

ANNUAL REPORT

TO THE SCHOOL COMMUNITY

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**SCHOOL OF THE GOOD SHEPHERD
GLADSTONE PARK**

INSERT SCHOOL LOCATION



2020

REGISTERED SCHOOL
NUMBER:

1285

Contact Details

ADDRESS	88 South Circular Road, GLADSTONE PARK, Victoria, 3043
PRINCIPAL	Mrs. Renae Gentile
PARISH PRIEST	Father Dishan Candappa
SCHOOL BOARD CHAIR	Mr. Robert DeFazio
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E NUMBER	1285

Minimum Standards Attestation

I, Renae Gentile attest that School of the Good Shepherd 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 2019 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.

Date: 28/03/2021

Our School Vision

“School of the Good Shepherd is committed to the values of the Gospel, inspired by the person and teachings of Jesus, the Good Shepherd.

Within a rich learning environment we strive to support and challenge our students to become lifelong learners.

Recognising the uniqueness of each person we aspire to empower each individual to become active citizens in the community.”



School Overview

The School of the Good Shepherd is a vibrant Catholic Parish Primary School located in Gladstone Park a North-Western suburb of Melbourne. The school was built in the 1970's to accommodate the growing number of residents living in the Gladstone Park Parish. Currently there are two Catholic schools in the parish of Good Shepherd with School of the Good Shepherd taking enrolments from families living in the areas of Gladstone Park, Tullamarine, Westmeadows, Gowanbrae and sections of Attwood.

The school community has evolved over the years from a mainly English speaking background to that of a multicultural one. Whilst there are approximately thirty cultural groups represented in the school, there is no dominant cultural group represented. In the past three years in particular we have welcomed a growing number of new arrival and refugee families. Many of these families have come from Iraq and Syria. In recent years the enrolments have been steadily growing particularly in the junior grades. At our 2019 census we had 354.4 students enrolled with this number expected to grow marginally over the next few years.

School of the Good Shepherd actively seeks to engage the school community in developing and deepening their relationships with the Catholic faith. The Parish Priest, Fr Dishan Candappa, teachers, parents and students acknowledge the school's role in developing the children's relationship with their Catholic faith. This is reflected through all aspects of school life. Since Father Dishan joined our community in January 2018, he has promoted a strong school/parish partnership with regular visits to classrooms, meet and greet opportunities before and after school and being an active member of our school staff and Advisory Board. He has also been instrumental in involving our youth in Parish activities with initiatives such as Youth choir and Youth groups.

School of the Good Shepherd is a community minded school. It welcomes parents' participation and recognises the importance of working in partnership with parents. A feature of the school is an active Parents and Friends Association and School Advisory Board who work closely with the School Leadership Team in developing many opportunities for the school community to come together. The PFA organises many activity days throughout the year to build community and fundraise. They are instrumental in the building of community and communication.

Principal's Report

2020 was a very challenging and difficult year on many fronts. With the COVID-19 outbreak hitting our shores early in the school year, we were faced with unprecedented challenges and forced to manage situations totally alien to us as educators. Never before has Australia seen such a disruption to education.

Fr Dishan Candappa, managing his own issues with the closing of the church, limiting masses and celebrations of weddings and funerals, remained a strong and steadfast Parish/School Community leader. In his time with us he has built strong relationships with both the school and Parish, he used this challenging time to capitalise on these wonderful relationships, offering support, counsel and good will wherever he could. Fr Dishan continued the work of the Parish council set up with Principals from both schools contributing to the vision and journey of the Parish. This has enhanced parish school partnerships with St Carlo Borromeo and School of the Good Shepherd working closely together to create a vibrant and harmonious parish community. It was during the stressful and trying times of COVID-19 that we relied heavily on this 3 way relationship to support one another, collaborate and work together.

Our enrolments have remained steady with some new students enrolled into Years 1-6 throughout the year. Some of these newly enrolled students had been attending the local government schools, whilst other students had moved into the area from other suburbs in Melbourne. We continued to experience newly arrived families from Iraq and Syria, however these slowed down with the close of the Australian borders.

Term one was particularly challenging with the increased measure for personal safety as well as managing staff, students and parents stress and anxiety levels. Everything was new and peoples' reactions to the change were varied. Our staff were amazing in their approach to the pandemic, actioning online and hardcopy learning for our students in a timely and supportive fashion. Our strength in teamwork, morale and staff vision was highlighted during these very challenging times. I am so proud of our staff and our school community. The level of community, collegiality and respect shown during these times certainly reflected our name sake, Jesus The Good Shepherd.

Our work with evidence based learning continued with us, independently exploring John Hattie's work. This enabled us to engage in professional dialogue around John Hattie's research. A focus on feedback remained strong and was a **lynchpin** in ensuring we remained connected to our community when working remotely. We continued to use data and cultivated and promoted growth mindset throughout the year; all to build upon the practices that had begun the previous year. At the annual review meetings with our teachers, it was evident that this work has empowered our teachers to reflect deeply upon their learning and teaching practices and how these practices influenced student growth. This work will continue throughout 2021 and beyond.

