



Our Lady of the Assumption School Cheltenham

2020

Annual Report to the School Community



Registered School Number: 1505

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Minimum Standards Attestation

I, Richard Jacques, attest that Our Lady of the Assumption 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.

10/06/2021

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

Our School Vision

We, at OLA, are a welcoming Christian community, living and celebrating with faith and gratitude in the spirit of Jesus.

School Overview

At Our Lady of the Assumption (OLA) Parish Primary School we are proud of our Catholic faith. We live out the gospel values in everything we do, as evident in our vision statement. We seek to help our students develop their personal relationship with God. The programs at the school are designed to foster the skills and talents of all students, while bringing families into partnership with the school to contribute to the learning process. Our teachers are highly dedicated and well respected within the community.

OLA offers outstanding educational opportunities for our Prep - Grade 6 students. We invite you to take a moment to explore our website and social media platforms to learn more about our school.

At OLA, we live out our Vision by creating a place of welcome and a strong sense of belonging for each member of our community. We promote within our students a love for learning, and we educate the whole person. The religious, social, academic, physical and emotional aspects of our students are vitally important as we encourage each child to reach their potential.

Our staff are highly professional, motivated and dedicated to supporting each and every student. Family partnerships are very important to us here at OLA. Together we aim to deliver an education of the highest quality.

Community

At OLA, we pride ourselves on our strong sense of community. Families are the first educators of children and we believe education is achieved in partnership between home and school. With the recent appointment of our Principal, Richard Jacques, our enrolment advertisements promoted new adventures, and journeying together. We have enjoyed the time to get to know one another and continue to make OLA the wonderful place that it is.

The school is an integral part of our OLA parish and we enjoy a strong relationship and sense of belonging. We have an engaged and supportive School Advisory Council (OSAC) and Parents and Friends Association who work to enhance connections between all stakeholders.

2020 brought its challenges. While it was hard for us to physically be away from one another during the lockdown period, we are so proud of the way our community held its spirit during this time. We found ways to connect with one another while staying apart, such as online lessons, a home disco, fortnightly recorded assemblies, a drawing competition and regular posts on platforms such as Google Classroom, Operoo and social media.

Wellbeing

At OLA each child is known by name. Their passions, skills and interests are acknowledged and fostered. We value the importance of our students as happy, safe children and work to create an environment that fosters this. The staff are all dedicated to this goal and work to create warm, welcoming and encouraging spaces within their classrooms. Our hope for our students is that they leave their primary schooling years having experienced many learning opportunities that have helped them to discover their passions and to be the best version of themselves.

Academic Excellence

We have high expectations of academic growth and achievement. Staff use data to regularly assess student progression of learning to cater to the individual needs of all students.

Additional programs and extracurricular opportunities in 2020 included Fountas and Pinnell Levelled Literacy Intervention (LLI), Early Reading Intervention Knowledge (ERIK) program, cross

country, Prep-Grade 4 swimming program, Grade 5 and 6 beach education program, vocal and instrumental music program, Grade 5 and 6 Camp, Grade 4 Camp Experience Night, end of year dance concert, and Out of School Hours Club (OSH Club) program operating from Bracken Hall.

Facilities

Located next to our Church, our school takes the form of four multileveled buildings, split according to grade levels. We enjoy the additional large space that our large Brigid Hall provides and the stage with curtains and lighting is brought to life with many a performance and celebration of learning. We also have designated spaces for our Art, Japanese and STEM specialist lessons. We have expansive play areas for the children including an adventure playground, sandpit, cubby house, a large modern synthetic oval with soccer and AFL goals, undercover area, basketball courts, four square courts, vegetable gardens and a fairy garden.

At the end of 2020, we received notification that our application for a State Government capital grant was successful, and we will receive \$1,980,000 for the final stage in our Master Plan. We look forward to restructuring some of the older parts of the school to create a new Library, STEM Makerspace, outdoor learning spaces, and community space, and removing the portable buildings to create even more play space. Building works are set to commence late in 2021.

Principal's Report

PRINCIPAL'S REPORT

At Our Lady of the Assumption Parish Primary School (OLA) we are a community dedicated to creating a collaborative culture of learning where children learn to problem solve and think critically and creatively. Our teachers are passionate about children, learning and life and we know that good relationships are at the heart of good teaching. We are committed to maintaining the highest standards in Literacy and Mathematics whilst nurturing the wellbeing of each student.

The religious dimension of our Catholic school supports students to grow in virtue and to embrace a sense of self and the world. At OLA this is nurtured through prayer, learning, celebrations, belonging and reaching out.

At OLA we enjoy a positive and welcoming culture where we celebrate strengths and promote a growth mindset. We are about modelling and forming positive habits of thought, speech and behaviour. Celebration, rhythm and structure are at the heart of school life at OLA. We believe in creating happy memories and we do this through providing exciting and enjoyable class, year level and whole school events.

We aim to nurture gratitude, empathy, mindfulness and strong connections within our community. From day to day we reflect on what has worked well which allows us to build on successes and continue to improve. We want our students to flourish and reach their potential by knowing and using their strengths and building on them. We want our students to identify and follow their passions and learn how to make a difference in the world. We aim to bring about the best in each student, enabling all to achieve the highest goals possible.

Remote Learning

Especially in 2020 we extend our gratitude to all our families and staff for their unwavering support of the students throughout the challenging periods of 'lockdown'. We congratulate the students on making it through the lengthy remote learning journey. We are so proud of the manner in which the students responded, adapted and showed resilience during this time.

Throughout remote learning we were delighted to hear of the many creative ways in which some families maintained precious ties and connectedness to others in our community. The lack of peer connection was perhaps the toughest for our students as these interactions so often drive, inspire and motivate the students with their academic routines and enhance their engagement when learning at school. Our messaging to families during this challenging time was, *'Be kind to yourselves and do what you can.'* From the outset of remote learning our collective focus was aimed at maintaining the wellbeing of our students, families and staff.

I am grateful to the whole staff for meeting in year levels each week throughout remote learning to review the past week and to plan and refine our practice for the week ahead. The school's leadership team then met to formalise these discussions and ensure that there was a consistent whole school approach to remote learning at OLA. We are most appreciative to the many families who acknowledged the efforts of the staff for their active presence and commitment to the students and parents. Throughout this time, staff were asked to redesign what school looks like. I am very proud of the entire staff - each day they were open to learning new things, open to change, taking on feedback and improving their practice.

What a joy it was to receive emails like this one from a grandmother in our community: *'I would just like to express my gratitude and appreciation for all that the school is doing to home school our grandchildren. It was such a privilege to be able to help our grandchildren with their home*

learning. I was extremely impressed with the command they took of the process and the entertaining content of their classes. Must say I was very grateful that we didn't get them on a Maths day!! Despite some obvious signs of stress that our grandchildren exhibit on occasions we are so proud of them trying their best, even if they sometimes feel like they can't do it. I wanted to personally thank you and your team of supportive teachers, for taking such good care of our grandchildren during these extremely challenging times. May you all be back in the supportive community of your school very soon.'

