



# Holy Family School Doveton

## 2020 Annual Report to the School Community



Using appropriate grammar and punctuation to construct a descriptive sentence



know that a clause includes a subject and a verb.  
can construct noun groups and use them appropriately in my writing.  
can use a range of sentence structures when constructing a narrative text.



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## Minimum Standards Attestation

I, Steve Twomey, attest that Holy Family School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 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.

20/05/2021

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

## Our School Vision

Holy Family School is a community enlightened by our Catholic faith, where students are supported to grow and develop across religious, physical, cognitive, emotional and social domains. Our HEART values of Honesty, Empathy, Acceptance, Respect and Trust underpin explicit values learning. This encourages students to connect, grow and flourish within our diverse community. Holy Family promotes strong family school partnerships through open communication and provides opportunities for parent engagement. Holy Family provides a welcoming and supportive environment where all members of our community feel confident to express themselves. Holy Family school fulfills the vision of God's love for all through life giving human relationships.

Learning experiences foster curiosity, creativity and critical thinking capabilities. These integral skills and experiences set students up for a future of life-long learning and success. As part of a school-wide approach, teachers model and explicitly teach skills and dispositions based on learning intentions and success criteria. Students are empowered to be active agents in their learning through reflection and goal setting.

Learning at Holy Family school is collaborative. Students are guided and supported to develop resilience and independence through a calm learning environment with explicitly taught expectations. Staff employ a school-wide consistent approach to behaviour management, founded on the principles of Positive Behaviour for Learning. Through the development of a positive growth mindset, students feel safe to make and learn from mistakes and are empowered to see endless possibilities for success.

Staff pride themselves on their curriculum and pedagogical knowledge using evidence based research and data strategically to support the learning of each student. Staff strongly believe in providing differentiated teaching guided by targeted assessment. Time and guidance is allocated to collaboratively plan and implement quality teaching. Constructive feedback, goal setting and coaching is used to ensure ongoing growth and development.

Holy Family School is committed to supporting rich, deep and varied learning experiences for students to become optimistic, resilient young people of faith, who contribute to and enrich the world around them.

## School Overview

Holy Family School was established in February 1960 to provide a Catholic education for the children of Doveton. The suburb of Doveton was developed as a Housing Commission Area to provide housing for the workers of the Industrial Area of Dandenong on Princes Highway at the end of Power Road.

Enrolments peaked in the late 1960s/early 1970s, with in excess of 600 pupils, a stark contrast to the opening enrolment of 67 and the current enrolment of 100 pupils. The SIR on school enrolments predicts an increase in enrolments over the next few years. The school leadership is actively promoting the school in the Doveton and wider area in order to grow the school role.

Holy Family school is in a low socio-economic area and the school's Index of Community Socio-Educational Advantage (ICSEA) is 947 compared to the national average of 1000. (ACARA, 2011) 50% of families receive Education Maintenance Allowance, a government payment to assist with the cost of education.

The school enjoys a close relationship with the Church as we regularly share religious and community events. Our students and their families come from a variety of cultural backgrounds. We have a very multicultural school. Although many of the current children were born in Australia their parents were born overseas and are immigrants to Australia.

The vision of the school is that Holy Family School is a community enlightened by our Catholic faith, where students are supported to grow and develop across religious, physical, cognitive, emotional and social domains.

The school achieves its goals by providing a curriculum that meets the needs of the students. This year has been different due to the Corona virus shut-downs. Most of our students did their learning at home, but we did have a number of students still at school.

At Holy Family we have specialist teachers for art, Indonesian, health and physical education.

Holy Family School has embarked on a three-year programme with Challenging Learning to reflect on current pedagogical practice and make improvements for success. This collaboration with Challenging Learning was for the most part put on hold for 2020 while we were in and out of lock down. We did though manage to complete a portion of what was planned for the year and what was not actioned will be in 2021.

## Principal's Report

2020 was a very different year for everyone in Australia. Spending a prolonged period in lock down was a challenge that our staff at Holy Family approached with the needs of the children at the centre. Staff, parents and children had very little time to prepare for the big changes that we were all thrust into and with the issues facing Victoria and the country it was more crisis learning than home learning.

How the teachers approached home learning changed as their confidence and experience grew. We started with prerecorded explicit teaching which evolved over time to 'live' online teaching. Teachers created some very interesting ways of keeping the children motivated and connected during home learning.

The majority of our students were at home, but we had some at school. The students at school were mainly the children of essential workers or new students.

