



# Our Holy Redeemer School Surrey Hills

2020

## Annual Report to the School Community



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## Minimum Standards Attestation

I, Frank Dame, attest that Our Holy Redeemer 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.

23/03/2021

**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

Under the guidance of the Holy Spirit, at Our Holy Redeemer we are commissioned to model, build and nurture a commitment to lifelong learning and responsible global citizenship.

We provide a safe and supportive environment where child safety is a priority and the Gospel values of respect, compassion and justice guide our relationships.

As a professional team of educators, we work collaboratively to create purposeful and rigorous contemporary learning which inspires all members of our community to grow, learn and succeed.

## School Overview

Our Holy Redeemer School is a Catholic co-educational school with a population of 174 students in 2020. The school's size allows students from Prep to Year 6 to interact with each other and develop relationships in a way that may not be possible in a larger school. We believe that every child is known. We promote the teachings of the Catholic faith and assist parents to educate their children in developing an understanding of, and relationship with, God. As a Catholic community, we emphasise service to God, one another, and the greater community.

Our Holy Redeemer is a very well-resourced school which includes access to a superb hall that is used by students for assemblies, performing arts, sport, school production rehearsals, art shows and parent functions. The contemporary Learning Resource Centre (Library) also provides students and staff access to a range of literacy resources and Digital Technologies. All classrooms have access to either Chromebooks or iPads, with students in Years 5 & 6 participating in a 1:1 Chromebook program.

The school offers a comprehensive curriculum in Literacy, Numeracy and other key learning areas. 2020 saw Our Holy Redeemer maintain an explicit focus on improving Writing by entering its third year of learning and engagement under The Learning Collaborative (TLC), which is based on the research of Dr Lyn Sharratt. The TLC received support through Catholic Education Melbourne. Religious Education permeates the entire curriculum and is integrated with our Inquiry approach to learning. Mandarin is the language taught throughout the school in addition to specialist classes in Science (STEM), The Performing Arts and Physical Education. A Learning Diversity Leader works in conjunction with the Student Wellbeing Leader to ensure that assistance is provided to children experiencing social, emotional and learning challenges in addition to the support that is offered through class-based intervention. Reading Recovery and Levelled Literacy Intervention supported the development of reading fluency and comprehension.

OHR is a member of School Sport Victoria. The students in our Senior School, however, had limited opportunities to participate in inter-school sport due to the impact of COVID-19. The OHR House Sports Carnival did proceed, nonetheless, during Term 1.

The goals articulated in the 2020 Annual Action Plan comprised:

- To develop and sustain a strong professional learning culture across the school
- To maximise learning growth for all students
- To strengthen our Catholic identity.

Our Holy Redeemer offers:

- a Christian environment for staff, children and families, in the Catholic tradition;
- smaller classes to enhance literacy and numeracy provision
- a strong emphasis on the development of public speaking skills
- a before and after-school care program run on-site, by a dedicated team of professionals
- an environment where a growth mindset is encouraged
- thinking activities that are incorporated into the inquiry learning units being investigated from Prep to Year 6
- camp programs for students in Years 3-6

- a lunchtime chess program
- a gardening club
- an intensive swimming program across every year level
- participation in International Competitions and Assessments for Schools (ICAS)
- strong parental involvement

## Principal's Report

The school year commenced on 28 January 2020 for staff, with students resuming on 29 January. 174 students comprised the 8 classes that included: 2 x Foundation (Prep); 2 x Year 1/2; 2 x Year 3/4; and 2 x Year 5/6.

The School Captains and other student leaders were appointed and inducted at the Mass for the Opening of the School Year. Throughout 2020, the Captains were supportive and eager to assist in extracurricular activities and lead meetings of the School Parliament (SRC). Other student leadership teams included: R/E & School Parliament; Arts & Library; Sustainability & Kitchen Garden; and House Captains.

All areas of Our Holy Redeemer's curriculum were geared towards a high standard throughout 2020. Strategic application of the 2020-2023 School Improvement Plan (SIP) and the 2020 Annual Action Plan (AAP) ensured that a deliberate focus on purposeful teaching characterised a whole school commitment to effective classroom practice.

The motto of Our Holy Redeemer, 'Grow, Learn, Succeed', along with our vision gave emphasis to all that was achieved in a year largely impacted by the COVID-19 pandemic. Two prolonged periods of lockdown resulted in the implementation of highly creative and responsive remote and flexible learning programs. The teaching staff, under the guidance of the School Leadership Team, delivered programs for our students and parents that were highly engaging while at the same time affording our students the challenge of presenting learning in a mixture of familiar and new contexts. The staff were ever-mindful of maintaining a sense of connectedness and normalcy during this period of time through phone check-ins, video messages and Google Meets.

As students returned to classroom learning, the teaching staff targeted additional support towards student wellbeing. The continuation of the National School Chaplaincy Program (NSCP) ensured that children, parents and staff had access to a pastoral care worker who was able to provide valuable interaction and support. Our students engaged openly, both remotely and onsite, under the Integrated Learning model, where staff continued to sow the seeds of a differentiated curriculum that was responsive to individual needs. PAT Testing was administered across the school in an online format, with teachers able to access the Teaching Resource Centre. The SPA Platform was used to assist with data analysis.