Habits of Mind (HoM) and the Learning Pit were cemented as tools for assisting students to moderate their level of learning and their readiness for learning, as well as tracking how they managed when the rigour of learning. These initiatives were built upon throughout the year and by the end of 2020 we felt a shift in the culture of attitudes towards learning and growth. We feel HoM and Learning Pit are now very much part of our learning and teaching culture. They were relied upon heavily by our students and staff to keep morale and learning at the forefront during the remote learning period.

A self funded capital works project for the development of our school yard was a welcome relief when school returned briefly after the initial COVID-19 shutdown. It was a diamond in the rough as far as assisting to build wellbeing, address anxieties and bring some positivity to a broken global community. The beautiful new spaces were a welcomed inclusion for our community and continue to provide spaces for contemplation, prayer, activity and sensory relief.

Our School Improvement Plan is now in its third year of the four year School Improvement Cycle. Working together as a leadership team and with CEM personnel, we used feedback and recommendations from the review to set goals and targets in all learning areas for the next 4 years. CEM personnel were engaged to assist in the setting of targets so that we have measurable goals for the next 4 years. Without the formalised assessments of NAPLAN, we relied on other data sets to ensure we are well placed for continual growth into 2021 and beyond.

Throughout 2020 many initiatives were put on hold in order to address the wellbeing, anxiety and recovery of the interruption due to COVID-19. We strategically allowed Learning and Teaching to come second to Wellbeing and the needs of our School Community. So much brokenness called for us to be people of God and respond to their individual and collective calls for calm, grace, peace and unity.

We worked hard to ensure we put in place learning and teaching excellence as well as improve learning and teaching practices both face to face and remotely. We continued offering Professional Development for our staff. These days were designed to provide structured time together as teams for PD, planning and upskilling in particularly areas of the curriculum. Our EAL and Well Being leaders were more available for planning sessions, ensuring all areas of curriculum provided inclusion for our students from non-english speaking backgrounds and our students with additional needs.

Given our lack of CEM SIS data this year we have included a synopsis from some of our 2020 School Board members.

What a year it has been! There is no perfect way to navigate through unprecedented times like this, I acknowledge and appreciate the flexibility, dedication and support offered by the School Leadership Team, and all SOGS staff during this time. Although the COVID-19 situation took all of us off guard and completely threw our lives upside down, it was an opportunity for parents to step up and take charge with the support of

Teachers and Education Support staff to ensure that our children continued on a positive learning journey.

From day one of remote learning our children were prepared with instructions on how and where to access their learning tasks. Any correspondence from our children to their teachers were quickly responded to. The motto 'do what you can, when you can, with what you have' was received with relief where parents were not expected to or pressured to assist our children beyond our means. With this in mind, we were able to help our children to develop a routine that suited our family circumstances while still adopting a growth mindset. We found that self-motivation quickly came into play.

Wellbeing phone calls and emails with updates from teachers and Education Support Staff was very much appreciated. Outside of Parent Teacher interviews we were updated on Learning Goals and how our children were adapting to remote learning. The virtual newsletters produced by the Leadership Team kept parents informed and connected along the way.

The introduction of 'Special Days' was an inclusive way for families to engage at home with their children in all year levels. Teachers endeavoured to support engagement by introducing these activities as ways of connecting with students and families while taking into consideration the circumstances and resources of families.

When the time finally came to return to classroom learning we were confident that the school would continue to monitor our children while they re-adjusted to their return to school. Keeping our children safe has been communicated as the number one priority. Regular updates regarding COVID-19 safe procedures has been reassuring not only to parents but to students who have felt some worry with returning.

*I hope we can continue as a school community to communicate, collaborate and share a mutual respect for each other's contributions to our children's education.
(Robert, 2020 School Board Chairman)*

As a parent, I have found communication between the school and home to be clear, consistent and regular. I love the various platforms like SeeSaw and Skoolbag that provide amazing tools to connect with school and home which has helped me stay organised and aware of what is happening at school. I am really grateful for the specialist programs the school offers like Maths Extension, Performing Arts, Creative Arts and Physical Education as they provide a variety of enriching learning experiences for my child. During this challenging year, I have found the leadership team and staff to be very supportive, sincere and professional in their approach to home-learning. I have found Renae to be an outstanding leader who invites feedback from her school community and takes action on that feedback. I have appreciated the well-being calls

*from staff and I can honestly say that School of the Good Shepherd lives up to its values of "known by your name" as I feel I am part of a loving, caring community.
(Grace, 2020 School Board Member)*

School of the Good Shepherd were consistently transparent with all aspects of remote learning and return to school COVID protocols. During remote learning tasks were set each day via the See-Saw platform. These tasks were accessible to families from the night before enabling families to set their children up for success. Timetables were set and distributed in ample time to ensure students could have time in small groups with their teacher, intervention groups and additional wellbeing times ran by LSO. My children enjoyed 'Camp Day' remote discos and family movie night.