Highlights from the year include:

- **Student Wellbeing Engagement and Love for Learning (SWELL) Term** - A SWELL term focuses on the wellbeing of our students by providing opportunities for students to transition back into school, develop new friendships and engage in learning activities while feeling happy, safe and secure. Some of these opportunities include: visits from St. John's Ambulance and the Australian Dental Van, get to know you activities and games, opening of the school year Mass, starting each day with whole school meditation, Culture Connections and Have a Ball, swimming program, 5 Trusted Adults activity, family picnic and welcome evening.
- **Acts of Kindness** - OLA students reached out to show gratitude to our essential service workers during this challenging time. Melina (4/5FL) presented flowers and a letter to the dedicated Police Officers at the Springvale Police Station. The police officers were so appreciative of the gratitude from Melina, her family and the OLA community. What an amazing act of kindness! I'm sure all the Essential Service workers that the students from OLA wrote to were made to feel extra special.
- **Culture Connect Incursion** where Prep-Grade 6 students learnt about Indigenous stories and culture.
- **Cybersafety Parent Information Evening with Marty McGauran** from Inform and Empower. Marty spoke to our parent community about raising children in a digital world.
- **Aware Parenting Webinar with Lael Stone** from The Resilience Project. We were excited to have over 80 people online and were proud to have our staff join the conversation as well as neighbouring principals and families from local kinders. A lovely reminder was given to all parents to spend 20 minutes each day with our children without interruption and without our phones!
- **Prep Information Night, 'School Readiness'** with Carley McGauran. Over 30 families joined our staff for this webinar. The goal of the evening was to help our new and current families feel more relaxed and confident about 'starting school', know how to best support their child with evidence based strategies and learn some practical skills to help them with parenting challenges!
- **Remote assemblies** were pre recorded and shared with students in their Google Classroom each fortnight and this was another way to help maintain connection in our community.**100 days of Prep** - The postman delivered packages addressed to our Preps to celebrate their first 100 days of learning at OLA. It was lovely to see the children with their groovy 100 day glasses and proudly holding their 100 days certificates.
- **Sporting opportunities** such as Swimming training, Interschool sport, Prep to Year 4 Water Experience Program, Cross Country, Footy/Sport Colours Day and Grade 5 and Grade 6 Beach Water Safety Program with Surf Life Saving Victoria.

- **Book Week Parade** - We were delighted to celebrate our **love of reading** through the annual Book Week Parade - thank you to all our families for sharing your love of books and for joining in the Book Week activities.
- **Author Visit** - What an honour it was for us here at OLA to host the spectacular children's book author **Felice Arena**. We all loved Felice's enthusiasm and love for reading, writing and illustrating. Felice Arena is one of Australia's much loved children's authors. His books have topped bestseller lists and garnered several awards, including six Australian Children Choice Book Awards. Some of these include the Andy Roid series, the Sporty Kids and The Besties books, the hugely popular Specky Magee series, and most recently his acclaimed historical adventure novels and CBCA notable books, The Boy and the Spy, Fearless Frederic and A Great Escape.
- **Staff Wellbeing** - In addition to taking care of student wellbeing, staff wellbeing has been of utmost importance at OLA. We provided staff with professional learning opportunities to share ways that we take care of our own emotional fitness. We have been supported by Georgina Manning, a well respected leader of Wellbeing in Melbourne.
- **The Little Long Walk** - OLA hosted this walk in partnership with the Long Walk Foundation and the Happs Group. The first of its kind in Bayside Melbourne, the OLA Little Long Walk was held on Friday 13 November, as part of **NAIDOC week**. It was such a memorable morning and it was lovely to see the whole school involved - there really is something quite special about the whole community doing the same thing at the same time. We had to be very agile to ensure that we modified the event to meet the restrictions in place at the time. Each class was rostered on to meet under the beautiful gum tree with an acknowledgement of country and some story telling, followed by the SRC leaders passing on the indigenous message stick and the FIRE Carriers leading a lap of the school with the banners proudly acknowledging, 'Always Was. Always Will Be'. We are grateful for this opportunity to celebrate Aboriginal and Torres Strait Islander history and culture.
- **Dance Concert** - A big thank you to our students for their energy and enthusiasm for Performing Arts at OLA. The preparation for the end of year Dance Concert has been a huge highlight in the final term of 2020 and it has certainly helped students to settle back into onsite learning and working together to achieve something amazing. Thank you to staff for being fully present at Dance Concert rehearsals and for being up front celebrating and praising students' efforts. It is wonderful that so many of our students are shining in different ways and that we are learning more and more about the many talents in our community.
- **Celebrations of student work** - What a delight it has been to see students visit and proudly share their amazing work with the leadership and administration team.

Faith and Life

This year was certainly a very different Feast of the Assumption. Whilst we could not gather and celebrate as a community onsite, there were many different opportunities to mark the occasion. We thank the students for the enthusiasm they brought to the day and we were particularly proud of the children's portraits of Mary. Our RE Leader together with our School Captains led a Prayer Service for all in our community to participate in and enjoy.

Both students and their families appreciated exploring different religions from around the world. The aim of this work this year was to increase our knowledge and respect for the beliefs of others. The world we live in is so diverse and this has never been more important than now. The Enhancing Catholic School Identity (ECSI) Survey states the preferred position on the Victoria Scale is a Dialogue School. The Victoria Scale explores how a Catholic school, within our

multicultural and multireligious society, manages its Catholic identity whilst also exercising harmony with the wider community. It considers the links between faith and life. It is through dialogue and exploration of other faiths that we hope to strengthen not only our beliefs as Catholics, but also increase our knowledge of, and respect for, people of other religions.

Our strong partnership with Resurrection Primary School enabled our teachers to unpack and implement the Renewed RE Curriculum Frameworks, in line with student learning in the classroom.

Celebrating all that is OLA

This year we have made it a priority to celebrate all that we learn and experience at OLA with our broader community. Word of mouth is so important when it comes to sharing our story and building our reputation in the community. We are proud of our connections with local kinders, school tours, our new website, social media presence, OLA billboards, enrolment flyers, prominent signage and our new electronic notice board on Centre Dandenong Road. It has been lovely to welcome new families through our school. The core Leadership Team, School Captains and I begin these tours with a presentation sharing our story at OLA and what we love about our school. We then walk our families through the school showcasing our calm and happy classrooms. It is great for our visiting families to see the engaging displays as well as the school gardens and grounds which look amazing. Not only did we hold our tours onsite and in person, but we also created a Virtual School Tour and Principal Presentation to share with interested families during lockdown. It is exciting to have doubled our Prep enrolments for 2021 and we thank all involved in helping make this possible.