In 2020 Our Holy Redeemer continued to focus on differentiating the curriculum in extending the top-performing students through enrichment activities both within the classroom and through external events such as the Maths Talent Quest, Maths Olympiad, Science Talent Search, and UNSW Global Assessments. These opportunities continued to be offered during remote learning. Our students continued to develop their knowledge and skills using Google Workspace, which was accelerated by the lockdown. We continued to monitor our School Improvement Plan (2020-2023) goals and realign our strategies from year to year based on various sources of feedback.

In addition to the professional learning provided on-site at Our Holy Redeemer, the staff also attended a range of Network Days, off-site professional learning opportunities and countless virtual meetings. All teaching staff received professional development in Simon Breakspear's 'Foundations of Teaching Sprints'. The Leadership Team used the Teaching Sprints model as a catalyst for developing a new Staff Professional Learning Plan.

Our Parents and Friends Association (PFA) is a testament to our strong and vibrant school community. The PFA met on the last Wednesday of every month throughout 2020 under the presidency of Mrs Gerardine Barnett. Through countless Zoom meetings, the PFA continued to support families through the Food Bank and a variety of other initiatives. In what proved to be a

challenging year, the great variety of social events normally on offer were required to take a back seat. Similarly, the PFA was restricted with regard to its normal exercises in fundraising. Nonetheless, they managed to make a generous donation of approximately \$32,000 towards the purchase of new and flexible classroom furniture options.

The Parish School Education Board (PSEB) met on seven occasions throughout the year. Members of The Board were involved in a review of plans for the proposed Capital Works Project. The Student Wellbeing Leader, School Architect and ICON Business Manager made presentations throughout the year. Child Safety was a regular standing agenda item. The year concluded with the plan to lodge a submission to the Australian Capital Grants committee for the necessary funds enabling the Capital Works Project to proceed.

The network of relationships and sense of community between all members of our school and parish communities continues to be of high priority. Our students' capacity to 'grow, learn and succeed' is facilitated by our skilled, enthusiastic and dedicated staff. I am genuinely appreciative of all members in our school and parish communities who work together to support the growth and development of our children. In particular, I thank our Parish Priests, Mark Reynolds and Brendan Reed, the Parish School Education Board, and Parents & Friends Committee for their advice, guidance and ongoing support.

Frank Dame

PRINCIPAL



## School Education Board Report

Throughout 2020 the Parish School Education Board (PSEB) met on seven occasions. Child Safety was a standing agenda item, and the first meeting of the year was used to orient new members of the Board on the Child Safety Standards and the PSEB Guidelines.

All schools were impacted by COVID-19 with parent feedback affirming the lead taken by Our Holy Redeemer in implementing a measured and responsive remote and flexible learning program. Various members of the School Leadership Team made presentations to the Board on their sphere of expertise, including Student Wellbeing where the focus was on supporting our students both at home and in their subsequent re-adjustment to classroom learning. The School's ICON Business Manager delivered a Finance Report in October where she provided a preliminary forecast for 2021. The launch of the School's new interactive website and Facebook page formed agenda items throughout the year.

A primary focus of the Board during 2020 was to sustain its focus on the proposed capital works project. The School's architect, Enrico Marone from EM Building Design, made a number of presentations to the Board throughout the year where consultation was openly invited. Design drawings and Stage A Cost Plans were finalised in October.

## Education in Faith

### Goals & Intended Outcomes

Goal:

To develop and sustain a strong professional learning culture across the school.

Intended Outcomes:

That there is a systematic approach to the observation, feedback, mentoring and coaching cycle so that collaboration and reflection of practice result in whole-school improvement.

That teacher self-efficacy improves so that the climate of learning improves.

Goal:

To maximise learning growth for all students.

Intended Outcome:

That data-literate teachers plan differentiated instruction so that all students are challenged to grow.

Goal:

To strengthen our Catholic Identity.

Intended Outcomes:

That teachers develop Catholic pedagogy across the school so that learners engage in dialogue that connects tradition, faith, culture and life.

That the Catholic ethos of the school underpins the policies and practices so that the Catholic Identity of the school is strengthened.

### Achievements

- RE Leader facilitated regular professional learning during staff PLT meetings with a special focus on planning/assessment and analysing the school's Enhancing Catholic School's Identity (ECSI) Data
- During the periods of home learning, opportunities were provided for communal class and whole school prayer.
- Staff successfully transitioned to providing engaging RE Units of Work in a home learning environment across the three strands of learning (Knowledge and Understanding; Reasoning and Responding; Personal and Communal Engagement) in the Religious Education Curriculum Framework.
- Despite the celebration of Sacraments having to be postponed due to COVID-19, staff still worked with the parish to prepare students for the Sacraments of Reconciliation, First Eucharist and Confirmation to support the parish Sacramental program.
- The RE Student Leadership Team sold donated icy poles each week in Term 1 to raise funds for Caritas Australia

- The Senior School RE/Social Justice Team worked with the RE Leader to plan school liturgies and prayer services and also raise awareness of and drive social justice initiatives
- RE Leader worked closely with the Parish Sacramental Co-Ordinators and the RE Leaders at the two other schools in the parish (Our Lady's, Surrey Hills and OLG, Deepdene to continually foster the relationship between the school/s and parish
- Obtained funding to establish a new RE Collective with the other two schools in the parish.

