learning & Teaching Leader, met regularly to discuss the progress of reviewing the Child Safety Policy and the School Code of Conduct. These are reviewed regularly at leadership meetings and filtered through to staff at various meetings.

### Achievements

Over the past 12 months Holy Saviour has furthered its commitment to providing a safe environment for all students by actively implementing processes that establish expectations and accountabilities for people working with our students. The continued application of student wellbeing programs such as **Bounce Back** and our **Values Education** have encouraged our students to engage in conversations about their welfare and safety. The Circle Time strategy also contributes to students' growing awareness of their personal safety and who students can turn to in times of need.

Holy Saviour Parish School continues to make regular reference to its **Child Safe Policy**, our overarching guide for safety within our community, and the **Code of Conduct** which provides guidelines for adults in our community and is displayed in all prominent areas of the school and Parish.

- Child Safety Code of Conduct remained in place for 2020
- Volunteers who enter the school are checked for their Working With Children Check.
- Holy Saviour Parish introduced briefings run by trained volunteers to inform all parishioners (including parents) of requirements and expectations. Parents wishing to help in the school are now also required to complete a Parish briefing.
- All working staff in the school are required to sign a Code of Conduct.
- New staff appointed in 2019 were required to provide three references who were questioned about the person's work with children. As per the legislation they are also required to be registered with the **Victorian Institute of Teaching**.
- Child Safe Information for Holy Saviour School is provided and raised at beginning of year parent meetings to raise awareness.
- All visitors to the school are required to sign in and out of the office.
- All teaching staff continue to complete a **Mandatory Reporting** online module annually.
- Beginning and middle year training of staff in child safety
- Continued implementation of the Bounce Back program from Year P-6 which helps embed messages for students about who they can talk to.
- Whole school anti-bullying policy and practices in place.
- Parent Code of Conduct Policy

All Holy Saviour Parish School staff members participate in regular briefings and training to ensure the school's legislative obligations and the school's Child Safety Strategy remains front of mind.

Staff members have participated in a variety of training initiatives including:

- Online Mandatory Reporting Modules (Annually);
- Protect - Responding to Suspected Student Sexual Offending;
- The School's Child Safety Policy & Code of Conduct (Annually);
- Reportable Conduct Scheme Requirements;
- Organisational Duty of Care;
- Risk Management - Excursions & Camps;
- School Attendance Requirements.

## Leadership & Management

### Goals & Intended Outcomes

#### Priority 1: *Consistency of Practice*

**Goal:** To improve Literacy outcomes through the establishment of agreed, consistent research-based teaching practices across the school.

**Intended Outcome:** That all teachers will consistently use agreed research-based teaching practices in all classrooms to maximise student learning in literacy.

#### Priority 2: *Data Literate*

**Goal:** To ensure all decisions regarding student learning are based on evidence.

**Intended Outcome:** That all teachers and leaders will systematically collect agreed scheduled data sets, which will enable school wide analysis of student outcomes to determine day to day teaching practices and future whole school priorities.

#### Priority 3: *Strategic Community Partnerships*

**Goal:** To develop strategic partnerships which enhance student learning & wellbeing

**Intended Outcome:** That the school will strategically establish, monitor, evaluate and document partnerships designed to enhance student learning and well-being.

#### Priority: *Visible Catholic Identity*

**Goal:** To ensure the Religious Dimensions of Holy Saviour are visible and enacted.

**Intended Outcome:** That the school will intentionally develop and sustain the religious dimensions of Holy Saviour with the specific focus on the ongoing faith formation of staff and students.