Review

Throughout this year we have been preparing for our School Review which takes place every four years. This review is an important part of our ongoing school improvement. While we remained hopeful that we would be able to conduct the review onsite, our Review was completed via Zoom (a memory of 2020 that will be remembered forever!!). I would like to thank our OLA Leadership and Administration Team for their support in preparing the extensive documentation. I would also like to thank the staff, parents and students for their input and support in this process. It really is a great time to stop and reflect on where we are at as a school and where we want to go next. All the preparation and organisation of the Child Safe Standards (CSS) and the Victorian Registration and Qualifications Authority (VRQA) minimum standards and requirements for registration were met. Our reviewer was very impressed and commended the team for the organisation and presentation of the evidence and the cleanliness of the school grounds and buildings. There was lots to celebrate. Our reviewer was Trish Cowling, an Educational Consultant, School Reviewer and the Past Principal of Genazzano FCJ College here in Melbourne. We were so proud to hear Trish say things like... 'I can't believe all the space you have there in Cheltenham! I can't get over the cleanliness of the grounds and buildings. Excellent security. The parents must be thrilled with the school - it's beautiful.'

Thank you

Thank you to Fr Alan, our parish, our staff, our parents and most importantly our students for being part of our great OLA family. Thank you for what each and every one of you bring to our community. May each of us continue to be kind in all we say and do and may we always give of our best as we strive to offer the best education and journey in faith that is possible right here in Cheltenham.

Richard Jacques

Principal

School Education Board Report

Two thousand and twenty started out as an exciting new chapter with the OLA Community as we welcomed our new Principal Richard Jacques. Little did we realise that by the end of Term 1 our state would be forced into a lockdown that, except for 5 short weeks, would last until the end of September.

We witnessed how the leadership team worked together to support the staff and families during these unprecedented times was truly inspiring. Having to transition all classroom work onto work- packs for home and online learning was certainly a challenging task. Grasping new technology and ramping up the communication between the school and families ensured a transition between school and remote learning to be as smooth as can be expected.

Richard's drive to increase school student numbers has been exciting to see with the use of clever marketing and increased social media presence, he achieved an outstanding success in being able to have two Prep classes for 2021. The social media pages have also been a wonderful way for students and families to connect and share the OLA message. Being able to share student work has not only inspired the students but has also allowed us all to feel more connected with our community.

It was wonderful to see some cosmetic changes occur throughout 2020 at the school with:

- Installations of the new electronic signage on Centre Dandenong Road
- School name on outside of Brigid Hall on Centre Dandenong Road
- Ongoing Real Estate boards promoting the School on Centre Dandenong Road, Wilson Street and in the car park

The committee played an active role in supporting the leadership team in applying for and successfully gaining the Local Schools Community fund which saw \$10,000 spent on playground markings which have been installed throughout the playground and created great interest and excitement for the children during break times.

In November the School underwent its School Review. This involved a great deal of work behind the scenes in preparation prior to the reviewer attending the school and I congratulate Richard and Caitlan and the OLA Leadership Team on their time and hard work for the School to achieve the fantastic results.

We had eight OSAC meetings during 2020, plus an extraordinary meeting to discuss the School Class Structures (MML) for 2021 and had a great meeting with Joe Brick to discuss the school finances. Although the majority of our meetings in 2020 were held remotely it was always great to see the enthusiasm and participation of all members, and it has proved that when faced with such challenging circumstances we can all rise and support the great work that the School has been doing.

We had some changes to OSAC at the end of 2020 with Tim Dressing (3 years) and Liz Godfrey (2 years) departing, and we welcomed Linda Rumsey and Steve Bustin to OSAC.

To end the year we had the exciting announcement that the school was successful in obtaining a building grant and planning is well underway to create an exciting stem space and new library in the old admin areas which by end of 2021 will be underway for completion mid-2022.

OSAC Chair

Education in Faith

Goals & Intended Outcomes

Our goal for Religious Dimensions from our 2020 Annual Action Plan was to enhance our community as a place of encounter with God. We aimed to achieve this goal through the following intended outcomes:

- Relationships in the school community will better reflect our core Gospel values.
- The significance of personal prayer and liturgical experience in the life of the school community will be improved

Achievements

Curriculum

We continued our Scope & Sequence based on Catholic Social Teaching.

Prior to planning the units, teachers engaged in Pedagogy of Encounter led by the Religious Education (RE) team. This allowed teachers to reflect and share their insights before planning student content. Throughout the unit, students were questioning their own wonderings and interests in order to plan the last few lessons of the unit; the 'student driven learning'. This enabled the renewed RE curriculum at OLA to have more of an inquiry focus.

- Term 1 - The Common Good (What can be achieved by working together?)
- Term 2 - Preferential Option for the Poor (What is justice for the poor?)
- Term 3 - Connecting to Others (Interfaith Knowledge)
- Term 4 - Subsidiarity and Participation (How do we make good decisions to help others?)

Sacramental

- Reconciliation was celebrated over two nights in March.
- Fr Alan was delegated for the Sacrament of Confirmation. Grade 6 students were given the option to receive the Sacrament under strict COVID guidelines. 45 students received the Sacrament of Confirmation on Tuesday 1st December 2020. One parent was able to attend for each candidate. Richard Jacques stood in as the proxy sponsor for all children. The service was a simple, intimate Mass which will be a lasting memory for all involved.

Faith Formation

- Daily whole school meditation
- Staff Professional Learning Pedagogy of Encounter and Recontextualisation
- Staff continued to work with the Renewed RE Curriculum Frameworks
- Exploration of Horizons of Hope

Children, families and staff participated in class, school and parish liturgical celebrations including:

- Staff Commissioning Mass
- Beginning of Year Mass
- Family Parish Focus Masses
- Senior Level Class Participation in Mass
- Junior Level Parish Mass Visits
- Ash Wednesday Mass
- Level Lenten Prayer Services hosted by each level
- Mini Vinnies Commissioning Prayer Service held remotely
- Mary Mackillop Feast Day Prayer Services held remotely
- Remembrance Day Prayer Service held remotely
- Assumption Day Mass Prayer Service held remotely
- Assumption Day activities incorporated into remote learning activities
- Advent Prayer Services held in classrooms
- Prep Nativity Prayer celebration
- Continuation of Religious Dimension component in fortnightly newsletter
- Prayer on the front of each fortnightly newsletter

Parent/Child Workshops at each level provided opportunities for parents to learn about their child's 'Education in Faith' curriculum and practices, while developing the faith education of the parents:

- Grade Prep - Prayer
- Grade Three - Reconciliation

VALUE ADDED

Throughout the year we have worked in an RE Collective Partnership with Resurrection Primary School in Keysborough. The teams at both school have incorporated a mix of leadership and classrooms teachers, ranging from all levels and Amerall Blom (CEM RE Consultant) has also attended each meeting. We have met approximately five times throughout the year, a combination of face-to-face and online.

