

Our Lady of the Southern Cross Wyndham Vale

2021
Annual Report to the School Community



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Minimum Standards Attestation

I, Justin Hilton, attest that Our Lady of the Southern Cross is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

16/03/2022

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

Governing Authority Report

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

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

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

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

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

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

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

Our Lady of the Southern Cross Catholic School community recognises the central place of faith and Gospel values. Collaborative partnerships between students, staff, parents and the wider community build an environment that is welcoming and inclusive, where each person is valued for their individuality and encouraged to strive for excellence. Members of our community are life-long learners and our students aspire to being innovative and progressive citizens who contribute positively to society.

Motto

"Where every child is valued"

School Overview

Our Lady of the Southern Cross School - Where Every Child is Valued

Our Lady of the Southern Cross School is one of six catholic primary schools that form the Parish of St Andrew's Werribee. Construction began on the school in 2008. A steering committee, led by our founding priest Father Frank Buhagiar was established. The name Our Lady of the Southern Cross was selected by the parish community and endorsed by the steering committee.

The name of our school, Our Lady of the Southern Cross acknowledges Mary, the mother of Jesus as standing before the cross of Jesus and watching over him. We believe that Mary also watches and guides Our Lady of the Southern Cross school. The Mary of the Southern Cross portrait that adorns our school and is featured on the cover of this document depicts Mary standing with the child Jesus. The steering committee along with the founding Principal sought the use of this image by Jan Williamson through collaboration with the Catholic Diocese of Toowoomba.

Our Lady of the Southern Cross (OLSC) is located in Manor Lakes in the Western Suburbs of Mebourne. The location of the school is in a developing area with rapid expansion as part of the western growth corridor. The school opened its doors in 2009 and was to alleviate enrolment pressures on the other Parish Schools and offer a catholic education to the residents of Manor Lakes and Wyndham Vale. OLSC was the fourth primary school in the Parish to serve the community, two additional schools have also been established since our opening, to provide a catholic education for the children in our ever growing Parish. On opening there were 87 students which has steadily increased each year. The school was established in stages and from the first stage there has been 5 subsequent building programs on the site.

At the 2021 February census the school had an enrolment of 449 and almost 300 families. This enrolment was an increase of 11 from the previous school year enrolment of 438. There are 39 teaching staff (34.75 FTE) and 15 non-teaching staff (12.72 FTE). The families of OLSC represent more than 45 different cultures and 72% of students come from a background other than English. We are proud of, and celebrate the diversity of cultures in our community and have well established links within various community groups. The predominant cultural backgrounds of our students are Australian, South Sudanese, Filipino, Indian, Spanish, Sri Lankan and other African nations. The SES of the school is 105.

The school offers a comprehensive curriculum which is complemented by specialist programs at each level. The specialist programs offered at OLSC include physical education, visual arts, performing arts, STEM and digital technology. The language we offer is Mandarin and this is an area of study across the whole school.

The buildings are contemporary design and offer flexible learning and grouping opportunities to enable the implementation of a flexible and personalised learning program. OLSC is designed around four separate learning centres that comprise multiple learning spaces in each including staff work and administration areas in each centre. There is also a comprehensive sports centre,

meeting rooms, well equipped kitchen, administration office area and staff facilities. There are two portable classrooms that comprise a drama room and visual arts room.

The outdoor facilities consist of two large shaded adventure playgrounds, a synthetic grass basketball court, a synthetic grass common area including a running track, sand pit, a grassed and irrigated football oval, a large amount of seating, garden and passive play areas. We are also fortunate enough to have a small orchard, vegetable garden, chook run and frog bog.

The pedagogical aim of this school is the development of inquiring minds through learning and teaching approaches that endeavour to empower students to be lifelong learners. The buildings are a contemporary design, which provide flexible learning spaces enabling implementation of learning and teaching that provide personal learning programs for students and point of need teaching. Within the personal learning programs, students are provided with the opportunity to develop skills as empowered learners who have the capacity to think and know how to learn.