Upon return to school through and in-depth messages were distributed to families to ensure protocols were followed for example (pick up and drop off times, a clear message of wellbeing for students, following of COVID safe cleaning. 'Special days' and rewards were provided to students such as gelati van, out and about days and ample time to spend outdoors in the new and amazing redeveloped playground.

The principal's videos of weekly updates and newsletters ensured the SOGS community felt part of the process throughout remote learning and beyond.

Our family could not have asked for a more supportive, caring, thoughtful school to take us through something that has never happened before. Well done to all the staff at SOGS we are proud to say we are part of the SOGS community.

(Kylie, 2020 School Board Member)

The introduction of stay at home learning enforced for most of 2020 was demanding for our family, as for most families in Victoria. Our children missed participating in the celebration of the Holy Mass, classroom learning facilitated by teachers and the interaction with their friends/classmates. However, the School of the Good Shepherd showed exceptional leadership and helped us and our school community get through this extremely difficult period. We are also grateful for the adaptable and flexible attitude to learning, where students were engaged almost daily through Google Hangouts. We wish to offer our thanks to Mrs Gentile, her outstanding administrative and teaching staff for having an information seeking and flexible approach to learning. Our children benefited greatly from the regular online supervised sessions that became a feature of online learning. The small group sessions for my grade 1, 3 and 5 children made the remote learning CONNECTED and made homeschooling a little less challenging.

There were a few concerns we had, for example, the high level of IT skills required by younger learners to navigate the online tasks was an issue initially. Also the small devices combined with extended periods of time learning caused some degree of eye strain. We were able to overcome it to a degree. Furthermore, I feel that younger learners may benefit from support to catch-up for lost time. On the issue of cyber safety, I was concerned about the security of online learning. Again, the school management and team did well via the previously introduced system where

they set rules and created awareness amongst the children. Knowing what is safe and how to maintain safety is vital. There were two security incidents managed well by the teachers. I feel if children are given online learning again it is important that responsible adult supervision needs to be nearby. Being available to supervise my children was also a key component of maintaining online safety.

With regards to mental health and wellbeing, our family would like to thank the SOGS team and leadership and for the frequent wellbeing phone calls, it really made us feel cared for and connected. I am still surprised that how much over and above the management and staff have gone to hold together the SOGS community. The Spirit of love, compassion and care is evident in your work. Recently, I ventured out to ask other parents from other schools about the support they received during the lockdown. SOGS is a leader in it all going over and above. We are able to face today stronger because of Mrs Gentile and every amazing teacher and staff that comes to the School of the Good Shepherd not because it's a job but because they really stand and believe in each other and our community and country.

(Reethu, 2020 Board Member)

Education in Faith

GOALS & INTENDED OUTCOMES

Goal:

To enrich and deepen engagement with, an understanding of Catholic faith, across the school community.

Intended Outcomes:

That increased opportunities are provided to grow and reflect upon our personal Catholic faith, with a particular focus on Staff.

That explicit links are made from personal faith to life and how these impact on our roles as faith educators, with a particular focus on Staff.

That engagement in Religious Education, prayer, liturgy and social justice initiatives will be strengthened.

ACHIEVEMENTS

With the interruption to school life due to COVID in 2020, School of the Good Shepherd maintained our focus on what drives Catholic Education- **Faith**. We leaned into our faith as a means of maintaining hope, gratitude and light in the darkness of uncertainty. The Education in Faith Sphere remains a high priority. We monitored ongoing goals, outcomes and targets, based on the school improvement plan by timetabling Education in Faith during staff meetings and ensuring it held its proper place in our classrooms and at all gatherings. There is a strong sense of ownership from staff over the direction of the school and Education in Faith.

The staff were given the opportunity to further their own faith development and connectedness as educators in a Catholic school through participation in regular and consistent Faith and prayer sessions. Staff grew in their knowledge and understanding of using contention and provocations when dealing with real life faith issues. Staff dialogue through facilitated planning supported this greatly. This year we embarked on our mandated RE study to ensure ongoing accreditation. Melbourne College of Theology and CEM personnel were brought in to assist us in meeting our study needs. Our staff engaged in Professional Development based on their needs, interests and areas of provocation.

Parish connectedness has continued to grow due to the weekly attendance and participation of Wednesday morning Masses (at times throughout the year when this

was permitted). The response from staff and within the Parish community has continued to remain positive and acts as a foundation for future involvement within shared mass celebrations. Throughout the 2020 year we saw Mass take on a new look with live streaming to classrooms and families homes and then weekly Wednesday Masses being celebrated by Father in our classrooms. It was a reminder that *“For where two or three are gathered together unto my name, there am I in the midst of them.”* (Matthew 18:20)

Daily prayer and tradition was honoured by all classes even in the remote space. Whether face to face or in the online forums, all classes began the days with prayer, often led by the students, and the day ended with prayer. This coming together and gathering God’s name ensured we maintained our focus on Jesus The Good Shepherd.