Our goals for 2020 were:

- Through an understanding of our students and community, staff will be collaborative and dialogical in authentic learning design; enabling opportunities for student voice, while actively supporting and challenging learners to go beyond.
- Through an understanding of our community, we will design units that give our students voice and choice for deep learning of our Catholic Faith.

- To gain a deeper understanding of our students and staff in order to build their capacity, that leads to authentic learning for all and enhances our Catholic Identity.

Faith in Action:

- Feast of the Sacred Heart - St Vincent de Paul Winter Food Appeal
- St Vincent de Paul Advent Tree
- Support for the Have a Ball Foundation
- Mini Long Walk

Learning & Teaching

Goals & Intended Outcomes

Our goal for Learning and Teaching from our 2020 Annual Action Plan was to inspire students to develop a passion for learning within an environment that fosters engagement with all aspects of the curriculum. We aimed to achieve this goal through the following intended outcomes:

- Improve student outcomes in Writing and Numeracy.
- Improve levels of student engagement, motivation and ownership of their learning

Achievements

- Remote Learning via Google Classroom platforms for P- 6.
- Zoom lessons daily including literacy and numeracy targeted teaching groups.
- Employment of an IT and Digital Technologies Consultant to support all staff at OLA with the rapid learning required in moving from onsite face to face learning to online remote learning.
- Expansion of Tier 2 Intervention programs to include enrichment opportunities for those students performing above expected standards in English and Mathematics.
- Continued development of Tier 2 intervention programs to support student learning in English for students in Grade 1 to 6.
- Involvement in the Mathematics Pedagogies Professional Learning Project via Zoom recordings to further develop and enhance classroom practice.
- Staff professional learning focused on effective implementation of Learning Intentions and Success Criteria.
- Continued use of a Planning Checklist to ensure consistency of language and pedagogical understanding; with termly reviews completed by Level Leaders.
- Collaborative Planning in year level teams with back to back planning and preparation time.
- Continued use of Assessment Benchmarks for standardised assessments (Fountas & Pinnell BAS and PAT assessments).
- All staff completed the AITSL teacher toolkit to create 2020 professional learning goals.
- Ongoing use of SOCs (Success or Challenge Sharing) during PLTs as means of promoting collaboration and teacher learning.
- Continued involvement with the 'i sea i care' Program, led by two teachers and the Year 6 student ambassadors.
- Continued and strengthened involvement with the Friends Igniting Reconciliation through Education (FIRE) Carriers Program.
- Participation in the Little Long Walk during NAIDOC week.
- Incursions enhanced learning across the curriculum.

STUDENT LEARNING OUTCOMES

Analysis of our Essential Assessment data in the area of Mathematics shows:

- All year levels showed growth in the area of Mathematics between Semester 1 and 2
- The percentage of students achieving above standard at each year level increased when tested on the three strands of Mathematics early 2021.

Analysis of our Progressive Achievement Test (PAT) data shows:

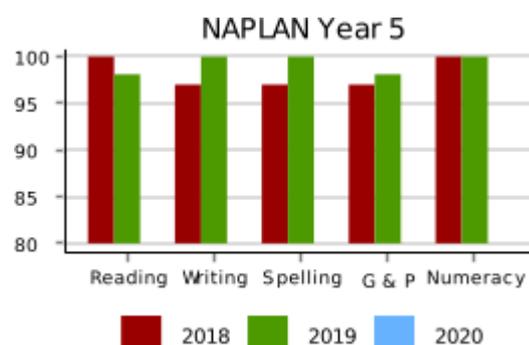
- A high majority of students on our Tier 2 Intervention Reading Programs showed growth across the 2020 school year
- PAT Maths Grade 1, 3, 4, 5 and 6 median score is higher than average cohorts of students at the same levels. Our 95th percentile is also higher than average, and our 5th percentile is not as low as the average.
- PAT Maths Grade 2 median score is higher than an average cohort of Grade 2 students. Our 5th percentile is not as low as the average.
- PAT Reading Grade 1 5th percentile is now as low as the average.
- PAT Reading Grade 2, 3, 5 and 6 median score is higher than average cohorts of students at the same levels. Our 5th percentile is not as low as the average.
- PAT Reading Grade 4 median score is higher than average cohorts of students at the same levels. Our 95th percentile is also higher than average, and our 5th percentile is not as low as the average.
- PAT Spelling Grade 3, 5 and 6 median score is higher than average cohorts of students at the same levels. Our 95th percentile is also higher than average, and our 5th percentile is not as low as the average.
- PAT Spelling Grade 4 median score is higher the average cohorts of students at that level. Our 5th percentile is not as low as the average.
- PAT Grammar and Punctuation Grade 5 and 6 median score is higher than average cohorts of students at the same levels. Our 95th percentile is also higher than average, and our 5th percentile is not as low as the average.
- PAT Grammar and Punctuation Grade 3 and 4 median score is higher the average cohorts of students at that level. Our 5th percentile is not as low as the average.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	%	%
				*	*
YR 03 Grammar & Punctuation	98.3	100.0	1.7		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	98.2	-1.8		
YR 03 Spelling	98.3	100.0	1.7		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	97.0	98.1	1.1		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	98.1	-1.9		
YR 05 Spelling	97.0	100.0	3.0		
YR 05 Writing	97.0	100.0	3.0		

* 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

Our goal for Student Wellbeing from our 2020 Annual Action Plan was that the school and parents in partnership will collaborate in providing opportunities for each and every student to flourish as a valued and connected member of the school/parish community. We aimed to achieve this goal through the following intended outcomes:

- That students will experience enhanced relationships with the school, staff and peers

Achievements

- In 2020 we continued SWELL term in Term 1 with a focus on establishing relationships with our class, level and parent community.
- The school community was invited to the Staff commissioning Mass and Opening School Year Mass.
- 'Making Jesus Real' (MJR) has continued in 2020 from Prep - Grade 6. The MJR Parent Handbook is available for the school community on the website.
- OLA staff participated in Staff Formation focusing on wellbeing, mindfulness and social emotional learning. We participated in webinars with Georgina Manning and Lael Stone from Aware Parenting.
- The Resilience Project, a program promoting the positive mental health of our staff, parents and students. The students received The Resilience Project workbooks and the teachers taught the provided curriculum P-6.
- Wellbeing Resources in the classroom have been shared amongst staff during staff meetings enabling others to see what resources and ideas classroom teachers are using to focus on wellbeing in their classroom. The variety of resources being used across P-6 classrooms are Circle Time, Make Jesus Real (Special agents, gospel values, self reflection), Social Stories, Class Dojo Big Ideas (Growth Mindset, Mindfulness, Gratitude), Go Noodle (Empower Tools, Movement, Brainercise), Meditation, Journals, The Resilience Project, Gratitude Empathy and Mindfulness (GEM).
- We continued with the Successes or Challenges (SOCS) in collaborative planning meetings to allow teachers to discuss students' progress.
- The OLA Expectations are displayed in prominent spaces across the school (classrooms, office, Brigid Hall, level common areas).
- Student Wellbeing Leader worked with Senior Level Leader and Prep Level Leader to support transition. Secondary school visits and kinder visits took place with level leaders to support the transition for some students in their level.
- We created a room called the 'Chill Out Room' where students go to calm down, talk, vent and just have time to speak with the Student Wellbeing Leader. This room has cushions, books, playdough, drawing materials, whiteboard and small items children can use to self regulate or co-regulate.
- We administered the PAT Social Emotional Wellbeing Survey to the Grade 4-6 students with excellent results. The results showed an increase in all areas; confirming the Resilience

Project, SWELL term, Chill Out Room and our new intervention process have been effective in improving Student Wellbeing in our school.