We value the input from the parent community and seek to work in partnership with our families to achieve the best educational and social outcomes for our students. Parent involvement in the school is encouraged and appreciated. The pandemic has proved challenging in welcoming parents and encouraging a physical presence at the school.

Principal's Report

I offer this reflection to Our Lady of the Southern Cross (OLSC) community on the 2021 school year with a great sense of pride in how the community came together in what proved to be a very challenging year. The school year began on 27th January and all had a sense of great optimism that the lock downs and challenges of the pandemic in the 2020 school year were behind us. Too soon we were all to learn that this was not the case. The year presented many challenges that were beyond all of our control and I congratulate the students of OLSC, the staff and the families on the great flexibility shown and the many positives that resulted in difficult circumstances. Congratulations are due to all the school community for all that was accomplished.

The COVID situation demanded that our teachers, students and the school and the community alter and refine the way that we work together. In 2021, our state spent 113 days in lock down and the students and teachers spent a total of 79 days in remote learning. OLSC spent an extra 7 days in remote learning than most other schools in the state as ordered by Western Public Health due to significant case numbers recorded. The students 'began' school or were reunited with their teachers and peers a total of 6 times as Melbourne's lock-downs and restrictions were lifted and eased. The resilience and flexibility shown by students and staff was impressive. The challenges and disappointments were faced with courage and the community made the most of every opportunity.

It was fortunate that two major events could still occur during this very different and altered school year. The Year 6 students were able to receive the Sacrament of Confirmation on the same evening as their graduation. The other major event that could still take place, albeit in an altered format, was the biennial art show. I am grateful that this could still take place virtually and offered the opportunity to showcase the talents of our students. Thanks to Kylie and Fan and all those that assisted in the huge task of organising this. I'd also like to acknowledge Achala from the parent community for generously giving his time to record and make it possible for this showcase of talent to take place virtually.

I would like to formally thank the students of OLSC for their commitment to making the most of the situation and displaying the school's core values of Respect, Responsibility and, most of all, Resilience. Many events could not occur that would have provided the students with the opportunity to showcase their skills and learning, including assemblies, camps, sporting events and the school art show. The Year 6 students' positive attitudes gave witness to the senior role models that they were, and I wish them well as they embark onto new adventures. I hope that, when they take time to reflect and look back on their final year of primary school, they are proud of their achievements in some very challenging circumstances.

I would like to thank the staff of OLSC for their dedication to and support for our students and the wider community. These attributes made a huge difference to the students and ensured that many positive academic gains and personal growth occurred. I thank them for providing rich learning experiences both while at school and when periods of remote learning occurred; sometimes with little warning. The specialist teachers, enrichment teachers and support staff

worked tirelessly with the students of essential workers that remained on-site and for this I am truly thankful.

I would like to thank Sandy and the entire school leadership team for their support of our school this year. The school leaders were always ready to assist the staff and students in both physical on-site and remote learning. Each leader took on the challenges of the pandemic and managed to help students, facilitate teacher planning and support the parent community. The office team and school leadership team have been an enormous support to me in my second year as Principal and for this I am extremely grateful.

I would like to acknowledge the contribution and dedication of each of our families. Your support is greatly appreciated as we work together. I thank you for the trust that you put in each staff member to work in partnership with you to support your children to be the best they can be. I acknowledge that it has been difficult for you all as restrictions have limited your ability to have a physical presence at school.

I would like to take this opportunity to thank our Parish Priest Father Albert Yogarajah and Assistant Priests Father Anil Mascarenhas and Father Dong Tran for their support of the students, families and staff throughout 2021. Although, sorry to see the departure of Father Anil as Assistant Parish Priest at St Kevin's Hampton Park and Father Dong as Parish Administrator to St Damian's in Bundoora we wish them well in these positions, and thank them for being part of our community.

I wish the 25 graduating families of OLSC all the very best as they move on and thank them for their contribution to the school and whole community. We also have three staff members that are moving on and, on behalf of the community, I thank Caitlyn Cauchi, Matthew Lauren and Sam Kloet for their valuable contribution to the students and staff team - good luck with all future endeavours.