The community of the School of the Good Shepherd has continued to participate in various school Masses and Feast day Masses such as Opening School Mass (mainly in term 1.) The staff, students and community attend Mass in a reverent and involved manner. Participation in the Mass has also increased, with students being more responsible for readings, prayers and engaged in the music and songs. The reverence and meaning of Mass was not lost when it was brought into the classrooms, once restrictions allowed us to do so.

Parish connectedness also extends to the Easter liturgies - all presented via live streaming to our families. Palm Sunday, Holy Thursday, Good Friday & Easter Sunday during Holy Week were celebrated in an online forum where scripture was presented and explored. The school’s Christmas Carols Night at the end of the year, recorded and presented remotely, was designed to further the Catholic Identity of the school, allowing opportunity for further exploration of faith and celebrating a sacred time in the liturgical calendar with the wider community. Students were given the task of acting out the sacred scripture through mime and linking these with traditional carols. The response from the school community and parish community has been affirming to which the continued celebrations will occur. To enable greater engagement of the congregation, powerpoints with prayers and responses were displayed during Mass, as well as the advertising of upcoming masses well in advance. Our families' appreciation of efforts to bring Mass to the remote space was evident.

The school community celebrated the Sacrament of Reconciliation in term 1 with restrictions in place. While the Sacrament was not the traditional celebration for our families, they were fortunate to be able to celebrate it at all. Eucharist and Confirmation were greatly affected by COVID and our families were given the choice to

celebrate in 2020 with restrictions or to wait until 2021. As part of their preparation to receive the Sacraments, all students participated in a detailed inquiry unit about the particular Sacrament they were participating in. They shared in a day of reflection to deepen their understanding of the importance and significance of Jesus Christ in their own lives. The Parent Child Reconciliation workshop ensured that the modern understanding of the sacrament was shared with families in an effort to open dialogue about the sacrament in the homes of our families. The sacrament of Eucharist and Confirmation were celebrated for those families who opted to celebrate in 2020. They were live streamed so that families could engage and celebrate with us from home or work.

Social Justice was implemented in the curriculum through our levels Faith Life Inquiries. Elements of each Inquiry were designed to highlight the need for Social Justice in our world and to raise awareness that in many parts of society, justice is not always met. During Lent, children were encouraged to participate in almsgiving by contributing to Project Compassion boxes and donating non-perishable food items to St Vincent de Paul within the local community for our Christmas hampers. 2020 more than any other year called for us to ask “what can I do for my community.”

The Religious Education and Learning and Teaching Leaders, continued to use the Faith Life Inquiry curriculum from Grade Prep to Grade 6. The religious component was reported upon within the school report, with separate outcomes for Religion.

VALUE ADDED

In 2020 there was no Insight SRC data collected

Learning & Teaching

GOALS & INTENDED OUTCOMES

Goal:

To create a contemporary teaching and learning environment that enhances student's capacity to be life-long learners

Intended Outcomes:

That student achievement in Reading improves

That student achievement in Mathematics improves

That students are more engaged in their learning

That ICT/contemporary tools be used consistently to provide flexible and diverse learning

COVID-19's impact will be felt in education for a long time. It was our ambition to ensure the good practice we had put in place in Learning & Teaching in the past 4 years was not lost to the online, remote learning space.

Term 1 began strongly with a focus on high impact strategies for building assessment capable learners. Our pedagogy was strong, aligned and we shared a universal language with facets such as Learning Intentions, Success Criteria, Teacher Focus Groups, timely feedback, individual goal setting, staff goal setting, dialogue based classrooms and student voice and choice. We were adamant, once COVID hit that all of this would not be lost.

Early in term 1 the school purchased the paid Seesaw platform as well a Hapara for years 3-6. This set us in good stead for moving to the online learning space. We agreed on shared P-6 protocols to ensure our collective approach remained strong. All sessions began with LI & SCs, and were presented with Universal Design for Learning (UDL) to ensure the learning was accessible by all. Staff presented learning in written form, audio and where practicable with supporting imagery.

Online, quality, data driven programs such as Raz Kids, Fountas & Pinnell and Mathletics and Essential Assessment, ensured we delivered the highest quality learning programs to our students on a needs basis. We monitored growth over this period by accessing these programs' assessment tools.

Seesaw was used to deliver daily Reading, Writing, Mathematics, Religious Education and Inquiry lessons. Our staff were then scheduled to conduct live Teacher Focus Groups. All Co Educators were skilled up in this area and were also scheduled to

conduct focus groups. These groups were data driven and needs based, Most took on an academic focus, some social skills and socialization focus, depending on the Prioritised need.