During the lock down we had new students enrol which was quite a challenge for them not knowing anyone at Holy Family. We decided the best way forward was for those students to do their learning at school rather than being isolated at home.

We also had new staff at school at the beginning of 2020, and they had very little time to settle in before home learning started. Everyone worked together as a team and found solutions to any problems that arose. All our staff went above and beyond during this period and at the end of the lock downs we recorded all the positives from the home learning experience.

Our families were very supportive of the staff's efforts during 2020. It was a difficult time for many in our community with people having to work from home or losing jobs while having to assist their children with their learning. The parents handled educating their children at home very well.

Towards the end of the year when the children returned to school I don't know who was more excited the parents, the staff or the children!

To sum up the year I must commend our school staff, children and parents who all came through a very difficult period of lock downs and home learning and displayed strength and resilience.

## Education in Faith

### Goals & Intended Outcomes

**Goal:** To build and enact a shared understanding of learning and current evidence informed teaching practices.

### Achievements

Education in Faith at Holy Family School in 2020 remained a high priority as staff were required to enact evidence informed teaching practices and support students across spiritual domains in an online space. Achievements included:

- Whole school prayer every morning focussing on a different theme, planned by teachers and leaders
- RE pedagogical knowledge improved through work with St Mary's East Malvern as part of the Collective
- Two online professional learning sessions lead by school staff and Catholic Education Melbourne for the RE Collective
- Use of thinking routines throughout the inquiry cycle to promote personal and communal engagement in Religious Education
- Religious Education Manual collated with policies and procedures refined, supporting a whole consistent approach across the school.

### VALUE ADDED

- Two live-streamed Masses during the school closures due to COVID-19.
- Connection to the Parish with students writing letters to parishioners and Fr Michael distributing them.

## Learning & Teaching

### Goals & Intended Outcomes

**Goal 1:** To build and enact a shared understanding of learning and current evidence informed teaching practices.

**Goal 2:** To monitor school wide achievement and progress in academic performance, behaviour and student wellbeing.

### Achievements

Learning and teaching at Holy Family School in 2020 can be summed up with the simple phrase 'with challenge comes opportunity'. Teachers and leaders had to be agile and creative in their thinking and ensure that our students were still receiving the best possible learning experience despite the uncharted territory we found ourselves in. Achievements related to remote learning included:

- Creation of [Home Learning Google Site](#)
- Supporting each student in the school with a device to take home and access remote learning
- Onsite supervision for at risk and essential workers
- Initially asynchronous teaching, moving into high quality synchronous teaching
- Providing formative feedback to students based on learning intentions and success criteria through Seesaw and Google Classroom
- Parent teacher interviews conducted online via Google Meets

Throughout 2020, staff worked collaboratively to ensure whole school priorities were not lost in the day-to-day challenges of 2020. Achievements include:

- Learning and Teaching Manual collated & enacted with policies and procedures refined for Literacy, Mathematics, Religious Education and Inquiry.
- All modules of The Intervention Framework completed by staff.
- RE pedagogical knowledge improved through work with the Collective
- Leaders investigated the new English as an Additional Language (EAL) curriculum and created a more efficient tracking tool for EAL students
- Learner profiles for students created
- Student confidential files kept up to date with sociolinguistic profile, tracking behaviour, etc
- Handover procedures of students from one year to another formalise
- Data plan created

## STUDENT LEARNING OUTCOMES

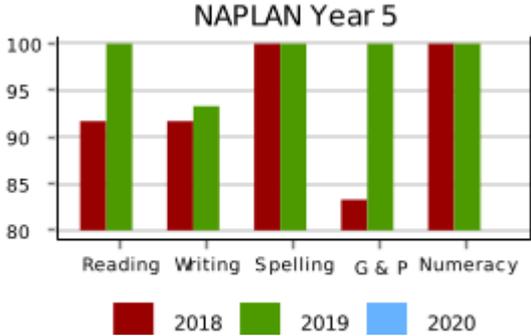
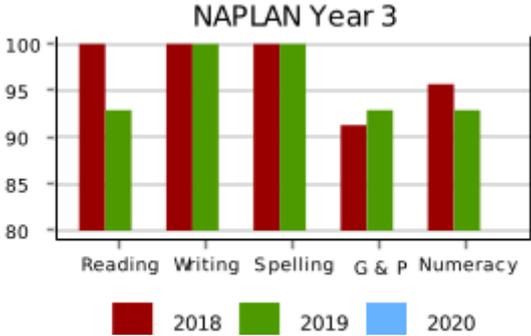
In 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place. In the absence of NAPLAN, we have used other measures to track student progress including pre and post diagnostic testing, tracking tools, checklists, conferences and anecdotal records. Students from Foundation to year 6 completed Reading and Maths Progress Achievement Tests (PAT). Our results indicate that in Reading our school mean is below the expected achievement across all year levels. Our results in Maths indicate that the mean for students in year Foundation, one and two is at or above the expected average. For students in year 3 to 6 the school mean is below the expected achievement.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	91.3	92.9	1.6		
YR 03 Numeracy	95.7	92.9	-2.8		
YR 03 Reading	100.0	92.9	-7.1		
YR 03 Spelling	100.0	100.0	0.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	83.3	100.0	16.7		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	91.7	100.0	8.3		
YR 05 Spelling	100.0	100.0	0.0		
YR 05 Writing	91.7	93.3	1.6		

