



Our Holy Redeemer School Surrey Hills

2021 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 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

11/03/2022

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

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

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

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

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

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

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

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

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 156 students in 2021. 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 that 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 investment in Digital Technologies ensured all students were able to access and respond meaningfully to online learning during the periods of remote learning

The school offers a comprehensive curriculum in Literacy, Numeracy and other key learning areas. 2021 saw Our Holy Redeemer maintain an explicit focus on improving Writing and Mathematics by entering its fourth 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 Melbourne Archdiocese Catholic Schools Ltd (MACS).

Religious Education permeates the entire curriculum and is integrated through our 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 adjustments are provided to children experiencing social-emotional, cognitive and physical 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, while Maths Intervention supported the acquisition of skills in Number Sense.

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. Nonetheless, the OHR House Sports Carnival and Swimming Program did proceed,

The goals articulated in the 2021 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 integrated 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 27 January 2021 for staff, with students resuming on 28 January. 156 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 Vice Captains were inducted at the Mass for the Opening of the School Year. Throughout 2021, 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. Leaders met weekly with designated members of staff to guide them in purposeful action.

Strategic application of the 2020-2023 School Improvement Plan (SIP) and the 2021 Annual Action Plan (AAP) ensured that a deliberate focus on purposeful teaching, characterised by Lyn Sharratt's The Learning Collaborative, drove our 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, yet again 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 learning rigour during this period of time through phone check-ins and daily 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, with 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 2021, 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 enabled the use of breakout rooms when learning online.

The Leadership Team 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 Roanne Inness' 'Creating a Team Culture'.

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 2021 under the presidency of Mrs Lauren Gardiner. Through countless Zoom meetings, the PFA continued to support families through the Food Bank and a variety of other initiatives. The Social arm of the PFA organised both a French Food & Wine Night and an Italian Food & Wine Night during the depths of the Winter lockdowns. These virtual events helped maintain connection amongst our school

community. The PFA was restricted with regard to its normal exercises in fundraising. Nonetheless, they managed to make a generous donation of approximately \$12,000 that went towards the purchase of additional Chromebooks and Microscopes.

The Parish School Education Board was dissolved and reformed as a School Advisory Council (SAC). The SAC met on seven occasions throughout the year. A new Terms of Reference was tailored to the Our Holy Redeemer SAC. Members of the Council were involved in a review of plans for the proposed Capital Works Project, where a sub-committee was formed to develop and new school Masterplan. The Learning Diversity Leader, RE Leader, English Leader, MACS Business Manager, and two School Architects made presentations throughout the year. Child Safety was a regular standing agenda item.

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 Advisory Council Report

The Board of Melbourne Archdiocese Catholic Schools Ltd (MACS) has responsibility for the strategic direction and oversight of the operation and management of MACS schools, including Our Holy Redeemer. Thus, 2021 saw the creation of a new School Advisory Council (SAC) at Our Holy Redeemer (OHR). The primary work of the SAC was to tailor the MACS Terms of Reference to reflect the operations of the OHR SAC.

The SAC met on seven occasions throughout the year. Child Safety was a standing agenda item, and the first meeting of the year was used to orient new members of the Council on the Child Safety Standards. Significant time was also spent exploring and understanding the changes brought about by the new governance structure under MACS.

For the second successive year, all Victorian schools were impacted by COVID-19 lockdowns, with parent feedback yet again affirming the lead taken by Our Holy Redeemer in implementing a measured and responsive remote and flexible learning program that had further evolved since 2020. Various members of the School Leadership Team made presentations to the Council on their sphere of expertise, including the Religious Education Leader, English Leader, and Learning Diversity Leader. The School's ICON Business Manager delivered a Finance Report in October where she provided a preliminary forecast for 2022.

In the latter part of the year, Archiphilia was engaged to present a Masterplan Methodology that essentially outlines the Masterplan process. A Masterplan subcommittee was formed comprising two members of the SAC, two other parent representatives, and three staff from the School Leadership Team.