Upon the return to school for the limited time restrictions were lifted in term 2, we conducted a comprehensive feedback survey from our families. This data reflected that our families needed the structure of the Seesaw lessons and relied heavily on the teacher focus groups as a way of ensuring their children were engaging and to assist with their motivation to learn. The data reflected a need for the students to be live at stages throughout the day to remain connected and for improvement in general wellbeing. Our families did state that too much was being sent home and some felt as though they had failed if they did not get through all that was being offered. This was despite our ongoing advertised mantra to *“Do what you can, when you can, with what you have.”*

Once the second lockdown began, we tweaked our approach to ensure families felt supported, had a balance between academics and wellbeing and to ensure that the load for families and staff was a manageable one. This strategy needed to be one that would have longevity as we did not know how long the restrictions would close down live face to face teaching.

The second lockdown saw greater efforts to build and strengthen the community. We felt the dip in morale at times and consistently measured student engagement as a barometer for this. Initiatives were put in place to highlight learning and teaching by offering something fun, engaging and that the whole family could involve themselves in. With each of these initiatives, we saw renewed student engagement and all in all our weekly numbers of student interaction were very high (P-2 over 95%, 3-6 over 93%.)

The return to face to face learning in term 4 came with much excitement, trepidation and the need for a renewed pedagogical approach given the trauma many of our families had faced. A prolonged period of isolation called for a school that offered many more opportunities for socialization, engagement and play based learning.

We intentionally held off on many of our assessments in term 4, peeling back the assessment schedule to ensure we collected minimal data. A return to school with Wellbeing at the forefront was imperative for a smooth and settled transition back to school. In doing so, we gathered enough data to establish the growth made in the previous 12 months, as well as weekly/fortnightly growth using Essential Assessment

and Raz Kids. Term 4 saw the return of Fountas & Pinnel testing. This too added to the profile we were able to create for each student.

STUDENT LEARNING OUTCOMES

NAPLAN assessment did not take place in 2020, in Years 5 and Year 3 due to COVID-19

Student Wellbeing

Goal: To empower students to actively contribute to a supportive, safe and inclusive school community.

Intended Outcome:

- That students will demonstrate greater resilience and develop an enhanced sense of responsibility for their own learning, behaviour and wellbeing.
- That students will feel positive about being at school and experience strong relationships with peers and students to aid their sense of belonging and connection.
- To comply with prescribed minimum seven 7 Child Safety Standards and embed a culture of 'no tolerance' for child abuse as stated by the Ministerial Order 870.
- To help students to be able to recognise emotions in themselves and others and to assist them to choose appropriate strategies to keep them calm and 'ready to learn'

Achievements:

- Wellbeing hour based on social and emotional needs of students in each classroom/level and planning is facilitated with the classroom teachers and Wellbeing Leader
- Wellbeing is integrated and weaved throughout the week and a shared responsibility of all staff
- As a school, wellbeing was a top priority during remote learning and COVID 19 pandemic and a wealth of resources was shared with families, staff and students during this time

Social and Emotional learning (SEL) and wellbeing topics were integrated into learning & teaching throughout the year. In 2020, we continued our commitment to the 'Wellbeing hour' (introduced in 2019) an hour, once a week, that was focused on teaching explicit wellbeing concepts such as social skills, team & class building, teaching lessons from Berry St Education Model and/or other SEL programs such as such as Respectful, Rights and Respectful Relationships (Chapters 1 to 6 only), Daniel Morcombe Child Safety Curriculum, Kagan Cooperative Learning, 101 Social Skills and other programs throughout the year. Staff planned lessons based on the current needs of students in their classroom and the planning was facilitated with the Wellbeing leader. Due to remote learning the hour changed to be specific activities that students could complete online via Seesaw or as a discussion task during Google Hangouts with a teacher or co-educator. When students transitioned back to school in term 4, teachers designed a specific unit titled the *Golden Age of Play* which was focused on providing opportunities for

collaboration, connection, engagement and socialisation. This was based on research on the best ways to support students during a pandemic. Additional advice was to ensure students had opportunities to find humour, to help others, have hope and to be heard.

In 2020, our school stayed committed to using common language from the Berry Street Education Model (BSEM) and did further training in BSEM to consolidate staff's understanding. Self care was an important focus in 2020 and Berry St ran a Self Care webinar with all our staff. Each class had a Ready to Learn Scale so students could plot how they were feeling. P-2 classes had whole class de-escalation strategies to assist students to get ready to learn. Year 3-6 students had individual Ready to Learn De-escalation plans that students could use to help them prepare for learning. All of this is based on the notion that in order to learn and to form relationships with others we need a well regulated body. Students had opportunities to regularly plot themselves on the 'scales' while onsite and via Google Hangout sessions in remote learning.