#### VALUE ADDED

- Opening of the School Year Mass where staff and the student leadership team were commissioned in their roles of service, followed by a BBQ in the school grounds
- Combined Staff Mass with the other school in the parish (Our Lady's, Surrey Hills) in the first week of school.
- Fr Mark burned the palms on Shrove Tuesday, before the school community, to illustrate the connection with Ash Wednesday
- Ash Wednesday Mass
- Graduation Mass & Dinner
- End of the School Year Mass
- Classes attended weekday parish Mass every Friday and Father Mark would visit classes prior to these masses
- All classes take turns to prepare and lead the prayer at the weekly Whole School Assemblies
- Students preparing to receive the Sacrament of Reconciliation attended a Reflection Day in conjunction with the students from Our Lady's, Surrey Hills
- RE Leader attended REL Network Days to liaise with other schools and build professional capacity.

## Learning & Teaching

### Goals & Intended Outcomes

Goal:

To develop and sustain a strong professional learning culture across the school.

Intended Outcomes:

That there is a systematic approach to the observation, feedback, mentoring and coaching cycle so that collaboration and reflection of practice result in whole-school improvement.

That teacher self-efficacy improves so that the climate of learning improves.

Goal:

To maximise learning growth for all students.

Intended Outcome:

That data-literate teachers plan differentiated instruction so that all students are challenged to grow.

Goal:

To strengthen our Catholic Identity.

Intended Outcomes:

That teachers develop Catholic pedagogy across the school so that learners engage in dialogue that connects tradition, faith, culture and life.

That the Catholic ethos of the school underpins the policies and practices so that the Catholic Identity of the school is strengthened.

### Achievements

In 2020 our school began work on the 2020-2023 School Improvement Plan through the development and implementation of the 2020 Annual Action plan.

In 2020, curriculum teaching and learning outcomes were affected without exception in a number of fundamental ways. The majority of two terms of teaching were online/remote teaching and the subsequent terms were modified to support 'well-being' and teaching and learning.

Student engagement continued to be a focus where students were provided with opportunities to develop and extend skills and thinking through participating in events such as UNSW and ICAS Competitions, the Science Talent Search, Chess, the Maths Talent Quest, the Australian Maths Competition, Public Speaking and Debating. We aim to provide extracurricular opportunities across all levels in differing areas.

Students from F-6 were exposed to new experiences as a result of the 2020 circumstances. The learning of new Technology Platforms such as Google Meet, Padlet, Hapara and Flipgrid was evident across the school. The Personal and Social Capability of the curriculum was highlighted as students became more active in their learning by managing learning time, resources and setting personal goals. As a result students became more independent learners.

To consolidate our already comprehensive assessment schedule, twice yearly formal assessments using ACER's Progressive Assessment Tests (PAT) in Literacy and Mathematics were continued. We also continued to work with the PAT Teacher Resource Centre for Reading and Mathematics to support targeted teaching. Ongoing was our work with the Student Performance Analyser (SPA) program developed by SREAMS to individually track and monitor the academic and social development of every individual student and continued to use Digital Individual Student Record Cards. These tools enabled us to track individual student data and set targeted goals for students.

Throughout the year the whole staff continued to implement the 'Soundwaves Spelling Program', a phonemic based spelling approach. The 'Soundwaves Spelling Program' formed a part of the whole-school Assessment Schedule. As part of our Literacy action plan we continued to implement the writing framework, 'The 6+1 Traits of Writing' across F-6. Staff continued to implement an explicit success criteria rubric for Writing from F-6. Staff moderated the 6+1 Traits Rubric as a whole school against the Victorian Curriculum. Added to the assessment schedule was an expectation that teachers used the Curriculum Aligned Rubric with a writing sample once in the year 2020. In addition, the expectation was that teachers use the rubric to provide student feedback and set future goals.

In 2020 OHR continued our work with the 'Learning Collaborative Framework'. The Learning Collaborative Collective's lens on data driven teaching created a sharp and narrow focus on areas of improvement in all curriculum areas for all staff. In English, staff collectively maintained a Data Wall on Writing as a result of one whole school Writing Moderation Session which evidenced teaching and learning outcomes and provided direction for future Case Management Meetings, Professional Development and Reading Intervention. Continued work on using co-created Success Criteria and The Power of Five Questions (Sharratt, 2017) was conducted to develop long term attainment of English learning. In Maths, staff used PAT Data to co construct a Maths Data Wall. Putting the faces on the data enabled rich teacher dialogue and the introduction of Maths Case Management Meetings. Teachers were then data literate and able to deliver data driven teaching in the area of Maths.

In 2020, the staff continued to implement the Learning Collaborative pedagogies into all curriculum areas, many pedagogies were adapted to online forums. This promoted transparency and during remote learning this fostered family understanding of the learning. The Power of The Five Questions formed the basis of developing independent learners and the use of exemplars, Learning Intentions, Success Criteria and 'Bump It Up Walls' both physically and virtually through the use of Loom, Screencastify, Google Workspace, supported the 'Learning Collaborative' pedagogies.

In 2020 staff engaged in professional development on 'Writing Moderation' and 'Bump It Up Walls' to continue to develop whole school targeted outcomes in literacy. The Reading Recovery teacher continued implementing the Levelled Literacy program at OHR Levelled Literacy activities ran in parallel with Reading Recovery (both online) and reached a broader range of students across Years 1 - 3. The Literacy Leader successfully applied for a grant from Mont Albert Rotary Club. The 2020 reduced grant went towards the purchase of the Soundwaves online resource.

During Book Week the Year 6 students authored and illustrated their hand-made picture storybooks. An official Book Launch attended by the senior school teachers, students and the Principal was held. The students visited classrooms across the school to share their books with younger students.