- The Buddies Program continued in the prep level to support and develop social skills. The program provided opportunities for the Prep students to work and play with their Grade Six Buddies.

Student Wellbeing COVID Lockdown Achievements:

- We created a Student Wellbeing List for identified students who required phone call check ins from the Wellbeing Leader and their class teacher.
- Created an OLA Gratitude Log from parents to lift staff morale and celebrate the successes.
- Garden Club was available for vulnerable students onsite. This gave them a brain break from online learning.
- Learning Support Officer (LSO) timetables were revised regularly to ensure all students' educational, social, emotional and health needs were supported.
- Meditation continued across the school every day of the week at 8.50 am led by the community leaders.

Learning Diversity Achievements:

- We continued to promote the Intervention Framework this year and included professional learning for staff to use the 'Identifying Student Learning and Student Behaviour Support' process.
- We worked in a NCCD/Wellbeing Team which included the Learning Diversity Leader (LDL), Principal, Deputy Principal (DP) and Intervention Leader to Nationally Consistent Collection of Data (CEM NCCD) Leader Claire Jackson to meet Data Quality Assurance requirements.
- LDL continued to attend Network and SRO LDL Connect meetings via Zoom to keep informed of new processes and programs.
- LDL submitted the NCCD on 4th August.
- Students were referred for speech or educational assessments through the Catholic Education Melbourne (CEM).
- LDL and class teachers worked with Learning Consultants at the Southern Region Office to devise intervention programs to support students with learning needs.
- LDL worked with Level Leaders and classroom teachers to administer further assessments to guide intervention and PLPs.
- LDL administered Tier 2 assessments (SPAT, YARC, Speech Screener, Jane Retell), discussed results with classroom teachers and set targeted goals.
- Identified students funded under the NCCD program had access to occupational therapists and physiotherapists through SCOPE.
- Students attended regular speech therapy sessions with the CEM Speech Therapist.
- Application for National Chaplaincy Program was submitted.

- Program Support Group meetings were held each term via ZOOM for students with academic, social and emotional or behavioural needs and those funded through NCCD.
- Personalised Learning Plans continued targeting students with specific academic or behavioural difficulties. These were discussed and given to families at scheduled PSGs or posted due to COVID. These were revised at least once a term.
- LSO timetables were revised regularly to ensure all students' educational, social, emotional and health needs were supported during COVID. LSO supported vulnerable students via Zoom with their remote learning plans.

VALUE ADDED

P-6 participated in a number of activities:

- The Garden Club: Children with learning and social emotional issues were timetabled to work with an LSO.
- 'Have a Ball' Foundation Donations to Northern Territory
- Culture Connections Incursion on Indigenous culture
- Ride to School Day
- P-6 First Aid courses run by St John's Ambulance
- School Nurse visited the Prep students and any other students with the permission of their parents.

STUDENT SATISFACTION

Results from the ACER Social and Emotional Wellbeing Survey 2020:

At OLA, the overall social- emotional wellbeing of our students in Grade 2-6 in 2020 is more highly developed than the overall population surveyed. This indicates that students who have the highest level of social and emotional wellbeing are supported at school to develop their abilities to control their worries, describe their feelings, and solve problems without fighting.

We also had a positive school trend specifically in the domains of; 'Feelings and Behaviours' and 'Internal Strengths' compared to the overall population surveyed. This indicates that students at the optimal level of wellbeing agree very strongly that their school teaches them how to make friends, respect others' feelings, cope with stress, and be confident, persistent and organised. These students say they have opportunities to discuss and act on ideas to make their schools better and safer. Additionally, they surround themselves with peers who behave well and work very hard. School experiences are clearly very important in developing the social and emotional wellbeing of young people.

STUDENT ATTENDANCE

In accordance with the Education and Training Reform Act 2006, schooling is compulsory for children and young people aged from 6 - 17 years unless an exemption has been granted. Parents/guardians must enrol a child of compulsory school age at a registered school and ensure the child attends school at all times when the school is open for instruction. Students are expected to attend school during normal school hours every day of each term, unless: there is an approved exemption from school attendance or attendance and enrolment for the student or the student is registered for home schooling and has only a partial enrolment in a school for particular activities.

At OLA, our aim is to maximise student learning opportunities and performance by ensuring that children required to attend school do so regularly, and without unnecessary or frivolous absences.

All teachers mark attendance online twice daily. Hard copy rolls are also stored and archived each year.

Attendance slips are sent to the office at 9:15am in the event a child is marked as absent with no explanation, and a call is promptly made to the parent or emergency contact to confirm the child's absence.

If a student is ever absent for a prolonged period of time or with regular frequency, the Principal or Deputy Principal will make direct contact with the parents/carers. Records are to be maintained of such contact. In certain instances, this communication will be in writing.

Families 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.

Remote Learning

During remote learning, attendance was determined through:

- student engagement with online learning activities,
- teacher direct interaction during online lessons,
- and/or with student submission of work posted via Google Classroom.

We asked that children accessed at least one of these three options during school hours Monday to Friday. Students who registered their attendance were marked present for the day. If families were having difficulty accessing the work that day, they were encouraged to email the teacher to let them know the child was working offline, unwell, taking some family time, etc.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	92.7%
Y02	94.9%
Y03	95.6%
Y04	95.3%
Y05	95.4%
Y06	96.5%
Overall average attendance	95.1%

Child Safe Standards

Goals & Intended Outcomes

All students attending Our Lady of the Assumption Parish Primary School have the right to feel safe and be safe. The highest possible standard of care, safety and wellbeing of children and young people is a fundamental responsibility of all within our school community.

Protection for children and young people is based upon the belief that each person is made in the image and likeness of God and that the inherent dignity of all should be recognised and fostered.

Our Lady of the Assumption (OLA) Parish Primary School is entrusted with the holistic education of the child, in partnership with parents, guardians and caregivers, who are the primary educators of their children. OLA therefore has a duty of care to students to take reasonable care to avoid acts or omissions that they can reasonably foresee would be likely to result in harm or injury to the student, and to work for the positive wellbeing of the child.

All teachers, other staff members, volunteers, contractors, other service providers, parish priests, canonical and religious order administrators of Catholic schools within Victoria must understand and abide by the professional, moral and legal obligations to implement child protection and child safety policies, protocols and practices.