Education in Faith

Goals & Intended Outcomes

Goal

To continue to develop contemporary teaching pedagogy with staff within a Catholic context whilst fulfilling the school's vision and connectedness to parish.

Intended Outcomes

- That teachers plan units using the pedagogy of encounter model in Religious Education
- That the assessment of and for learning in Religious Education is maintained.
- That moderation occurs when reporting to the curriculum.
- That students are engaged through a range of rigorous teaching and learning strategies.

Achievements

- Year Three students were prepared for and received the Sacrament of First Reconciliation
- Year Four and Five students were prepared to receive the Sacrament of First Eucharist, however due to COVID lockdowns receiving the sacrament was postponed numerous times throughout the year
- Year Six students were prepared for and received the Sacrament of Confirmation
- Year Six Confirmation students created an altar cloth as part of Art which was used in the Confirmation liturgy
- Family Sacramental Evenings were held as part of the preparation for Reconciliation, Eucharist and Confirmation
- Prep families participated in a 'Preps in Pyjama' evening which involved prayer, listening to a story and responding through art as families
- Year 1/2 family prayer night was postponed due to COVID restrictions
- In partnership with CEM Western Region consultant, school staff received further professional development in the Religious Education Curriculum, specifically developing Learning Continua
- Religious Education planners were further updated to take into account the structure, strands and achievement standards of the Religious Education Curriculum
- During remote learning, Religious Education teaching and learning took on an inquiry approach where students completed project
- Daily prayer as a learning group continues to be an important part of the morning routine, including during remote learning morning check ins
- Christian meditation continues to be part of the daily morning routine
- In 2021, 59.9% (282) students identified as Catholic and 60.2% (162) of parents identified as Catholic. This represents an increase (in number) within the parent community

- Prayer formed an important part of whole school assemblies, often presented by Social Justice Leaders online and onsite when permitted
- Whole school Mass was celebrated at the beginning of the year as well as other liturgies, such as Mother's Day, Ash Wednesday and Graduation, when permitted
- Celebration of significant liturgical events took place online when the school community was unable to gather together in person
- Holy Week liturgy involving the entire school community was celebrated
- Catholic Identity Leader met regularly with Year Level Teams to facilitate the planning and evaluation of Religious Education units
- Catholic Identity Leader, with Year Level Teams, developed unit overviews for each term and began a two-year scope and sequence
- Catholic Identity Leader attended Western Region Religious Education Network meeting online
- The school community actively participated in social justice initiatives including Project Compassion and Socktober
- A school Religious Education school closure day, focusing on Spiritual Conversations, was planned. However, this was postponed to 2022 due to COVID restrictions

VALUE ADDED

Prayer is an important part of staff meetings each week, which is prepared and led by staff members.

Student leadership opportunities were provided to senior students in the form of Social Justice Leaders.

Teachers helped to run Sacramental preparation for Reconciliation, First Eucharist and Confirmation.

Students and families participated in Social Justice activities such as Project Compassion and Socktober, both while remote and onsite. The school year began with a whole school Mass, which was the only opportunity to celebrate Mass together as a whole school due to COVID. Other Whole School liturgies were able to take place, such as for Holy Week, Mother's Day and Advent.

The OLSC community is proud of its heritage as part of the wider St Andrew's Parish. Its Catholic ethos is strongly evident in the school's iconography, rituals, sacraments, liturgies and faith values, which are highly valued by parents. Students, staff and families are provided with opportunities to strengthen their connection to the projection of faith based learning through these parish networks.

Through our MACSSIS data for 2021, staff, parents and students are highly satisfied with the Catholic identity of OLSC. Parents felt that the Catholic mission is emphasised in our school (89%) and that Catholic religious practices are emphasised at OLSC (92%). Staff have a clear understanding of Catholic beliefs and practices that underpin our school (89%) and recognise prayer as an integral part of the school. A total of 65% of students positively responded to questions regarding Catholic Identity at OLSC, which is above the MACS average for students. In particular, 70% of Year 5 students responded positively.