BSEM continues to support a number of whole school initiatives we already have in place at our school such as the importance of relationships, Growth Mindset, Mindfulness and Evidence Based Learning Practices. Mindful practice on the Tiger Turf was introduced in 2020 to assist with keeping students calm and ready to learn. At the end of every lunch and recess, all students and staff participate in mindfulness to assist them to be ready to learn. Activities can include breathing exercises, thinking positively and 'whole body scans' where students check in to see how they are feeling. Mindfulness was also used within the classroom and strategies were shared with parents via the school newsletter and on a needs basis to support specific students who needed assistance with self regulation.

A number of Student Wellbeing initiatives were offered to our students in 2019 to contribute to a supportive, safe and inclusive school community including:

- In Term 1, we hosted a Bully Zero and ICT information night with year 5 and 6 parents and students
- Teaching staff would shadow some individual students to assist them socially on the yard
- Social groups were run remotely with specific students by a co-educators, teachers and leaders. The focus of these sessions was based on giving students opportunities to interact with others and to have fun with peers to build connection
- Webinars were offered to families to support them during the pandemic such as Dr Coulson Happy Families Webinars and Cybersafety webinars
- Staff participated a range of webinars including cybersafety, self care and other important wellbeing topics
- In Term 4, The Wonder of Living Family Enrichment Program on the topic of sexuality education was run remotely to year 5 and 6 parents
- Regular calls home to families to see how they were coping during the pandemic and remote learning.

The school continued to connect with outside services and external agencies to support children and their families, including:

- Child First and DHHS Child Protection
- Bully Zero Australia Foundation
- St Vincent de Paul
- Merri Health

The Wellbeing Leader met with the Student Representative Council (SRC) to empower the leaders to promote student voice in the school and to give them the opportunity to have input into Whole School Events such as St Vinnies Christmas Appeal.

Our school continues to comply with the 7 Child Safety Standards as specified in the Ministerial Order. Our school complied with the standards by:

- Continuing to use and implement our positive behaviour management policy onsite and when working remotely.
- All staff completing their annual Mandatory Reporting module and new staff were given training on the PROTECT Child Protection Modules and were advised on how to report at our school. New staff were also given information about Reportable Conduct.
- Teachers ensuring they were teaching the appropriate elements to keep students safe

Students write SMART goals in their classrooms to improve their academic, social, emotional or behaviour. The students regularly review their goals with the support of the teaching staff.

VALUE ADDED

There was no formal collection of data in 2020. Families reported that they were happy to receive wellbeing checks via the phone during remote learning.

STUDENT SATISFACTION

There was no school CEMIS data collected in 2020

STUDENT ATTENDANCE

Add in attendance data for 2020

Child Safe Standards

GOALS:

- ✓ To create and maintain a child safe school environment.
- ✓ To ensure that strategies, policies, procedures and practices are inclusive of the needs of all children, particularly students who are vulnerable due to age, family circumstances, abilities, or Indigenous, cultural or linguistic background.
- ✓ To develop policies and procedures to implement the child safe standards, communicate information about them to the school community; including staff, parents and students and conduct appropriate professional development activities.

Achievements

- The following sets out the processes and strategies to be implemented, aligned to the identified standards contained within Ministerial Order 870, to ensure School of The Good Shepherd creates and maintains a child safe school environment.
- **Standard 1 - strategies to embed an organisational culture of child safety, including through effective leadership arrangements.**
- Principal, Deputy Principal and Student Wellbeing Leader are identified with the role & responsibility of ensuring Child Safety is embedded in the school culture.
- Governance arrangements exist which outline responsibilities and steps for staff to respond to the care, safety and welfare of students, including all school environments and outside of school hours and particularly on school camps. These are found in the Staff Handbook.
- **Standard 2 - a child safe policy or statement of commitment to child safety.**
- Student Well Being policy includes a commitment to a culture of child safety and to zero tolerance to all forms of bullying.
- Clear procedures to implement the statement of commitment to a culture of child safety, including all school environments and outside of school hours.

Child Safe Policy developed in 2016 and updated in 2017.

- **Standard 3 - a child safety code of conduct that establishes clear expectations for appropriate behaviour with children.**