Contemporary literature continued to be researched and acquired for the Year 5-6 Literature Circle Program. The Literature circle program facilitates higher order thinking and the skills of questioning, mapping, connecting, vocabulary study and summarising, which were explicitly demonstrated and modelled by teachers before students began working independently using these supports.

Staff continued to utilise the set of 8 rich concepts and explored these using an inquiry approach over a two year cycle. These concepts were Belonging, Choices, Diversity, Growth, Impact, Justice, Story & Systems.

The same three staffs also continued their work as part of an RE Collective. The collective involved the CEM Religious Education consultants and the Education in Faith Leaders from each of the three schools working with staff. The focus was the Religious Education Curriculum Framework and Assessment in RE.

The Maths Leader and the Principal continued Learning Walks during Term One. These were based on the work of Lyn Sharratt and involved the Principal or the Maths Leader entering a classroom and asking a student five key questions about their learning. Feedback about the student responses was later provided to the classroom teacher. A data collection method (Google Form) was used for recording student responses.

The Maths Talent Quest was provided for selected students in Years 3/4 and 5/6 as a form of Maths Extension and engagement. Across the school, we continued to focus on fluency skills and problem solving strategies. All senior school students participated in either 'Maths Olympiads' or 'Maths Games' problem solving competitions which were run by the APSMO.

The use of technology in the classroom has continued to be an area of focus. We have continued to work with Google as our seamless operating system and all students have access to G-Suite. Every student has a school Google account, enabling them to connect and collaborate with other members of our school. Students use technology across the curriculum to investigate, communicate, collaborate, solve problems and capture, connect and celebrate their learning. We

have a Chromebook program in our junior, middle and senior school with iPads in the Foundation area of the school.

The school twitter account (@OHRLearning) has enabled achievements in the sphere of Learning & Teaching to be acknowledged and celebrated. The SeeSaw Learning Journal continued to be used across the school as a way of showcasing and reporting student learning to parents via an app. During 2020 'Remote Learning' the use of Facebook and Instagram Accounts also supported reporting on student achievements.

Staff participated in targeted Professional Development Programs during onsite teaching Terms to build capacity to deliver expert teaching in every classroom. The Junior Teaching Team, for example, was accompanied by the Maths Leader and attended a three day Professional Development Program run by Catholic Education Melbourne titled Exploring Mathematical Pedagogies. This enabled those teachers to learn more about the teaching and learning of Mathematical concepts and pedagogies.

## STUDENT LEARNING OUTCOMES

Data Literacy and Analysis continued to form a key area of focus during 2020.

It is important to note that due to the circumstances of 2020 no students completed NAPLAN (National Assessment Program Literacy & Numeracy) testing. This was a nationwide implication.

Students at Our Holy Redeemer completed PAT (Progressive Achievement Tests) in the area of Reading and Mathematics.

In Reading the majority of students achieved at or above the expected level. Reflecting on PAT data from 2019, the overall growth of students was moderate or high.

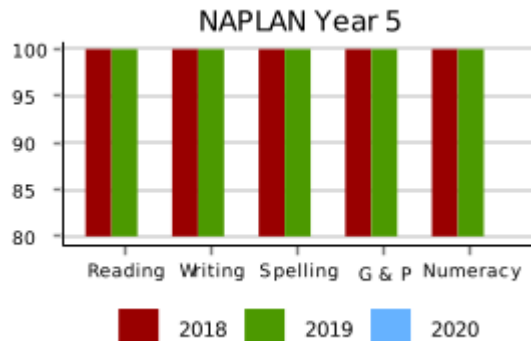
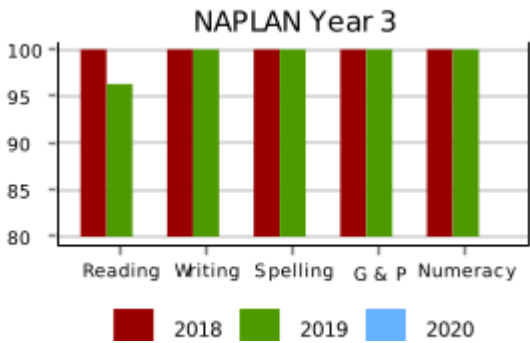
In Mathematics, a whole school data wall was constructed tracking both student achievement and growth. In Prep-2, all students except for one achieved at or above the expected level and in Years 3-6 the majority achieved at or above the expected level. In relation to the PAT data from 2019, the overall growth of students was moderate or high.

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	96.3	-3.7		
YR 03 Spelling	100.0	100.0	0.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	100.0	100.0	0.0		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	100.0	100.0	0.0		
YR 05 Writing	100.0	100.0	0.0		

\* 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 develop and sustain a strong professional learning culture across the school.

Intended Outcomes:

That there is a systematic approach to the observation, feedback, mentoring and coaching cycle so that collaboration and reflection of practice result in whole-school improvement.

That teacher self-efficacy improves so that the climate of learning improves.

Goal:

To maximise learning growth for all students.

Intended Outcome:

That data-literate teachers plan differentiated instruction so that all students are challenged to grow.

Goal:

To strengthen our Catholic Identity.

Intended Outcomes:

That teachers develop Catholic pedagogy across the school so that learners engage in dialogue that connects tradition, faith, culture and life.

That the Catholic ethos of the school underpins the policies and practices so that the Catholic Identity of the school is strengthened.