\* 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

**Goals :** To build and enact a shared understanding of learning and current evidence informed teaching practices.

**Intended Outcomes :** Engage in best teaching and learning practice that is consistent across the school.

### Achievements

#### Achievements

*"I'm going to describe (the pandemic) as a tricky, challenging time. But it's time that we got through and we got through it together. And I think that it brought out really good things in lots of people — like care, gratitude and friendliness." - Year 6 student 2020 (Holy Family School)*

During Covid-19 the following Wellbeing Practices were established to maintain connection and relationships between staff and students.

- Staff presence at school during lockdown periods commencing 26<sup>th</sup> May and 12<sup>th</sup> July to support vulnerable children, students in out-of-home-care and children of essential workers
- Continuation of interventions for students with disabilities online and further interventions developed for students at home who required additional support (e.g. senior comprehension)
- The majority of students receiving support from the school psychologist continued face-to-face or were offered the opportunity to undertake sessions online
- Service provided to parents via psychologist to discuss parenting during Covid and how to support their children's learning at home
- Regular phone calls to families to check on mental health and wellbeing
- Establishment of an Online Lunch with the Teacher for students in the Junior School
- Establishment of a Middle School Online Connection Hub for students after completing learning tasks. The Hub was facilitated by teachers to ensure protocols of using technology appropriately was in place. Participating in the Hub was voluntary and included students who were:
  - feeling isolated or anxious about being absent from school;
  - from single children families;
  - wanting to retain connections with close friends.
- Continuation of Monday Morning Assembly through filmed segments (including class awards and Heart Value nominations) and delivered live by the school Principal
- Conscious Breathing and Brain Breaks incorporated into online learning to ensure continuity and to assist in decreasing anxiety and increase the concepts of being 'present,' 'centred,' and 'grounded,' during a difficult period
- Wellbeing Week was held over a 7-school day period with each classroom teacher paired up to provide online wellbeing activities for students from Prep-Year 6. Activities included: - Stories and Songs - Lego Masters - Would You Rather....

- Online Musical Recital - online performances of students, staff members and parents playing musical pieces was the final event in our Online Wellbeing series
- Introduction of extended Year 6 transition preparation through START program: focusing on senior student recognising changes that they are confronted with physically, emotionally and intellectually as they leave the primary school setting
- Successful grant application for School Chaplain in 2021

**VALUE ADDED**

- Value Added**
- Online wellbeing practices - responding to student needs via small group interactions to maintain connections for anxious children
  - School community events presented online - e.g. Musical Recital with participation from family members as well as children
  - Wellbeing activities during Wellbeing Week offered to all students rather than targeted at a specific year level

**STUDENT SATISFACTION**

**Student Satisfaction**

CEMSIS was not administered in 2020 however anecdotal information from parents to staff were complimentary in the way the school handled each component of online learning. Parents felt supported and even when they were struggling opportunities to speak with a staff member or the school psychologist were met favorably. Parents were appreciative of the frequent personal contact staff made with them to check in on the family via phone calls - the purpose being to enquiry about wellbeing firstly and academic learning secondly.

**STUDENT ATTENDANCE**

**Student Attendance**

The roll is marked twice a day by classroom teachers and any absences are recorded, including a reason for the absence. Office staff follow up any unexplained absences with parents or guardians. During Covid in 2020 the roll was marked by staff. Ongoing unexplained absences were followed up by the classroom teacher and the wellbeing leader to check in on the families' wellbeing.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	84.5%
Y02	89.6%
Y03	87.3%
Y04	84.2%
Y05	89.8%
Y06	89.0%
Overall average attendance	87.4%

## Child Safe Standards

### Goals & Intended Outcomes

The Holy Family Primary School community believes that children have the right to feel safe and be safe. Our staff ensure that all students receive the highest possible standard of care and protection at all times.