- School has job descriptions for all school staff documented, including those involved in child-connected work in all school environments and outside of school hours which include a statement of expectations for duties and responsibilities related to child safety.
 - Archdiocesan 'Code of Conduct for the Caring of Children' applies contractually to the Out of School Hours Care facility (currently contracted to 'Extend) and its staff.
 - Staff Codes of Conduct for all teaching and non-teaching staff adopted
 - Parent Code of Conduct & Parent & Friends Code of Conduct continued to be implemented in 2020
- **Standard 4 - screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel.**
- School has policies and procedures that apply to all staff involved in child-connected work in all school environments and outside of school hours. They include consideration of child safety for recruitment, induction, professional development and supervision of staff.
 - All teaching staff are required to have the National Criminal Records Check (NCRC), all non teaching staff are required to have the Working with Children Check (WWCC) and parent helpers / volunteers are also required to hold a WWCC.
 - We have clear induction processes for new staff (including volunteers and contractors) regarding our school policies, codes, practices and procedures for child safety.
- **Standard 5 - processes for responding to and reporting suspected child abuse.**
- Our policy and procedures cover all types of child abuse.
 - There are procedures for responding to allegations of suspected child abuse in accordance with this requirement and other legal obligations, including criminal offences regarding grooming, failure to disclose and failure to report. These are found in the Mandatory Reporting of Child Abuse Policy and Staff Handbook
 - There are policies and procedures for reporting and responding to suspected child abuse (as above) that apply to all staff involved in child-connected work in all school environments and outside of school hours.
 - Mandatory Reporting Policy is to be regularly revised & teaching staff
 - undertake the online professional development module on an annual basis.
- **Standard 6 - strategies to identify and reduce or remove risks of child abuse.**
- Risk management strategies are developed & implemented regarding child safety in school activities via OHS audit procedures (risk assessments) within the OHS Policy and environments (e.g. Gated security, ID badges).
 - Risk management related to online school environments (including email and intranet systems), including (where applicable) child safety outside of school hours occurs via the school's 'Technology Acceptable Use Policy.' A Chrome Book Rollout night is run once a year where information is given on being responsible digital citizens, the Technology Acceptable Use Policy is unpacked with parents and online education around cyber safety is built in.
 - Assistance and advice is sought via the Office of the Children's ESafety Commissioner's website and other key educational websites related to Cyber Safety.

- The Bully Zero Foundation of Australia runs bi annual preventable bullying sessions with students, parents and staff on all forms of bullying.
- **Standard 7 - strategies to promote the participation and empowerment of children, including promoting the cultural safety of Aboriginal children, promoting the cultural safety of children from culturally and/or linguistically diverse backgrounds and promoting the safety of children with a disability.**
- The school encourages the development of 'Student Voice' in each classroom at each year level. Students initiate the development of Classroom rules at the start of each year, students set their own personal goals to be met each term and each student presents their achievements to their parents at intervals throughout the year via 'SeeSaw'. Students are also encouraged to provide feedback to school staff to assist planning at all stages of the learning cycle.
- The school reinforces and promotes children's awareness of acceptable and unacceptable behaviour via classroom 'Circle Time', monthly School Assemblies and the reinforcement and reflection on all School and Classroom rules.
- The school supports students' understanding of their rights and enables students to raise child safety concerns in all school environments and outside of school hours via email communication, classroom 'Circle Time' feedback, class meetings, 1:1 journals and their Student Representative Council.
- Implementation of educational strategies covering resilience and healthy and respectful relationships (including sexuality) occurs in targeted social skilling groups and through Prep, Yr. 1/2, 3/4, and 5/6 Faith Life Inquiries as well as Parent/Child night for Sexuality. A strong Social and Emotional Learning focus helps drive personal and interpersonal learning.
- Processes are in place that are inclusive of the needs of all children, particularly children who are vulnerable due to age, family circumstances, abilities or Indigenous, cultural, or linguistic background via specialist intervention programs, social skilling and special Indigenous education programs. Specific, needs based programs (e.g social skills programs, LLI, RAN, Reading Recovery, Maths Intervention) occur 'at point of need' during the school day.

Leadership & Management

Goals

To develop a community of professional excellence that maximises the learning for all.

Intended Outcomes

That feedback processes will lead to enhanced staff professional learning and professional growth

That sound evidence-informed practice throughout the school will be more evident.

That leaders are more confident and skilled to lead.

That there is a focus on high expectations and learning excellence.

Achievements

In 2020 the school year began with limited changes to staffing. We welcomed a new Religious Education leader and Learning Diversity Leader in Laura Merrick. This financial commitment coupled with our ongoing commitment to middle leadership (POL 1 x 3) and the employment of a Levelled Literacy Intervention teacher, Reading Discovery Teacher and Number Intervention teacher were necessary to improve students' outcomes in the areas of Reading and Mathematics.

Fr. Dishan Candappa continued to be a prominent leader in our community and has worked tirelessly to establish positive relationships with the two schools. He was a very welcomed presence among the school community.

2020 capitalised on our significant investment in building a culture in all classrooms where learning is highly visible. This work was strategically actioned and clearly embedded into school practices. School improvement and alignment remains a high priority for all.

The Learning and Teaching Support team (POL 1) model continues to assist us in our endeavours to build leadership capacity. The Team has contributed to the composition and review of school policies as well as the writing of the Annual Report to the School Community. This model has also allowed these teams to monitor the goal development from our Annual Action Plan and be accountable to it. All professional development, staff meetings are explicitly actioned to align with the AAP, and goal in focus is clearly articulated prior to meetings commencement, to adhere to the culture of Visible learning embedded at the school. These middle leaders were called on during the remote learning experience to share their expertise and new initiatives with our staff. Our middle leaders joined the leadership team in term 1, in a CEM funded initiative 'Agile Leadership.' This Professional Learning helped us to narrow down our school focus and ensure we focus on our AAP taking small steps and completing them well.