Achievements

OLA values the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. As part of our four year school review in October 2020, we undertook a process of compliance checking against the Victorian Regulations and Qualifications Authority (VRQA). We are proud that OLA passed all compliance checks with our external reviewer.

Throughout 2020, OLA has furthered its commitment to providing a safe school environment by actively implementing processes that establish expectations and accountabilities for people working with our students. The continued application of student wellbeing programs have encouraged all stakeholders to engage in conversations about welfare and safety.

OLA has continued to broaden its Child Safety protocols to incorporate the following:

- Allocation of a Child Safety Officer, who also participates in the Parish Safeguarding Children Committee
- Working with Children Check (WWCC) requirements to reflect changes to the WWCC that came into effect in August 2017
- Annual Child Safety training of OLA's School Advisory Council members
- Duty of Care — Defining the school's 'Duty of Care' to take all 'reasonable precautions' to protect students and young people in their care
- Reportable Conduct Scheme — Outlining how the school responds to allegations of abuse and child related misconduct
- School Attendance Guidelines — Defining the school process for monitoring student attendance and strategies to be implemented where their safety or welfare is of concern

- Engaging with Safe Smart Solutions to further explore policy documents and ensure OLA is operating as a best practise school

Staff Training and Awareness Raising Strategies

All OLA staff participate in regular briefings and professional learning to ensure the school's legislative obligations and the schools' Child Safety Strategy remains front of mind. Staff members have participated in a range of training and awareness initiatives, including:

Organisational Duty of Care

- Reportable Conduct Scheme requirements
- Annual Online Mandatory Reporting training
- Annual Occupational Health and Safety Professional Learning
- Annual Emergency Management Professional Learning
- Annual Child Safety Professional Learning
- Protect - Responding to incidents, disclosures and suspicions of child abuse
- OLA's Child Safety Policy and Code of Conduct
- School attendance requirements

Leadership & Management

Goals & Intended Outcomes

Our goal for Leadership and Management from our 2020 Annual Action Plan was to enable all staff to confidently lead learning and to engage professionally with all members of the community. We aimed to achieve this goal through the following intended outcomes:

- That there are enhanced levels of role clarity across the school community.
- That there are improved levels of staff engagement and learning.

Achievements

Role Clarity and Team Work

- Encouragement for staff to attend networks and pursue personal professional learning relevant to their roles, for example the Deputy Principal's Leaders Conference and Catholic Education Melbourne Leadership Networks in the Southern Region.
- Staff role clarity has been further developed through the commitment of school leadership and the Performance and Development Culture initiatives
- Role Clarity, Empowerment and Ownership actual scores increased on CEMSIS data
- Creation of staff belief statement for teaching multilevel classes
- Review of role descriptions

Staff Wellbeing (especially during lockdown)

Some gratitude and feedback we received from staff for Georgina Manning's session on staff wellbeing includes:

- *Loved this session. Thanks for running this session, really helpful at this time.*
- *It was a good session. I have decided we need to teach ourselves how to be mindful. I can't meditate very well but I can be mindful with a cup of tea and a musk stick. You've just got to find your musk stick. Thanks for the reminder!*
- *By the end of the session I felt lighter and taller! I loved the reminders of being present, calm and the importance of practising self compassion. Creating the Self Care Plan and thinking of the Silver Lining from this COVID time was helpful. It was great to be reminded of 'the joy of just being' and 'that this too shall pass'.*
- *I think it was great to do a mental health check in - it really helped to highlight areas of opportunity for me to be more mindful of. Sometimes I think I'm doing myself a favour by relaxing on certain things (e.g. exercise) but I learnt that I'm not helping myself in the long-run.*
- *This was excellent. Thanks for organising it for us all.*

SIP Review

- commitment to the School Improvement Plan

- school marketing strategies for higher enrolments: electronic signage, increased kindergarten communication and t shirts promoting school and upgrading of school website/social media platforms
- capital grants application for next stage of school master building plan submitted and worth approximately 2 million dollars
- 2020 School Review professional learning with CEM personnel
- successful termly sphere meetings

Lead Learning and professional engagement

- principal coach supporting distributive leadership style and structures
- leadership capacity of staff continues to be built upon, specifically through ongoing leadership meetings and dialogue
- further integration of Catholic Identity within the school community, with particular reference to the Enhancing Catholic School Identity (ECSI) data with staff and students.
- meetings between all staff and Principal to set Customised Individual Learning Plans, to review and renew goals respectively, linked to School's Annual Action Plan.
- ongoing professional learning for all staff, embedding an expectation that all staff have a responsibility to share and implement new findings.
- visible leadership modelled and encouraged
- Growth mindset and positive school approach developed

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

The main focus for staff professional learning in 2020 was on Learning Intentions and Success Criteria, as well as furthering our knowledge of Digital Technologies.

Term 1:

- Student Wellbeing
- Data analysis and intervention programs
- First Aid training
- Mandatory Reporting
- Mathematics
- Disability Online Modules
- Mass Specialist Minister Training
- Asthma Online Modules

Term 2:

- Introduction to the School Review process
- Conducting school evaluation rubrics for School Review
- Technology in Education - Digital classrooms and Remote Learning Protocols
- Personalised Learning Plans
- Learning Intentions & Success Criteria
- Report Writing

Term 3:

- Technology for remote learning
- Personalised Learning Plans
- Essential Assessment and data analysis
- School Review
- The Resilience Project
- Report Writing
- Staff Wellbeing
- Child Safety
- Mathematical Pedagogies

Term 4:

- Safety and Wellbeing Procedures for a return to Onsite Learning
- Assessment and report writing
- Class placements and configurations for 2021
- Learning Intentions and Success Criteria
- Child Safety
- Class structures
- Literacy and Mathematics pedagogy
- 2021 Student Handover

Further professional learning for individuals or small groups included:

- School Wide Improvement Forum
- Leadership networks
- NCCD briefings

- Induction for new leaders
- Early Learning Languages Australia (ELLA) Program
- RE Collective meetings with our partner school
- Diabetes training
- Icon eSis Rollover
- OH&S for school leaders
- Finance Cluster
- Positive Behaviour Support
- Religious Education Accreditation
- Emergency Management
- Dyslexia Professional Learning
- Assessment approaches for today's learning environment
- Differentiation
- Public Speaking
- 'Be You' Wellbeing Professional Learning
- Prep Transition
- Top 5 things you can do to support a stressed colleague - Dr. Michael Carr-Gregg & Brigitte Johnson
- Dadirri-Time for renewal
- Problem Solving in Mathematics
- Formative Assessment
- Mindfulness in the Classroom, Mind Yeti
- 3 Tips to own the classroom with Zoom
- Cricket Australia - Cricket in the Classroom: Flipped learning - Taking Cricket Home to Win
- Joe Pane Leadership Professional Learning
- Essential Literacy
- Developing Vocabulary
- Functional Needs Assessment
- ACE Trauma Childhood experiences (Tony MacDonald)