### Achievements

Despite COVID 19 lockdown, the school continued to foster student engagement, build resilience, strengthen connectedness to school and community, and enhance young people's sense of belonging through:

- Promotion of School Wide Positive Behaviours (SWPBs) in conjunction with the OHR Expectation Matrix
- Enabling School Captains and Members of Parliament (SRC) to participate regularly and effectively in the decision making process
- Developed a Student Version of the Child Safety Policy
- Continuing to develop skills in Restorative Practices amongst staff and students
- Peaceful Kids program continued to assist students on a weekly basis who exhibited high social and emotional needs. Online, whole school was supported with practical resources to assist with wellbeing during stressful lockdown times.

- Incorporating Mindfulness within daily program explicit teaching of Social and Emotional Learning. This was sustained during remote and flexible learning.
- Weekly promotion, via the whole school assembly, of one expectation from the Matrix forming the focus for that week. Expectations stemmed from the three core areas: Respect for Self; Respect for Others; and Respect for the Environment
- Staff acknowledge positive behaviours by rewarding students with 'Gotcha Cards'
- Wellbeing Leader continued to work with staff to implement the Berry Street Education Model, Resilience Rights and Respectful Relationships (RRRR) program and Victorian Curriculum
- Principal and Student Wellbeing Leader attend RRRR Community of Practice meetings (Term 1 only)
- Continued 'Berry Street Education Model' to support SEL lessons.
- Attendance at Student Wellbeing Network meetings
- OHR Pastoral Care Worker continued work through the National School Chaplaincy Programme (NSCP) to support the emotional wellbeing of students
- PSG meetings were scheduled and PLP's developed to support students with needs
- Regular speech and language assistance provided through the CEM to support students
- Scheduled staff meetings specifically focusing on student wellbeing needs considered important for the school and arising from the Annual Action Plan
- Lunchtime Gardening Program. The Gardening Program continued during remote and flexible learning to support the wellbeing of nominated students
- Buddy program continued between Junior and Senior students
- P-6 Members of Parliament (Student Representative Council) - student lead initiatives; development of leadership capacity
- Leadership opportunities for all senior students where student leadership teams meet with an allocated staff member on a weekly basis
- Successful and supportive camp program: Years 5 & 6 to Canberra
- Year 1/2 students participated in the Learn to Be Safe with Emmy and Friends program
- Year 5/6 students participated in the Click Against Hate Program
- Wellbeing leader would meet with individual students or small groups on a needs basis
- Transition Programs: Maintained regular communication between local kindergartens; Conducted effective transition program for the incoming Foundation students and their parents (the program was modified as students numbers were restricted per session)
- Student artwork displayed in the Catholic Education Week Visual Arts Exhibition
- Explicit teaching of 'Cybersafety' awareness
- Whole school involvement in Day for Daniel
- Class discussions about safety were held in every classroom
- Student Wellbeing Leader promulgated Child Safety Policy Student Version.
- Continued RRRR framework was implemented in SEL lessons from F-6

- Behaviour Management Policy, Student Wellbeing Policy, Anti-Bullying Policy (Students), Anti-Bullying Policy (Staff) were utilised when needed.
- Samantha Davies, a registered Psychologist from Minds that Matter continued weekly sessions with students requiring mental health support. Sessions were conducted via Zoom during remote and flexible learning
- Jo Golds, Physical Education teacher, sustained weekly pilates lessons to assist students' mental health through movements and mindfulness.

#### VALUE ADDED

- Whole school involvement in Day for Daniel
- Students participated in a whole school approach to social and emotional learning via the Berry Street Education Model
- Year 5/6 students participated in the Click Against Hate Program
- Year 1/2 students participated in the Learn to be Safe with Emmy and Friends program
- Virtual Days to build connectedness amongst the students, e.g. Footy Colours Day
- Successful and supportive camp program: Years 5 & 6 to Canberra
- OHR is a member of School Sport Victoria, providing opportunities to participate in Interschool Sport (Term 1 only)
- Lunchtime chess program
- Lunchtime Gardening Program
- The school leaders acknowledgement of their peers for displaying School Wide Positive Behaviours at weekly assemblies (at both live and virtual assemblies)
- Providing all Year 5/6 students the opportunity to lead including: School Captains, class MPs (SRC), Arts/Library Leaders, Sports Leaders and RE/Social Justice Leaders
- An explicit focus on developing qualities of student leadership through participation in the annual Caritas' Just Leadership Day.
- Acknowledgement of achievements in school newsletter.
- Students work towards achieving the House Shield through the school award system. This has a long-term focus in promoting respect and responsibility in the school.
- Continued work of the School Captains, Vice Captains and Principal in the Boroondara Active Safe Schools (BASS) program
- Development of OHR Family Reflections Book, which captured the multitude of positive ways that families managed through the Victorian lockdown.
- Regular check-ins with identified families and students during the Victorian lockdown.

## STUDENT SATISFACTION

In responding to the CEM School Innovation Rapid Capture Surveys, students were asked to note the strengths they saw develop in themselves during the period of remote learning. The responses included:

- Creativity and braveness
- Concentration and persistence
- Resilience, courage and strength
- Independence
- Perseverance
- Organisation
- The ability to get ready for the day early and have everything planned in advance
- Getting work done without distractions
- Getting work done by myself
- Becoming more organized
- No distractions allowed the ability to concentrate
- Problem solving; as students could not talk to their friends, they just had to figure it out
- Organisational skills
- Patience when the internet went down
- Respect for classmates and teachers in supporting students for so long
- Kindness in helping younger siblings
- To motivate themselves when things got tricky
- Self-confidence
- Patience and kindness
- Hard working
- Improved at multi-tasking

## STUDENT ATTENDANCE

Students are expected to attend the school during normal school hours every day of each term unless there is an approved exemption from the school.