2020 continued our solid work in developing Evidence Based Learning practices. Learning walks, Peer to Peer coaching and observations based on goals derived from Hattie's 10 Mindframes for Effective Teaching Practices were implemented, and feedback around these were given through coaching conversations in order to further improve teaching practices. These Mindframes enabled teachers to engage in rich dialogue based on observable evidence for explicit and personalised individuals as well as whole school improvement.

Our commitment to this project now sees our staff engaged in an Evidence Based Learning collective using the power of a collective network of like minded schools to embed the language of visible learning from the planning stages and has seen a shift in disposition to be inline with John Hattie's 10 Mindframes. Much work was done on embedding these into the strong structures we already have in place to support Visible

Learning. We acknowledge this is a work in progress and look forward to entering our third year of the project.

Professional learning has remained a very high priority in the school with a focus on skill and knowledge development in leadership, innovative teaching practices, Mathematics, English, faith development, special learning needs, student wellbeing, differentiation and technology. The COVID space ignited learning in ICT and we quickly realised that given the right context, learners can

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2020

Growth Coaching- Pauline Zappulla
 ·Anaphylaxis Training
 NCCD PD- Robyn Thomson
 Out of Home Care- Teacher Training
 · Deputy Principal's Network
 · Learning and Teaching Network
 Annual Report to the School
 Community Workshop
 Teaching EAL Students in Mainstream Classrooms
 Seesaw training
 SPA PD- Setting data targets
 Melbourne College of Theology RE PL
 Advent & Christmas PL - Nelson CEM
 Self Care through a Pandemic: Magnolia Way
 GROW Coaching Training commenced - leadership.

- Student Wellbeing Conference
- Student Wellbeing Network
- ICON Professional Development
 - Principal's Conference
 - Student Services Network
- CEOM Graduate Teacher forum
- Faith Life Inquiry Planning
- Online LNSLN briefing session
 - Principal's Network
 - RE Leaders Network

This list reflects professional learning activities provided by external facilitators on and off site, however a considerable amount of professional learning was also offered weekly through the provision of professional learning team meetings, staff meetings, facilitated planning time and classroom support.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$

TEACHER SATISFACTION

There was no CEM SIS data collected in 2020.

School Community

Goals

To strengthen community partnerships in support of student learning, wellbeing and faith development.

Intended Outcomes

1. That communication for and with our community is enhanced.
2. That a greater understanding of family partnerships is developed through parish and school links.
3. That members of our community enhance their connection to school through building positive relationships, acknowledging the dignity of all.

Achievements

In 2020 building school community partnerships became more important than ever and face to face events and opportunities were limited due to COVID-19 restrictions. Although this provided a challenge as all community initiatives needed to be undertaken remotely, the school rose to the occasion by thinking flexibly and innovatively to ensure community partnerships continued to strengthen and grow. All events were shared and documented on the school's social media platforms Instagram and Facebook. Some of the events that took place both remotely and face to face were as follows:

- Staff TikTok videos
- School Staff Dance- Positive Primer videos
- Parent Tips Sheets for Remote Learning
- SoGS E- Challenge Games
- National Day of Action against Bullying
- Exercise Time with students
- Whole school remote Dance Party Disco
- Scavenger Hunts
- SoGS- remote Movie Night
- Online assemblies
- Virtual recorded newsletters
- It's Showtime- The School of the Good Shepherd's take on the Melbourne Show:
- School of the Good Shepherd remote design your own showbag
- School of the Good Shepherd remote bake off
- School of the Good Shepherd remote colouring competition
- School of the Good Shepherd remote pet show
- School of the Good Shepherd remote fashion on the field
- School of the Good Shepherd remote dance off
- School of the Good Shepherd remote photography day
- School of the Good Shepherd remote construction zone
- School of the Good Shepherd remote design your own ride

- Dr Justin PL for parents supporting children in online learning
- SoGS Remote camp day
- R U OK Day Remotely
- 2021- Prep Welcome packs mailed out to all 2021 families
- School of the Good Shepherd Spoonville
- Footy Colours Day
- Book Week Parade
- Teddy bear's picnic
- Student of the week Honk, Honk awards- awards delivered by leaders
- SoGs Blogs launch- through Seesaw
- Guess the Teacher's Pet
- Teacher's favourite recipes shared
- Out and About Days P-6
- Athletics Carnival
- Prep Information Night
- Remote Christmas Carols
- Year 6 Graduation at the Drive ins
- Santa's Helicopter Visit
- St Vincent De Paul's annual Christmas hamper collection