### Achievements

In 2020 our Child Safe focus was very much tied to COVID safe practices, responding to the needs of our community in an ever changing landscape. With teachers and students working remotely, there was a need to keep child safety front of mind. This included ensuring the following guidelines were adhered to during the period of remote learning:

- Google Meet codes were shared securely through Seesaw and Google Classroom
- Teachers ensured there was no personal or sensitive information in view of the camera and trained cameras on their faces as much as possible to avoid including background detail. Teachers also closed any applications containing personal or sensitive information prior to joining the meeting, especially if screen sharing
- Meetings between teachers/Learning Support Officers and students were not be recorded
- Teachers and Learning Support Officers were mindful of the behaviour of parents and students in the meetings and if there was any inappropriate information or activity in view of the camera, staff removed students from the meeting immediately.
- For one to one meetings between teachers/Learning Support Officers and students, students needed to have a parent visible on the screen
- Students wore school uniforms to all Google Meets and had to complete learning in a communal space at home rather than in bedrooms.

Other achievements included engaging families and the wider community by promoting child safety in our new digital newsletter. This allowed parents to read school Child Safety policies and also provided education and support around issues such as online behaviour, social media and gaming.

## Leadership & Management

### Goals & Intended Outcomes

#### Goal:

To collaboratively develop and articulate a clearly defined vision for the future by identifying priorities which will be communicated, monitored and embedded in all areas of school life.

#### Intended Outcomes

Create a vision for the future that has ownership by stakeholders and clearly articulates the desired end point for Teaching and Learning at Holy Family School

Provide opportunities for parent participation through the creation of a school advisory board.

**Goal:** To build a professional learning culture ensuring best practice for all.

#### Intended Outcomes

Develop a culture of feedback, goal setting and action grounded in evidence based practice

Identify and create challenging responsibilities and opportunities for staff which enable and encourage sustainable professional capacity for leadership growth

**Goal:** To build and enact a shared understanding of learning and current evidence informed teaching practices.

#### Intended Outcomes

Improve teacher pedagogical knowledge and pedagogical practice

Improve teacher curriculum content knowledge

Engage in best teaching and learning practice that is consistent across the school

Improve teacher knowledge and implementation of system based educational guideline, school policies and school procedures

**Goal:** To monitor school wide achievement and progress in academic performance, behaviour and student wellbeing.

#### Intended Outcomes

Know your students and know how they learn

Consistent collection of purposeful data for analysis and implementation which leads to improved student outcomes across all areas of school life

Teachers provide feedback to students

### Achievements

The Holy Family School leadership team started 2020 excited about our partnership with Challenging Learning and the benefits we could see for student outcomes that would flow from it.

At the start of 2020 our Challenging Learning program started, but we did not get far before the Easter Holidays started early which lead to the first lock down. As the planned interaction with Challenging Learning was reliant on children being on site, we decided to put this on hold. In term

4 as so much of the year had been home learning that we decide to start up again with Challenging Learning at the start of 2021.

During 2020 we planned to create a School Advisory Board. Some groundwork had been done for this at the end of 2019 and implementation was going to be part of 2020. This also was put on hold and then later postponed to 2021.

With Covid and Home Learning, the School Leadership team's focus shifted to leading home learning. Normally planning and implementing an educational shift as big as home learning would take a long time to plan, implement and monitor however, our school staff did an outstanding job facing the challenges of home learning in a very short time.

When we went into the second lock down we took what had been learnt in the first one and changed our home learning from a prerecorded model to live online teaching.

As a school leadership team we thought it a priority to maintain communication with our school community. In collaboration with the teachers, we developed ways of communicating with families on a regular basis to offer support and ascertain how they were handling being at home. It became necessary for members of the Leadership team to visit homes to drop off learning materials for children and also have a quick catch up with parents in a Covid safe way.

Also, we had to have parent, student and teacher meetings online that worked very well.

While school staff were focusing on how the children were handling their home learning experience and helping them where ever and when ever possible school leadership were focusing on the wellbeing of our teaching staff. It was very important to have morning briefings with teachers working from home and to make sure that the teaching staff received any support that they needed.

During the periods where everyone was on site we needed to help the children and staff realign themselves to learning at school again.