The school records student attendance twice per day. When students are absent from school, parents are required to notify the office or the classroom teacher via phone or email by 8.45am on the day of the absence. Absences that have not been notified to the school by the time the attendance roll is completed, will result in a phone call or SMS to the parents/carers to determine the whereabouts of the student. Written communication - either letter or email - is required from the parents/guardians upon the student returning to school. If a student is ever absent for a prolonged period of time or with regular frequency, either the Principal, Deputy Principal or Student Wellbeing Leader will make direct contact with the parents/guardians. Records are to be maintained of such contact. In certain instances a letter will follow the phone conversation.

During COVID-19, student attendance was marked daily by the classroom teacher in accordance with CECV directives. Class teachers monitored student attendance through daily class check-ins via Google Meet and through online student submission of work. Those students who attended school onsite during this time were marked daily on the attendance register by either the Principal or another member of the Leadership Team.

Parents/guardians are regularly reminded, via the school newsletter, of their obligation to send their children to school on a consistent basis, and that reasons for absenteeism are to be legitimate and in writing. Articles on the impact of regular absenteeism are incorporated in the school newsletter, and are supported by the inclusion of the parent brochure - 'Every Day Counts' (Department of Education & Training).

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.9%
Y02	97.4%
Y03	95.0%
Y04	97.0%
Y05	97.8%
Y06	97.5%
Overall average attendance	96.7%

## Child Safe Standards

### Goals & Intended Outcomes

Our Holy Redeemer 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. Our Holy Redeemer 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. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse.

### Achievements

#### **The embedding of policies and commitments into everyday practice**

- Child Safety Standards remains a regular agenda item at Parish School Education Board meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed.
- 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 regular briefings on acceptable behaviours and are required to read and sign the school's Child Safety Code of Conduct every time they enter the school site.
- Staff members have completed the Victorian Department of Education and Training's Mandatory Reporting eLearning module.

#### **The participation & 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 participation in the Berry Street Education Model (BSEM) and Resilience Rights & Respectful Relationships (RRRR) played a fundamental role in achieving this outcome. This has culminated in a 'Child Friendly Code of Conduct' developed and reviewed by the Student Representative Council (SRC) and communicated to students via relevant learning opportunities and made available to the broader school community via the school website.

### **Consultation with the community**

- Our Holy Redeemer 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.

### **Human Resource Practices**

- Our Holy Redeemer continues to implement robust Human Resource practices to ensure 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.

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

## Leadership & Management

### Goals & Intended Outcomes

Goal:

To develop and sustain a strong professional learning culture across the school.

Intended Outcomes:

That there is a systematic approach to the observation, feedback, mentoring and coaching cycle so that collaboration and reflection of practice result in whole-school improvement.

That teacher self-efficacy improves so that the climate of learning improves.

Goal:

To maximise learning growth for all students.

Intended Outcome:

That data-literate teachers plan differentiated instruction so that all students are challenged to grow.

Goal:

To strengthen our Catholic Identity.

Intended Outcomes:

That teachers develop Catholic pedagogy across the school so that learners engage in dialogue that connects tradition, faith, culture and life.

That the Catholic ethos of the school underpins the policies and practices so that the Catholic Identity of the school is strengthened.

### Achievements

The school entered first year of the CEM (Catholic Education Melbourne) School Improvement Framework (2020 - 2023). The School Leadership Team was supported by CEM School Advisors in implementing the 2020 Annual Action Plan (AAP). Staff were guided by the Leadership Team in understanding and implementing the 2020 AAP, with a specific focus on the Actions. Key Actions were analysed in order to deepen staff understanding of how those actions could be implemented.

Within the sphere of Leadership & Management:

- The Leadership Team met, collaborated and consulted within weekly meetings on Wednesday mornings
- The Leadership Team, in conjunction with the CEM Eastern Region Office, finalised the 2020 AAP
- Strategic staff focus on Foundation Teaching Prints, All teaching staff attended a full-day of professional development on Foundation Teaching Sprints at the Catholic Leadership Centre Melbourne



- All PLT Meetings included a reference the Horizons of Hope and clearly articulated Learning Intentions and Success Criteria
- The role of the Critical Friend in PLT Meetings, where constructive feedback was provided to the presenter(s), continued to be refined
- A submission was successfully submitted for the establishment of a new RE Collective, comprising Our Holy Redeemer, Our Lady's Wattle Park and OLGDC Deepdene
- Our Holy Redeemer entered the third year of The Learning Collaborative (as a Cohort One school), with a specific focus on improvement in Writing. In 2020 the Leadership Team guided the staff in the development of a Maths Data Wall
- Staff continued to be skilled in the core elements emanating from The Learning Collaborative (TLC). The Leadership Team continued to engage in professional learning with Dr Lyn Sharratt, through a series of Eastern Region School-Wide Improvement Networks.
- Case Management Meetings were scheduled every fortnight, but were disrupted in Terms 2 & 3 due to the Victorian lockdown
- Teaching staff were supported by the Leadership Team during remote and flexible learning to develop and adapt teaching and learning programs
- Staff were upskilled in a range of digital technology tools and platforms to enhance student learning
- Parents and students completed School Innovation Rapid Capture Surveys to ascertain how they were managing with remote and flexible learning during the Victorian lockdown
- Wellbeing of students was addressed both during and post the Victorian lockdown.
- During Terms 1 and 4, class Members of Parliament (SRC) held meetings within their own classroom and reported fortnightly to school Parliament focussing particularly on school improvement
- Completely re-built the school website, in association with Digital Schools, to serve as a communication platform for prospective and existing parents
- Collation, and feedback, of data arising from Learning Walks
- Continued refinement of Literacy and Numeracy Assessment Schedule
- Data Meetings: Recording and analysis of testing data
- Further staff professional learning in PAT data analysis
- Continued planning units of work and rich tasks as a whole staff during Planning Days, PLT Meetings and Professional Planning Day for 2021 school year
- Leaders met with Level Teams for Facilitated Planning
- Commenced development of a Staff Professional Learning Plan
- Continued implementation of Social & Emotional Learning curriculum and practices, reflecting Berry Street Education Model (BSEM) and Resilience Rights and Respectful Relationships (RRRR)
- Regular PSG Meetings (one per term for funded and some non-funded students). Google Meets were held during Terms 2-4
- Parent Learning Walks were facilitated for parents