### Achievements

- Commitment to the implementation of the School Improvement Plan for 2020
- Ongoing professional learning for all staff, embedding an expectation that all staff have a responsibility to share and implement new findings: peer observations, appraisals and staff mentoring
- Staff role clarity has been further developed through the commitment of school leadership to be more explicit with expectations
- Ongoing professional learning for the Leadership Team in *The Learning Collaborative* with the Eastern Region Office & Lyn Sharratt
- Weekly Leadership Team Meetings
- NCCD and Assessment and Reporting to the new Vic Curriculum
- Continuation of Parent Forums for clarity & transparency around the school

- Develop of a whole school literacy planner with accessible links
- Staff PL around data walls & case management meetings to assist with development of student learning
- Introduction of *The Resilience Project Partnership Program* for all children & families
- Development of a new school website and improved search engine results

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

Description of Professional Learning undertaken in 2020

**Leadership:**  
 Eastern Region Networks - Principal, Deputy Principal, REL, Teaching and Learning, Student Wellbeing, Learning Diversity, Reading Recovery

**First Aid and Occupational Health and Safety:**  
 Emergency Management Training (online), OH&S Training, COVID Safe meetings

**Education in Faith:**  
 Catholic Identity, New Religious Education Curriculum, The Worlds of the Text

**Teaching and Learning:**  
 AusVELS Briefings, SeeSaw workshops, Whole staff participation in STEM learning through STEM collective, G-Suite online courses, Soundwaves Spelling Program, Reading Comprehension Strategies, 6-Traits of Writing

**Wellbeing:**  
 Teacher Aide Workshops, Diversity & Inclusive Practice, PROTECT Resources-Child Safety, NCCD briefings and staff meetings, *The Resilience Project* staff training & workshops, Mandatory Reporting, Disability Standards for Education,

Number of teachers who participated in PL in 2020	22
Average expenditure per teacher for PL	\$117

**TEACHER SATISFACTION**

Despite the challenges of remote learning in 2020, staff satisfaction remained quite high. Through rigorous professional learning and allocation of time, staff developed greatly in confidence throughout the 2020 school year.



- In mid-March how confident were you to teach through a remote delivery format? **6.5/10 (average)**
- How confident are you now to teach through a remote delivery format (Sept)? **9/10 (average)**

The development of platforms to enable more consistent approaches to remote learning were developed throughout the year and continued when we returned to onsite learning. This ensured staff confidence was developed over the course of the year and that we were easily able to transition back to remote learning when the need arose.

- In mid-march, to what extent did your school have the platforms, resources and processes in place to move into a remote learning delivery? **4/5 (average)**
- Going forward, how prepared is your school now for switching to remote learning delivery if required? **4.9/5 (average)**

Other feedback from staff throughout the year, including remote & onsite learning, includes:

- Our teamwork was always strong and was even more important during remote learning
- We have been more open to looking after our own well-being and checking in on each other more frequently.
- More regular sharing of resources and lesson plans across the year levels has been beneficial to all

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	99.2%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	85.2%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	33.3%
Graduate	22.2%
Graduate Certificate	0.0%
Bachelor Degree	88.9%
Advanced Diploma	22.2%
No Qualifications Listed	0.0%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	13.0
Teaching Staff (FTE)	9.0
Non-Teaching Staff (Headcount)	9.0
Non-Teaching Staff (FTE)	4.3
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

#### Priority 3: *Strategic Community Partnerships*

**Goal:** To develop strategic partnerships which enhance student learning & wellbeing

**Intended Outcome:** That the school will strategically establish, monitor, evaluate and document partnerships designed to enhance student learning and well-being.

### Achievements

- The Parish Education Board reviews the annual school data and assists in goal setting with the leadership team
- The school continues to promote and encourage engagement of students and families in local community activities, eg sports groups, environmental learning, Community House activities
- Local schools, kindergartens and people living in the area were invited to attend Holy Saviour for various events
- Student engagement in Caritas and Missions fundraising projects to aid communities outside Australia and gain understanding of global contexts.
- Continued provision of a variety of lunchtime clubs, eg Choir, garden, Art Club
- Whole school / Parish liturgies for special events and Feast days
- Fortnightly assemblies to which school community members are invited - continued these throughout COVID & remote learning with virtual assemblies
- Class prayers and liturgies to which families are invited
- Mandarin Day in term 4 - focus on the Chinese culture to extend children's learning. Families invited to attend and support activities.
- Open days and information sessions to which all community members are welcome to attend
- Interschool sports activities between Holy Saviour and neighbouring schools, district, division, region, state
- Graduation liturgy and ceremony - all families invited to attend as the official end of year / farewell function
- Active Parish family groups which are promoted through the school.
- School involvement in the annual Parish and community St Vincent de Paul food drive collecting food stuffs, clothing, toys for local community.
- Principal participated in Vinnies CEO Sleepout
- Involvement in Catholic Care's Family week celebrations and fundraising.
- Parent afternoon teas at the beginning & end of the year
- Senior students participated in the Write A Book In A Day & Tournament of Minds
- Continued connection with Japara The Highbury Aged Care facility, as well as local connection with Vermont South Library