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 Prayer
- 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.
- Staff worked in conjunction with the parish to prepare students for the Sacraments of Reconciliation, First Eucharist and Confirmation to support the parish Sacramental program. All students eligible to receive a a Sacrament were given this opportunity, including those who missed out the previous year due to COVID restrictions.
- 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 Coordinators and the RE Leaders at the two other schools in the parish (Our Lady's, Surrey Hills and Our Lady of Good Counsel, Deepdene to continually foster the relationship between the school/s and parish
- Regular meetings between the Principals, RE Leaders, Learning Consultants (Religious Education) from from the Catholic Mission and Identity Team at Melbourne Archdiocese Catholic Schools (MACS) and the parish priests to establish processes and goals moving forward in collaboration.

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
- Whole School Mass for students and staff in the Church when COVID restrictions allowed
- All classes took turns to prepare and lead the prayer at 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
- Students preparing to receive the Sacrament of First Eucharist attended a Retreat Day at the Don Bosco Retreat Centre in Lysterfield
- RE Leader attended REL Network Days to liaise with other schools and build professional capacity.
- Regular meetings between the parish priests, Principals and Religious Education Leaders of our three parish schools. These meetings were supported by staff from the MACS Eastern Region Office.

Learning & Teaching

Goals & Intended Outcomes

Goal:

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Intended Outcomes:

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Achievements

[LTAchievements]

STUDENT LEARNING OUTCOMES

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.

In 2021, the mean NAPLAN Result for both the Year 3 and Year 5 cohorts was at least 30 points higher than the national average in all five domains (Reading, Writing, Spelling, Grammar & Punctuation and Numeracy). For both year levels, the strongest results were in Reading and Numeracy where the mean was more than 50 points above the national average.

Year 3 to Year 5 growth analysis from 2019 to 2021, highlights an above-expected level of growth in Spelling and Numeracy. This is proof that the whole school approach to spelling through the Soundwaves Program and the various maths extension and intervention programs put in place are working effectively.

For the Year 3 cohort, the percentage of students working 1 year or more above the expected level is significant. For Reading this number is 39%, Writing 61%, Spelling 43%, Grammar & Punctuation 43% and Numeracy 39%. These outstanding results are continued in Year 5 where the percentages of students working 1 year or more above the expected level are; Reading 65%, Writing 53%, Spelling 60%, Grammar & Punctuation 60% and Numeracy 55%.

A key focus during staff professional development continues to be building teacher capacity to differentiate effectively using a range of data sources to pinpoint what students currently know, and what they are ready to learn next. Data enables teachers to plan well-scaffolded learning pathways so that all students have a point of entry. Student data can also identify gaps in knowledge and skills that can be used for learning intervention. Using a variety of differentiation strategies to suit the needs of individual students, helps students to become personally invested in, and take ownership of their learning. Differentiated teaching also allows students at risk of disengagement to experience meaningful learning.

The school utilises a number of targeted intervention programs to support the specific learning needs of individual students. These include: Levelled Literacy Intervention (LLI), Reading Recovery, Maths Intervention Focus Groups and the use of Learning Support Officers (LSO's).