Number of teachers who participated in PL in 2020

37

Average expenditure per teacher for PL

\$1184

Staff and Parent Reflections have celebrated the following practices/programs at OLA in 2020:

- Exploration and implementation of the renewed RE Curriculum and embedding Catholic Social Teaching
- The positive relationships and professional accountability of teachers and Learning Support Officers
- Collaborative Planning - *"Working collaboratively to plan each week allows me to build on my content knowledge and learn from my colleagues. It allows teachers to talk about curriculum and content of lessons that deliver best learning outcomes for the students. It also achieves consistency across the level, allows for accountability and shares responsibilities between the team."*
- Communication - *"The communication from leadership to leaders to the teams is excellent this year. I feel I know all that I need to know in terms of what is happening in the school and in my level."*
- Social Media - *"The use of social media and increased parent communication has allowed the parents 'in' to the world of OLA. As a parent I feel this is such a valuable addition to OLA this year."*
- Whole school approach to Learning Intentions and Success Criteria - *"I think the use of LI and SC are vitally important for students so that they are clear on what it is they are learning. Teachers being as explicit as possible gives each student the opportunity to experience success."*
- The Resilience Project (TRP) - *"TRP gives teachers the language to use in their every day conversations to help reinforce resilience. It is such a fantastic program and it helps give students the strategies to deal with challenging situations."*
- Commitment to Intervention at OLA
- Our Specialist Programs are rich and vibrant. *"The staff that lead them are passionate about their curriculum areas, the students love participating in them and there is great variety with PE, STEM, Japanese and Art."*
- The Gardening Program provides a wonderful experience to the students participating - *"The children learn new skills and about science and nature. Some children need to be physical and this helps them do that and learn at the same time."*
- Extra Curricular Activities - *"There is an array of lunch clubs and after school activities that cater for many of the students' interests."*
- Mentor Program - *"I think this is positive, and it provides support to me from my more experienced colleagues, and it allows for professional dialogue around my individual professional needs."*
- OSHClub - *"Dropping off and collecting children has become easier and the general standards and communication have improved."*
- Library - *"The weekly Library lesson is wonderful. It is such a great Library."*
- Maintenance - *"With the focus on maintenance and school improvement in 2020 there has come a new found respect and sense of pride in the school grounds and buildings."*
- Professional Learning - An example of gratitude from a staff member about Professional Learning - *"Just a quick note to say that I found this afternoon's Professional Learning on*

Reporting and Assessment to be interesting and useful. What an engaging presenter: the content was very relevant, the activities were varied, and the presenter did not spend too long on one activity before moving to the next. I look forward to applying these tips next term."

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	77.1%
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ALL STAFF RETENTION RATE

Staff Retention Rate	88.1%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	15.8%
Graduate	31.6%
Graduate Certificate	21.1%
Bachelor Degree	84.2%
Advanced Diploma	26.3%
No Qualifications Listed	0.0%

STAFF COMPOSITION

Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	26.0
Teaching Staff (FTE)	20.4
Non-Teaching Staff (Headcount)	15.0
Non-Teaching Staff (FTE)	9.0
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Our goal for School Community from our 2020 Annual Action Plan was to create a shared understanding of partnership that supports the development of each child. We aimed to achieve this goal through the following intended outcomes:

- To improve parents' sense and experience of community partnerships in school initiatives.

Achievements

Family Welcome, Support and Events

- Parent Welcome
- Prep Transition with the neighbouring kinders
- High School Transition via Zoom
- Aware Parenting workshop with Lael Stone from The Resilience Project
- Prep Transition webinar with Carley McGuaran on school readiness
- End of year dance concert which was recorded and shared with the OLA families
- Graduation Day and Evening
- Grade 5 and 6 day camps by Supreme Incursions
- OLA supported local, national and world community e.g: Have a Ball Foundation, Open the Doors Foundation

School operation support

- School Policy Reviews
- Pursue potential grants (Community fund, Chaplaincy Program application, Mathematics CEM support)
- Walk to School and Ride to School Days well supported throughout the year
- Out Of School Hours Service
- Continued use of Operoo to improve communication between school and families
- Continued use of the SeeSaw app to communicate student learning with parents.
- OLA Parents and Friends and OSAC met via Zoom each month
- Social Media platforms
- New website with updated school policies

Social Media

- 2020 - Built a strong following and fanbase
- Facebook - 314 followers

- Instagram - 233 followers
- Parents are actively involved - likes, reshares and comments
- On average each posts reaches about 200-250 people,
- OLA's social media presence is very strong/exemplary compared to other schools with similar size
- Content sent through is engaging, dynamic and varied
- Boosted posts were successful with enrolment inquiries
- Campaigns throughout the year included - Like, Follow & Share Us, Meet our Teachers, Why OLA?, Leave us a recommendation, Throwback Thursday, My Teacher's Pet, Buddies
- Facebook - OLA holds a 5 star review with 11 recommendations - Excellent compared to like schools (with 3-5)

PARENT SATISFACTION

We kept a record of parent's expressing gratitude throughout 2020. Some examples are below:

"Good afternoon Richard, I would just like to express my gratitude and appreciation for all that the school is doing to home school our grandchildren. It was such a privilege to be able to help our grandchildren with their home learning. I was extremely impressed with the command they took of the process and the entertaining content of their classes. Must say I was very grateful that we didn't get them on a Maths day! Despite some obvious signs of stress that our grandchildren exhibit on occasions we are so proud of them trying their best, even if they sometimes feel like they can't do it. I wanted to personally thank you and your team of supportive teachers, for taking such good care of our grandchildren during these extremely challenging times. May you all be back in the supportive community of your school very soon."

"I think Remote Learning is working really well. The longer engagement on Zoom calls is having the intended effect from my 'work from home' perspective. My child is very engaged and focused (which is great for his learning) and the new format also allows me to have some time when he's occupied and I can get a good run at some work!"

"Just a quick note to thank you for the very clear, concise and most importantly caring outline of how Term 3 will start. Crazy times for you guys and your amazing team. Thank you for the ongoing support at this weird time. We really appreciate you all! Good luck and we hope to see you all soon."

"My child is really engaged with the Zoom meetings and is always excited to tell a story or answer a question. Hi teachers are doing a great job there. I'm considering adding the requirement to put your hand up to speak into my Project Steering Committee meetings at work!"

"We have found that the remote learning works much better for us now as a family. We look forward to Wednesday as it allows us and the kids a chance to recharge but also do a few fun things. The simplicity of the google slide means it's much easier for the kids to follow and understand - and parents too! Keep up the good job OLA, Who knows when this will end but we'll get there!"