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2020

During 2020, many of the professional learning opportunities were offered online from Term 2 onwards due to COVID-19 and its impact on Victorian schools. The expenditure per teacher was far less throughout the year due to numerous online offerings. Nonetheless, a variety of professional learning opportunities, including intensive course work, was undertaken by staff, including but not limited to:

- Eastern Region School-Wide Improvement Networks (Principal and core leaders attendance and participation at L&T Network Meetings)
- Year 3 of Lyn Sharratt's The Learning Collaborative (Principal and four teachers)
- Principal Network Meetings
- Deputy Principal Network Meetings
- Religious Education Leaders' Network Meetings
- School Mathematics & Literacy Leaders Networks
- School Improvement Framework: Entering the first year of the 2020 - 2023 School Improvement Plan (SIP)
- Learning Diversity Processes, including updated NCCD training
- Learning Diversity Network Meetings
- Student Wellbeing Leaders Network Days
- Attendance at School Governors' & Principals' Briefings
- The Junior Teaching Team, accompanied by the Maths Leader, attended a professional development program run by Catholic Education Melbourne entitled Exploring Mathematical Pedagogies. This enabled those teachers to learn more about the teaching and learning of Mathematical concepts and pedagogies. (3 x full days)
- School admin Officer completed additional training in ICON eFIN and eSIS
- Learning Support Officers trained in Leveled Literacy Intervention (LLI)
- Weekly Professional Learning Meetings: Literacy, Numeracy, Religious Education, Wellbeing and Learning & Teaching focus:
  - Data Analysis
  - Mathematics Data Wall construction and analysis
  - Matific
  - Religious Education Curriculum Framework and Assessment
  - Hapara and Seesaw
  - Case Management Meetings: Writing and Mathematics
  - Moderation of Writing

- Writing Data Wall analysis
- Mathematics Proficiencies
- Disability Standards for Education - eLearning Modules
- Speaking & Listening: Developing Public Speaking Criteria
- Building Back Better - Lessons learned from remote and flexible learning
- Emergency Management Training - Dynamiq
- Changes to Governance of Catholic Schools
- Development of Online Student Record Files
- All staff received training in CPR and Anaphylaxis
- Mandatory Reporting Online Module - all staff
- Continued professional support provided by CEM Eastern Region Office to enable the implementation of the 2020-2023 AAP and the 2020 SIP
- Term Planning Days facilitated by the L & T Leaders
- Facilitated Planning for class teachers and specialist teachers by members of the Leadership Team

Number of teachers who participated in PL in 2020	19
Average expenditure per teacher for PL	\$345

**TEACHER SATISFACTION**

Data from the 2019 School Improvement Surveys indicated extremely positive results for teacher satisfaction across the 14 domains. The domains of Support for Teams and Feedback were both areas indicating further strategic focus and attention. The school's 2020-2023 School Improvement Plan has incorporated a "systematic approach to the observation, feedback, mentoring and coaching cycle". As such all staff attended Professional Learning on Simon Breakspear's 'Teaching Sprints'. The Leadership Team is now working towards establishing this process as an embedded routine for professional growth.

The COVID-19 global pandemic and resultant school closures for significant periods of time in 2020 presented many challenges to teacher satisfaction and wellbeing. The School Leadership Team ensured that all decisions regarding structure and process during the periods of home learning were made following feedback and discussion with all staff. This ensured teachers felt that their voice was heard and understood. Systems and structures were also put into place to ensure staff could still collaborate in teams and their wellbeing was regularly monitored throughout the year.

Despite the challenges of 2020, teachers noted many positive learnings that have invigorated their practice. These include an increased focus on collaboration, educating the parent

community on the importance of engaging and supporting students through the process of learning and using different forms of technology within the classroom.

#### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	85.6%
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#### ALL STAFF RETENTION RATE

Staff Retention Rate	95.8%
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#### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	25.0%
Graduate	16.7%
Graduate Certificate	8.3%
Bachelor Degree	83.3%
Advanced Diploma	41.7%
No Qualifications Listed	0.0%

#### STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	18.0
Teaching Staff (FTE)	11.1
Non-Teaching Staff (Headcount)	6.0
Non-Teaching Staff (FTE)	3.5
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

Goal:

To develop and sustain a strong professional learning culture across the school.