At the end of 2020 when everyone was back at school, school leadership lead the staff through a process where we identified the positives out of home learning. After going through the traumatic experiences that were 2020 it was important to identify and document the positives.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

**Description of Professional Learning undertaken in 2020**

The biggest learning for teachers in 2020 was how to engage in home learning with very little time for investigation and preparation.

We had professional learning planned out for every term in 2020 with Challenging Learning. We were able to deliver some of it, but the continual interruptions to school life meant that the majority of the professional learning had to be rescheduled for 2021.

We created a new vision for teaching at the beginning of the school year. The process that was undertaken to create the vision was as important as the vision itself and led to a lot of educational discussion and sharing of opinions and experience. This process was lead by our Challenging Learning facilitator.

We had PLT meetings which covered mostly the curriculum and pedagogical practice. Some were face to face but most were online through Google meets. Even after the return to school in term 4 we were not able to be in the same room and still used Google meets.

Staff engaged in online webinars and meetings facilitated by CEM including School Wide Improvement Framework (SWIF), Mathematics, Literacy and Religious Education.

Number of teachers who participated in PL in 2020	-14
Average expenditure per teacher for PL	\$1785

**TEACHER SATISFACTION**

CEMSIS was not administered in 2020 however the teachers displayed outstanding adaptability and dedication to the children and their families during a very traumatic year. A big leadership focus during and after the lock downs was the wellbeing of staff. The Principal had regular individual catchups with all staff to talk about how they were feeling about the lock downs and home learning. The feedback from the teachers was very positive and if anyone was having difficulty with any aspect of 2020 support was offered and teachers new that the school would do anything we could to assit them.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	99.0%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	72.7%
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**TEACHER QUALIFICATIONS**

Doctorate	0.0%
Masters	20.0%
Graduate	20.0%
Graduate Certificate	20.0%
Bachelor Degree	80.0%
Advanced Diploma	0.0%
No Qualifications Listed	20.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	18.0
Teaching Staff (FTE)	12.8
Non-Teaching Staff (Headcount)	7.0
Non-Teaching Staff (FTE)	7.3
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

**Goal:** To collaboratively develop and articulate a clearly defined vision for the future by identifying priorities which will be communicated, monitored and embedded in all areas of school life.

**Intended Outcomes:** Provide opportunities for parent participation through the creation of a school advisory board.

### Achievements

During 2020 we planned to create a school board. Documentation was created to facilitate this process and initial contact was made with parents. When the lock-downs started it was decided to put a hold on creating the school board until such a time that we could all meet face to face. Face to face meetings were not possible during most of 2020 and so the school board steering committee will be put into place in 2021.

During 2020 we were not able to involve the parents as we normally would in the life of the school. We had some in person engagement with parents in the school at the start of the year and at the very end of the year. For the majority of the year we had to rely on technology to engage with parents in the school due to safety concerns with Covid 19. Some successful initiatives included:

- Lending school devices to families to ensure all students could access home learning
- School staff delivering resources to families to support home learning
- Online parent teacher interviews and Parent Support Group meetings
- Connected with wider community through kindergartens visits and writing letters to parishioners
- Established digital communication with families including Operoo, Seesaw, newsletter, Facebook
- Increased marketing including pamphlet drops and posters in the wider community
- During home learning the teachers contacted individual parents each week to see how they were going and if they needed any help or advice with home learning. The parents appreciated the calls and this contact helped keep their link with the school strong.
- When all the children came back to school in term 4 we created a drive through lane on the school property for picking up and dropping off the children. This quickly became an opportunity to catch up with parents when they stopped. The drive through lane became a very important connection between the school and families while the restrictions were still in place that restricted parents' ability to come onsite.

In term 4 restrictions eased and we could have more face to face contact with parents including some parents attending our school prize giving. We received a lot of very positive feedback about the whole home learning experience. Parents really appreciated the effort that all our staff put in for their children.

## PARENT SATISFACTION

There was no CEM SIS survey during 2020. We did though get feedback from parents when we could. We received a lot of very positive feedback from parents about the whole home learning experience. Parents really appreciated the effort that all our staff put in for their children.

## Future Directions

It was disappointing that during 2020 many initiatives that were planned were not able to be implemented.

In 2021 we will re-ignite our partnership with Challenging Learning. Through this partnership we will be looking at key areas of educational pedagogical practice and how to improve them.

We also plan to open a Community Hub next year. The Hub was part of the plan for 2020 but we could not interview people or have meetings for the Hub at school. Schools with existing Hubs were able to operate online but because we were starting from scratch that was not possible for us.

Over the coming years increasing our student population through marketing and community engagement will be a big focus for us also.