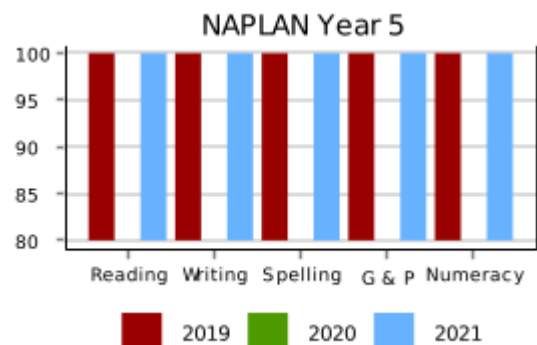
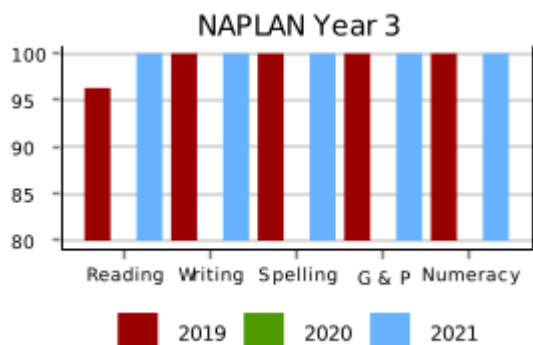
Opportunities for extension are also comprehensive. These include; Science Talent Search (STS), The International Competitions and Assessments for Schools (ICAS) co-ordinated by the University of New South Wales, Chess program and competitions, Maths Talent Quest (MTQ), The Australian Problem-Solving Mathematical Olympiads (APSMO) and G.A.T.E.WAYS Programs.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	100.0	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	96.3	-	-	100.0	-
YR 03 Spelling	100.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	100.0	-	-	100.0	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	100.0	-	-	100.0	-
YR 05 Writing	100.0	-	-	100.0	-

* 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:

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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
- Consolidated the 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
- 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
- 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 Coonawarra and Years 3 & 4 to Phillip Island
- 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)
- Explicit teaching of 'Cybersafety' awareness
- Whole school involvement in the National Day of Action Against Bullying and Violence
- 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.
- About Real Life Parent Information Session and 3-6 Family Sessions were held virtually
- Camp Quality Program Years F-6

VALUE ADDED

- Whole school involvement in Day for Daniel
- Whole school involvement in the National Day of Action Against Bullying and Violence
- Students participated in a whole school approach to social and emotional learning via the Berry Street Education Model and Resilience, Rights & Respectful Relationships
- Virtual Days to build connectedness amongst the students, e.g. Footy Colours Day
- Successful and supportive camp program: Years 5 & 6 to Coonawarra and Years 3 & 4 to Phillip Island
- OHR is a member of School Sport Victoria, providing opportunities to participate in Interschool Sport (Term 1 only)
- 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 Halogen 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.
- Regular check-ins with identified families and students during the Victorian lockdown

STUDENT SATISFACTION

Analysis of the Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS) reveal the following:

- Rigorous Expectations of students, at 80%, align with the MACS average. Student Safety has improved markedly since 2019, sitting at 67% which lies above the MACS average of 62%.

- Learning Disposition (80%), School Climate (77%), Teacher Student Relationships (75%), School Engagement, and Catholic Identity have all remained relatively consistent, if not marginally improved, since the previous survey period of 2019.
- Student Belonging and Enabling Safety, warrant further analysis.

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	96.0%
Y02	94.3%
Y03	96.4%
Y04	91.8%
Y05	94.0%
Y06	97.5%
Overall average attendance	95.0%

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 2021, 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 School Advisory Council 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 the second year of the MACS (Melbourne Archdiocese Catholic Schools Ltd) School Improvement Framework (2020 - 2023). The School Leadership Team was supported by MACS Eastern Region Office (ERO) staff in implementing the 2021 Annual Action Plan (AAP). Staff were guided by the Leadership Team in understanding and implementing the 2021 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. At least once per term they were joined by MACS ERO staff
- The Leadership Team, in conjunction with the MACS Leadership Consultant, finalised the 2021 AAP
- Strategic staff focus on Teaching Sprints, supported by the development of individual staff Professional Learning Plans