During Remote Learning, the St. Andrew's Parish continued to work closely with our school to maintain links during the COVID pandemic. Families will continue to be invited to participate in prayer and liturgy experiences to continue fostering a community based upon the teachings of Jesus Christ and Mary, our mother and patron.

Learning & Teaching

Goals & Intended Outcomes

Goal

To develop data literacy skills of leaders and teachers to enable effective differentiation for learning and well-being.

Intended Outcomes

- That leaders analyse a range of data to drive a review of programs and priorities.
- That teachers build their capacity to analyse data and use data effectively to inform their teaching, including a focus on highly able learners.
- That data is regularly analysed at planning to inform teaching & learning.
- That teachers build their capacity to differentiate for learning and well-being.

Achievements

- Further implementation of the process for data collection for NCCD accountability was adapted for the continuation of remote learning, with phone calls and online check-ins by leaders, teachers and learning support officers
- NCCD and PLP records linked to work programs to facilitate engagement and consistent monitoring of students' goals and adjustments (documentation was made fortnightly at a minimum)
- PLPs were sent electronically and PSGs were completed online for families during remote learning
- Intervention programs were modified during remote learning to ensure students were able to learn remotely
- Individual learning plans were created including appropriate adjustments to accommodate the students with additional needs
- Whole school use of Class Dojo as a digital portfolio to enhance family engagement in student learning. This was utilised during remote learning
- The whole school community; staff, students and families continued the use of Google Meets as a way to meet online. The use of the Google Workspace remained a high priority for sharing work and staying connected
- During remote learning, school devices were made accessible to those students who were unable to access a personal home device
- 'How to' information sheets and videos were created with step by step instructions for particular websites and apps for our families to access and follow the learning
- Facilitated planning continued at all levels, whilst this has occurred on a weekly basis, during remote learning, staff moved all planning sessions online, using Google Meet
- Planning and wellbeing check-ins were scheduled throughout remote learning, at least twice a week, and put on the school calendar so leaders could also check in and facilitate planning

- The school assessment schedule was altered due to remote learning. Once back on site, the focus was on building relationships and refamiliarising students with routines and expectations, rather than assessment. PAT Reading, PAT Numeracy and Oral Reading Records were completed for all students as summative data
- During remote learning, staff quickly adapted the learning tasks planned to meet the needs of students; teacher focus groups were continued, modified learning was directed to specific students via the assigning options in Google Classroom, Google Meets for whole and small group instruction were offered
- Following data from 2020, specialist led remote learning classes were on one day a week, allowing learning group staff to have a full day of planning online
- OLSC Art Show was successfully changed to become an online event and was posted on Class Dojo to be accessed by the school community
- Differentiation occurred in many ways during remote learning; small group meets, open meets, phone calls, assigning tasks via Google Classroom, genius hour, wellbeing meets and social interaction meets
- Apps and programs that had been trialled in 2020 continued to be used regularly, including; Epic reading, screen castify and the Google Workspace range
- School reports were modified due to remote learning, in consultation with staff, comments were based on the achievements made online for terms two and three
- Learning conversations were moved online which allowed families more flexibility in attending
- Senior students and parents were led through the Wonder of Living workshop by the Open Doors staff
- Whole school eSafety workshops were led by the Alannah and Madeline Foundation
- School excursion/incursion and camps were planned for but were unable to take place, except for a junior excursion to CERES
- Senior school leaders program continued for those students elected in 2020
- Year 5 students participated in a revamped School Leaders day facilitated by staff
- The prep's 100 days of school celebration happened in an alternative way to celebrate the learning that had occurred throughout the year
- Enrichment teachers for all year levels joined planning and focused on being able to meet the needs of our learners to improve the differentiation offered, particularly highly abled students in Maths
- School tutors spent time listening to selected students read 1:1 and focused on fluency, vocabulary building and comprehension