"You are all doing such a wonderful job ensuring our childrens' mental health and reconnecting with their friends and social skills are of a priority. This has been my main concern with the last period of remote learning particularly towards the end of August when my children were losing motivation at times and really missed their friends. I feel so much more confident now knowing they will be supported by yourselves and the wonderful staff at OLA. Thank you to all of you and the staff and I look forward to hearing about all the fun things you have planned for the students"

"Thanks for the plan on Operoo today outlining priorities in Term 4. Very well thought out and clearly conveyed - great to see such an emphasis on wellbeing - much needed! Looking forward to next week!"

"I want to say a HUGE thank you to the OLA staff during this year. It's been a tough year for everyone, personally, socially, academically and professionally, and the enthusiasm and positivity, along with support we have received has been amazing. I think we have been especially lucky to have the classroom teachers we have this year, but everyone we have had contact with has been amazing. I've found a new found level of respect for teachers too, and hope I never have to wear my home-schooling hat again! OLA has been incredibly responsive and adaptive to the ever changing situation this last few terms, so thank you."

"Thanks for the support and thanks to the whole team for the huge effort that had gone into planning. It is very apparent and very appreciated"

"I also wanted to say thank you and well done to my daughter's teacher and OLA for the wonderful efforts to do classes via Zoom - it is really wonderful to see her and her classmates involved in the remote lessons and continuing group learning via zoom, great job all. I imagine it has been a big adjustment and wanted to congratulate the progressive efforts of all involved - thanks so much. Also wanted to thank you for all your efforts during this challenging time, and hoping all are keeping safe and well - thoughts are with you"

"This is an overdue thank-you for all your hard work and support for the remote learning - we are again so very grateful. Your comments on Connor's work are encouraging and very thoughtful - thank-you. Apologies again for not thanking you earlier - I am once again juggling home schooling and Masters studies but attempting to be a little easier on ourselves this time around. The messages and support from the school have been wonderful and reassuring. Connor is enjoying the inquiry unit and was so excited about his rocket lego - thank you for

sharing this excitement with him! I haven't seen him that excited for a long time and he helped with the agreed list of chores to pay for half of it! A win-win really!"

"Just wanted to say a big thank you for the online assembly this afternoon. My Prep child loved being a part of it all. He said 'I was a bit nervous Mum at the start but then I was fine'. To think back to his first assembly on his first day of school when he wouldn't even look up to now has been amazing. He loves his school and couldn't be happier. We can't thank you all enough. "

"Thank you so much for the lovely letters that you sent out to the kids. What an awesome surprise! My son was so excited to get a letter addressed to him and then see photos and read out your letters...it made him feel special and really made his day! Thank you so much for the amazing effort you are putting in with lesson plans and engaging activities, it is much appreciated and has made the remote learning situation more manageable. I hope you are staying healthy and sane. Enjoy the well earned (although restricted) break in a couple of weeks."

Future Directions

Our Lady of the Assumption Parish Primary School looks forward to further success in 2021 and beyond. The key opportunities for further development are outlined in each sphere below.

The theme for 2021 is 'Love One Another'.

Education in Faith

Faith Formation

- Set and explore 2021 theme
- Continue staff Professional Learning - Catholic Social Teachings (CST), Renewed RE Curriculum Framework, faith-based Inquiry
- Further explore Horizons of Hope with all staff
- Provide examples of recontextualisation and reflection during staff prayer sessions, encouraging staff to lead in this area next year

- Revise concept of Parent/Child

workshop. Prayer

- Expand and deepen prayer experiences for students and adults
- Continue staff prayer roster linked to liturgical calendar sacraments, scripture & CST. Staff to explore opportunities of Recontextualisation
- Introduce family prayer boxes to help enhance prayer life at home - rotate throughout classes/levels

Social Justice

- Continue to support "Have a Ball" foundation and other organisations (Catholic Mission, Caritas, Opening the Doors Foundation)
- Continue OLA Mini Vinnies Sleep Out & partnership with Cheltenham St Vincent de Paul
- Strengthen links with the Parish Social Justice Group
- Continue to strengthen awareness of Catholic Social Teachings through a whole school termly focus

RE Teaching and Learning

- Continue to unpack the new Religious Education and Horizons for Hope Educational Frameworks through the professional learning for staff
- Explore the new RE & Inquiry Scope and Sequence, offering rich opportunities for inquiry-based learning
- RE Team to work with the Leadership Team to continue to develop the RE and Inquiry Scope and Sequence.
- Continue to strengthen the Friends Igniting Reconciliation through Education (FIRE) Carrier Program

Learning and Teaching

- Consistent use of student data wall to record student reading achievements.
- Learning Expos.
- Data on the Table (DOT) team, with scheduled meetings for classroom teachers to discuss student achievement, pedagogical approaches and student learning goals
- Strengthen Visible Learning (Learning Intentions and Success Criteria) across the school in Numeracy and Literacy.
- Establish a Learning and Teaching Team (including newly appointed Literacy and Numeracy leaders).
- Focussing resources for professional learning on building teacher capacity to maximise learning growth for all students
- Implementing a formal peer observation and coaching program that is tied to ARMS and whole school key professional learning priorities such as improvements in individual student growth in Mathematics and data literacy.
- Continuing to focus on the development of teacher and parent partnerships around student learning and wellbeing.

Student Wellbeing

- Continue to promote and use the Intervention Framework. This will include Professional Learning in intervention, PLP development, parent communication and setting SMART goals.
- Use the Pat Social Emotional Survey again in 2021 as this provided us with useful evidence and information.
- Reintroduce Data on the Table (DOT) meetings and SOCS (Successes or Challenges) in Professional Learning Teams (PLT) to allow teachers to discuss students who are not in the DOT schedule.
- Develop and promote SWELL in the school community.
- Use the 'Chill Out' room
- Develop an outdoor garden program with Learning Support Officers for students with learning and social emotional needs.
- Develop Positive Behaviour Support strategies and techniques in collaboration with Patrice Wiseman (CEM SRO) and the Wellbeing/NCCD team.
- Work with Community/Wellbeing Leaders to lead SRC students from P-6 to amplify student voice.
- Enhances existing levels of student engagement and agency by providing greater opportunities for students to co-design curriculum and provide formal teacher feedback in ways that are age and stage appropriate, as part of a whole school positive mindset and behavioural focus.

Leadership and Management

- Evaluate Data on the Table (DOT)teams
- Build staff connectedness and teamwork through professional learning opportunities and formation
- Celebrate the school's achievements with the whole community
- Provide back to back planning and time on task for year level collaborative and facilitated planning.
- Continue to build on effective distributive leadership structures by providing further opportunities for senior leadership formation as well as building the leadership capacity of all teachers.

School Community

OLA is renowned for its wonderful and inclusive community spirit. We will continue to work together in partnership to:

- Investigate ways in which the school/parish connections can be strengthened
- Encourage and promote opportunities for "Parent as Partners' and build on the volunteer base already in place.
- Continue to develop the relationship between home, school and parish through rich spiritual and faith experiences.
- Seek opportunities to support and promote curricular and co-curricular events in the school to continue to develop a supportive community spirit.
- use the SeeSaw app for sharing student learning with parents.