Intended Outcomes:

That there is a systematic approach to the observation, feedback, mentoring and coaching cycle so that collaboration and reflection of practice result in whole-school improvement.

That teacher self-efficacy improves so that the climate of learning improves.

Goal:

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Intended Outcome:

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Goal:

To strengthen our Catholic Identity.

Intended Outcomes:

That teachers develop Catholic pedagogy across the school so that learners engage in dialogue that connects tradition, faith, culture and life.

That the Catholic ethos of the school underpins the policies and practices so that the Catholic Identity of the school is strengthened.

### Achievements

In 2020, COVID-19 had a dramatic impact on the way in which the school could connect as a community. However, at Our Holy Redeemer, we continued to seek ways to maintain and sustain partnerships between home, school, parish and the wider community.

Some of the key activities that enriched our year were:

- Parent information sessions to enhance the understanding of Cybersafety, Transition, and ways to develop Mindfulness for Parents & their Children
- Whole school events such as: the OHR House Athletics Carnival; Ash Wednesday Mass; Year 5&6 Passion Plays during Holy Week, and the Year 6 Graduation
- Year level Parent Gatherings at host homes during Term 1 to build social connection/community
- Parent Information Sessions and Parent-Teacher Conferences
- Parent engagement via SeeSaw student learning portfolios, Google Workspace, and Flipgrid
- Continued to maintain relationships with local kindergartens via regular principal visits

- Partnership with Goodstart Local Kindergarten (preschool children visiting the school to experience aspects of school life). Note: the program was required to cease during Term 2
- Year 6s visits across all year levels to read their handmade Picture Books
- Parental involvement in the implementation and development of their child's Individual Learning Plan
- Phone check-ins with all students and parents
- Development of an OHR Reflections book, where families contributed a page of images, recipes and family celebrations conducted through the Victorian lockdown. The School Captains were responsible for the book's concept.
- ANZAC Day Dawn Driveway Services were photographed and shared through an iMovie with the parent community
- Virtual Assemblies held on a weekly basis to maintain a sense of normality for students and parents
- The school newsletter contained weekly features and images of students learning at home to create a sense of community
- Our Sustainable Gardening program included auctions where produce, such as pumpkins, were bid for by families. Such exercises helped maintain connection during remote learning
- Participation by students in the OHR Virtual Public Speaking Competition
- Comprehensive Transition Program for children entering Foundation (Prep) and their parents
- Parents:
  - as class representatives;
  - as active members of the Parents & Friends Association (PFA)
  - as active members of the Parish School Education Board (PSEB)
  - *Note: PFA and PSEB meetings continued regularly throughout the year via Zoom*
- Parent Food Bank (an initiative of the Parents & Friends Association)
- Parents involved in Open Morning activities
- Opening Year Mass and commissioning of staff and student leaders
- Book Week Celebration to launch the Year 6 Picture Books
- Farewelling of families exiting our school and recognition of their contribution to the school through "The Last Hurrah" social gathering
- Further events that comprised the school year included:
  - Curriculum based camps (Canberra Educational Experience - Years 5/6)
  - Inter-school (Term 1)
  - Maths Olympiad
  - Science Talent Search
  - Maths Talent Quest
  - UNSW Assessments

- Book Week - which was scaled back to Book Day
- House Debating

## PARENT SATISFACTION

Based on the responses to the CEM School Innovation Rapid Capture Surveys, the parents at Our Holy Redeemer generally reported a positive experience of remote learning. The affirmative responses included:

- Very clear and consistent communication on the part of the school
- Provision of just the right amount of learning content per day
- The remote learning program was both educational, interactive and covered all areas of learning
- It was evident how well the teaching staff collaborated together
- Absolute appreciation for everything the school did throughout remote learning
- Appreciative of the effort put into caring for the students and the parents
- Consistency of Google Meets for students and teachers to check in, communicate and remain connected
- Regular feedback was provided through Seesaw with teachers and students using Padlet for questions that arose during the day
- Daily learning overviews were thorough and well set out
- Grateful for the efforts of the teaching staff during remote learning as this was a new experience for all
- Children were at the centre of everything the school did throughout the lockdown
- Constant feedback and support from staff was appreciated
- The school did a remarkable job of managing remote learning, especially supporting children who had special needs
- There was a good balance between screen and off-screen tasks
- The additional workload and commitment of teachers was acknowledged, as was the fact that many had their own children at home
- Students were managed well upon their return to school

The Rapid Capture Surveys noted, however, that there is always room for improvement:

- Remote learning worked well for older students but was more challenging for students in the junior school
- Some comments or posts were lost along the way
- Some students finished assigned tasks by lunchtime.
- Greater collaboration between family and classroom teacher

- Schooling and education are a very social experience; the isolation of remote learning impacted on the wellbeing of some
- Even more frequent Google Meets would have been helpful



## Future Directions

At Our Holy Redeemer, we will continue to refine our learning and teaching practices with the goal of continuing to improve student outcomes and wellbeing.

We aim to:

- Continue systematically reviewing student outcomes data to identify areas of learning that should be improved, forming the school's narrow and sharp explicit improvement agenda.
- Develop a data plan that clearly specifies the schedule of data collection and the responsibilities for analysis, use and monitoring of data at individual, cohort and school-wide levels.
- Consolidate a whole-of-school professional learning plan that takes account of all modes of professional learning opportunities, particularly those within the school.
- Refine and embed a shared understanding of differentiation ensuring that it is a key feature of classroom practice, characterised by the regular use of data to determine the needs of individual students.