Professional learning was facilitated, online, by:

- MACS on English as an Additional Language
- MACS for analysis of PAT Data
- Alannah and Madeline Foundation/eSafety parent/staff and student workshops
- OLSC Catholic Identity Leader

- OLSC Learning and Teaching Leader
- OLSC Wellbeing Leader
- OLSC Literacy Leaders
- OLSC Maths Leaders
- OLSC Technology Innovation Leader

Achievements Literacy

- The Literacy Leader role became a role across Prep to 6 for consistency to be maintained
- Professional Development around teacher knowledge in phonics, for junior teachers
- Continuation of decodable texts being accessed by prep students
- Facilitated planning with Literacy Leader on a fortnightly basis to analyse data to inform and drive targeted teaching (Literacy Leader continued to attend planning when moved to Google Meets)
- Continued implementation of SMART Spelling Program using visual spelling strategies
- Whole school celebration of Reading during Book Week; book fair and dress up parade although they looked different due to the COVID-19 gathering restrictions, each year level gathered and photos were taken to share with the school community via our newsletter
- Purchasing of good literature for shared reading, take home books for Juniors, texts for Literature Circles & Reciprocal Teaching
- Regular PLT's facilitated by Literacy Leader
- Interactive phonological awareness delivered via Google Classroom
- Staff trained in Minilit and Macqlit reading intervention programs which were offered to Years 1 to 6, for 1 hour, four times a week
- LLI program continued to be offered
- The Yr 3 NAPLAN Data was the best it had been in 5 years

Achievements Numeracy

- The Maths Leader role became a role across Prep to 6 for consistency to be maintained
- Facilitated planning with Maths Leader on a fortnightly basis to analyse data to inform planning and drive targeted teaching
- Continued implementation of Essential Assessment as Pre and Post testing across Year 3 - 6
- Continued use of Maths Assessment Interview across P-2 and some students at risk in other levels
- Continued implementation of whole school framework including Tool Time, Hook, Whole Class focus, Explicit Teaching at point of need, differentiated Independent activities through use of enabling and extending
- Purchasing of relevant hands on Maths resources

- Regular PLT's facilitated by Maths Leaders
- Using data from Essential Assessment to inform teaching
- The Year 3 NAPLAN Data significantly increased
- Students in Years 3 - 6 competed in Maths Online, with one student placed third in his age group across Australia and New Zealand

STUDENT LEARNING OUTCOMES

Literacy

Oral Reading Record data was collected in May and November, across all year levels, there was little to no growth for most students, possibly due to the amount of time spent in remote learning.

Our average scale score in PAT Reading improved by 2 from November 2019 to 2021.

The Year 3 Naplan data shows significant growth in Reading, Writing, Spelling, and Grammar and Punctuation from 2018 to 2021.

Year 5 Naplan Data shows a slight improvement in Writing, with our higher end students achieving significantly higher than 2019 and the 2021 state average.

Although the Year 5 spelling data remained similar to 2019, the overall spread was more condensed.

Majority of students achieved At Standard for Speaking and Listening in Term 4.

Numeracy

While onsite, students completed Essential Assessments for each unit. This data was used to plan for and allocate enabling and extending tasks.

Our average scale score in PAT Maths improved by 6.5 from November 2019 to 2021.

Year 3 Naplan Data shows that students have continued to make significant progress from 2018 - 2021.

Across the school, we have 15 students who were working at Above Standard (some significantly) in all areas of Mathematics.

Moving Forward

Build upon the consistent approach to learning and teaching in all areas by developing shared language and common practices throughout all Learning Centres. Continue to offer whole staff professional development opportunities to upskill and maintain shared practices.

Offer targeted PLTs within teaching teams to cater for the many needs of our staff and students.

Building on teacher capacity to develop knowledge and understanding of EAL and LBOTE students to further differentiate the learning.

Continue to train staff and program for intervention sessions in literacy and numeracy. Explore how to further extend our highly able learners.