- Developed stronger relationship with "Crafty Ladies" including specialised work with small groups of children
- SeeSaw well established as our online platform - parents were on-board throughout the year

## PARENT SATISFACTION

General feedback from parents indicates are very positive year:

- *I've been meaning to write for a while to express my appreciation for my child's teachers approach to teaching. She has stood out to me this year for the way she pushes the kids to meet an appropriate standard and requires them to learn from their mistakes by having another go. She is a shining example to other teachers as to how we can require more from our kids without hurting their self-esteem.*
- *At no point have any of my kids ever felt like just another student or been one of many and blended in to the background. It's absolutely one of the biggest positives of a small school and small class sizes.*

Feedback related to the two periods of remote learning was also very positive:

- *Holy Saviour has been amazing. The teachers have been unbelievable. They are so quick to help me as a parent which was important during home-schooling. My kid definitely has missed School and I think she would have had an even better year with on site learning with these amazing teachers.*
- *It has been great term on remote learning. I really liked there are more videos from teachers to explain what the children needed to do. Children can watch the video again and again until they understand the requirements.*
- *Many thanks and much appreciation to the whole school staff for their efforts and continued dedication to my child.*
- *A heartfelt thank-you to all the teachers and staff for their incredible effort in making online learning as enjoyable, interactive and seamless as possible. We also appreciate that the feedback from Remote Learning 1.0 was taken onboard in 2.0 — e.g. better balance of online vs offline activities, the fortnightly take home packs (before stage 4 lock-downs), virtual social & learning activities.*

## Future Directions

As we move into the 2021 school year, we continue to look at ways we can engage with our Parish community as well as the community at large. The connections our students make with the wider community will only aid in their overall academic, social, emotional and spiritual development - a responsibility we have to developing the whole child. Our pastoral and Sacramental programs continue to be pivotal in our community and we continue to look for ways to engage parents in this space and ways in which we can be partners with them in educating their children.

We move into year 3 of our School Improvement Plan, with the following directions being set for 2020 - 2022.

### **Priority One:** Consistency of Practice

- Delve into Lyn Sharratt's 14 Parameters to build on staff capabilities and student learning
- Consolidate intensive evidence-based strategies
- Revise benchmarks for testing
- Leaders to continue to check in during planning
- User B assessments
- Continue work on the 6-Traits of Writing

### **Priority Two:** Data Literate

- Build on and refer to data walls
- Maintain Learning and teaching Cycle
- Continue systematic collection of agreed useful data
- Resilience Project youth survey
- Learning Collaborative
- NAPLAN and PAT analysis - using to direct teaching

### **Priority Three:** Strategic Community Partnerships

- Build stronger relationships with local kinders
- Maintain Japara, Crafty ladies and Vermont South Library connections
- Develop a Wellbeing Hub
- Playground patrol
- Engage with *The Resilience Project*
- Cyber safety
- Vermont School Special school
- Emmaus VCAL students

**Priority Four:** Visible Catholic Identity

- Engage in a Prayer Collective with St Bridget's, Greythorn
- Work to strengthen our relationship between school and parish
- Parent and child faith nights (non-sacramental focus)
- Continue level masses
- Trial Saturday night mass as a way of engaging more families
- Further PD to develop staff confidence
- More visuals around school- displays