- Teaching Sprints were designed to further develop teacher pedagogy and practice of key principles emanating from Dr Lyn Sharratt's The Learning Collaborative (TLC)
- Our Holy Redeemer entered the fourth year of The Learning Collaborative (as a Cohort One school), with a specific focus on improvement in Writing. In 2021 the Leadership Team worked alongside the teaching staff in the development of both Maths and Student Wellbeing Data Walls
- Staff continued to be skilled in the 14 Parameters emanating from The Learning Collaborative (TLC). The Leadership Team, as part of a small cluster of schools, continued to engage in professional learning with Dr Lyn Sharratt
- Leadership Team joined the School Improvement Learning Collaborative, an initiative of Dr Simon Breakspeare and the MACS ERO staff
- 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
- 2021 saw the establishment of a new RE Collective, comprising the schools of Our Holy Redeemer, Our Lady's Wattle Park and OLGC Deepdene
- Case Management Meetings were scheduled every fortnight, but were disrupted during the periods of remote and flexible learning due to the Victorian lockdowns
- Teaching staff were supported by the Leadership Team during remote and flexible learning to develop and adapt teaching and learning programs. Weekly Professional Learning Team (PLT) meetings continued throughout the Victorian lockdown periods
- Staff were upskilled in a range of digital technology tools and platforms to enhance student learning. Remote and flexible learning accelerated this collaborative process amongst staff
- Two Learning Support Officers (LSOs) were supported to study for the Certificate in Level IV Education Support
- 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 lockdowns
- Wellbeing of parents was addressed during the periods of lockdown with members of the Leadership Team, including the Learning Diversity Leader, making direct phone contact with every family
- Between Victorian lockdowns, the Members of Parliament (SRC) held meetings within their own classroom and reported fortnightly to school Parliament focussing particularly on school improvement
- Collaborated with Digital Schools in the maintenance of the school's new website, designed 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 2022 school year
- Leaders met with Level Teams for Facilitated Planning
- 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 while parents were unable to be on-site.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

During 2021, many of the professional learning opportunities were offered online throughout the year 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:

- School Improvement Learning Collaborative: Principal and core leaders attendance and participation at L&T Network Meetings facilitated by Simon Breakspear
- Year 4 of Lyn Sharratt's The Learning Collaborative (Principal and four teachers)
- Developing a Team Culture with Roanne Innes from TEAMING - whole staff full-day workshop and 2 x PLT meetings
- All staff received training in Level 2 First Aid and Anaphylaxis Management
- Training & Induction Courses through Safesmart:
 - Child Safe Code of Conduct
 - OH&S Induction
 - Anaphylaxis Training - twice yearly
 - Infectious Disease Control / Personal Hygiene
 - Mental Health & Wellbeing
 - School Infection Prevention & Control (during Coronavirus)
- Mandatory Reporting Online Module - all staff
- Continued professional support provided by MACS Eastern Region Office to enable the implementation of the 2020-2023 SIP and the 2021 AAP
- Term Planning Days facilitated by the L&T, Mathematics and English Leaders
- Facilitated Planning for class teachers and specialist teachers by members of the Leadership Team
- Principal Network Meetings
- Deputy Principal Network Meetings

- Religious Education Leaders' Network Meetings
- School Mathematics & Literacy Leaders Networks
- Student Wellbeing Leaders Network Days
- School Improvement Framework: Entering the second year of the 2020 - 2023 School Improvement Plan (SIP)
- Learning Diversity Processes, including updated NCCD training
- Learning Diversity Leaders Network Meetings
- Attendance at 'Custodians of Mission & Principals' Briefings
- School Admin Officer completed further training in eFIN and eSIS
- Two Learning Support Officers trained in 'Certificate IV Education Support'
- Weekly Professional Learning Meetings: Literacy, Numeracy, Religious Education, Wellbeing and Learning & Teaching focus:
 - Data Analysis
 - Data Wall construction: Mathematics & Student Wellbeing
 - Matific
 - Religious Education Curriculum Framework and Assessment
 - Hapara and Seesaw
 - Case Management Meetings: Writing and Mathematics
 - Moderation of Writing

Number of teachers who participated in PL in 2021	24
Average expenditure per teacher for PL	\$701

TEACHER SATISFACTION

Analysis of the Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS) reveal the following:

- Collective Efficacy (96%), Collaboration and Improvement Strategy (95%), Collaboration in Teams (95%), and Perceptions of the overall social and learning climate of the school (91%), all reflected that the school staff are aligned in their vision, knowledge, and approach for improved instruction.
- Student Safety, Staff Safety and Psychological Safety all demonstrated an increase since the 2019 survey period, with each domain situated above the MACS average.
- Perceptions of staff feedback warrant further analysis and education. There needs to be greater clarity on the variety/forms of staff feedback.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	96.9%
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ALL STAFF RETENTION RATE

Staff Retention Rate	96.0%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	15.4%
Graduate	15.4%
Graduate Certificate	7.7%
Bachelor Degree	84.6%
Advanced Diploma	38.5%
No Qualifications Listed	0.0%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	19.0
Teaching Staff (FTE)	11.2
Non-Teaching Staff (Headcount)	7.0
Non-Teaching Staff (FTE)	4.3
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:

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 2021, COVID-19 continued to impact on the way in which the school could connect as a community. However, at Our Holy Redeemer, we pursued seeking 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 Transition, About Real Life Sexual Education Program (Year 3-6),
- Whole school events such as the OHR House Athletics Carnival; Year 5&6 Passion Plays during Holy Week; OHR Olympics Day; OHR Swimming Safety Day (Year 3-6); Sacramental Celebrations; the Last Hurrah for exiting parents; and the Year 6 Graduation
- Year level Parent Gatherings normally scheduled at host homes during Term 1 were held on the school grounds, due to COVID-19 density limits. These events helped to build social connections among our parents and staff
- Parent Information Sessions and Parent-Teacher Conferences

- Parent Programs, such as Helping my Child to Read at Home with Professor Anne Scott (ACU)
- Transition program for parents of Foundation students, including 'Starting School 2022: How your family can thrive & not just survive' facilitated by Carley McGauran
- Parent engagement via SeeSaw student learning portfolios, Harpara and Google Workspace,
- Continued to maintain relationships with local kindergartens via regular principal visits
- The establishment of an RE Collective between the schools of Our Holy Redeemer, Our Lady's Wattle Park, and Our Lady of Good Counsel Deepdene. The collective enabled a rich sharing of ideas and resources across the three parish schools
- The PFA sought creative ways to maintain family connections during the Melbourne lockdowns by orchestrating events such as the French Food & Wine Night and the Italian Food & Wine Night. Events such as the Kids Disco and Mothers' Day Paint & Sip Evening were also able to proceed
- The few Working Bees held throughout the year concluded with a barbeque enabling parents the opportunity to socialise.

PARENT SATISFACTION

Analysis of the Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS) reveal the following:

- Families' perceptions of the social and learning climate of the school, at 91%, are above the MACS average and reflect an overall improvement since the 2019 survey period.
- Timelines, frequency and quality of communication between the school and families (83%) also sat above the MACS average and demonstrated growth since the previous survey period.
- Similarly, the School Climate was regarded very favourably at 91%. This, too, was above the MACS average and built on the 88% approval recorded during 2019.
- Student Safety and Catholic Identity both sat above the MACS average.
- Family Engagement, not surprisingly, did reflect a decline. In all likelihood, this was largely influenced by the series of rolling Melbourne lockdowns restricting opportunities for parent engagement and involvement, not to mention the hindrance imposed to their physical presence and interactions with teaching staff both on the school grounds and within learning areas.

Future Directions

At Our Holy Redeemer, we will continue to refine our learning and teaching practices with the goal of continuing to improve student learning 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.
- Continue building on the current assessment schedule to construct a data plan F-Year 6 for systemic collection, analysis and use of data to drive learning
- Articulate an explicit and agreed position on the research-based teaching practices that need to be evident in every classroom. Continue to support teachers in their understanding and implementation of the effective teaching methods subscribed to and ensure that there is consistency of practice evident in every classroom, every day.
- 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.