In all areas of the curriculum, assess prior knowledge to inform our teaching.

Develop staff capacity to differentiate teaching and learning informed by student data at student's proximal zone of development.

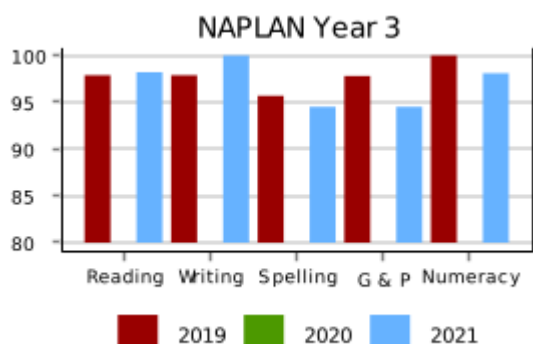
Further develop staff capacity to collect live data and its use to inform teaching and learning. Continue to maintain the Whole School Data spreadsheet by regularly updating and adding data collected across the school. Follow the agreed upon school assessment schedule.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	97.8	-	-	94.5	-
YR 03 Numeracy	100.0	-	-	98.1	-
YR 03 Reading	97.9	-	-	98.2	-
YR 03 Spelling	95.7	-	-	94.5	-
YR 03 Writing	97.9	-	-	100.0	-
YR 05 Grammar & Punctuation	92.3	-	-	93.8	-
YR 05 Numeracy	98.5	-	-	92.0	-
YR 05 Reading	98.5	-	-	98.0	-
YR 05 Spelling	96.9	-	-	100.0	-
YR 05 Writing	95.4	-	-	96.0	-

* 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

2021 yet again proved to be a very challenging year due to COVID 19 with significant stretches of remote learning. During Term 4 our community was hit very hard with a significant number of COVID cases, under the direction of MACS and the Department of Health the school closed for a period of 10 days as a circuit breaker. The wellbeing of all in our school community continued to be a priority, our planned goals and intended outcomes were extended to reflect this.

Goals

- To develop data literacy skills of leaders and teachers to enable effective differentiation for learning and well-being.
- To implement whole school policies and procedures that ensure safe and positive environments for learning.
- To ensure our community remained connected.
- To find innovative ways to ensure the physical, social and emotional wellbeing of staff, students and our community as a whole were a priority.
- To raise the profile of wellbeing and implement consistent approaches across the school.

Intended Outcomes

- That teachers build their capacity to differentiate for learning and wellbeing.
- That curriculum planning and implementation are explicit in focusing on social and emotional growth and development.
- That whole school protocols and procedures are implemented to ensure the wellbeing of staff and students.
- That teachers build a positive sense of wellbeing by communicating regularly with their students, families and each other.
- That staff take the time to prioritise their own mental health and wellbeing, for their benefit and that of the whole school community.
- That a 'Wellbeing Hub' is created as a calm, welcoming environment for students to de-escalate and refocus.
- That the profile of eSafety is raised across the school.
- That the school reinvigorates PBL through the development of consistent practices and terminology.
- That the profile of student leaders as representatives of the whole community is raised.

Achievements

- The Student Wellbeing Leader attended year level planning twice per term to facilitate Social Emotional Learning, analyse PBL data and Child Safety Awareness

- Student wellbeing and staff wellbeing always on the agenda for planning team meetings
- Embedding whole school expectations and practices in relation to Positive Behaviours for Learning
- Investigated and implemented SWIS for behaviour data tracking
- Team and whole school analysis of SWIS behaviour data twice per term
- Established a PBL team
- Cross checked minor and major behaviours terminology and definitions in line with SWIS
- Developed and implemented Behaviour Tracking Sheet
- Updated Behaviour Management Policy using MACS template
- Consolidation of 'Resilience Rights and Respectful Relationships' program across prep to year six
- Raised the profile of student leaders
 - All Year 5's actively participated in a leadership day
 - Updated the student leadership application process
 - Written application
 - Speech to peers
 - Student & staff vote
- Student leadership opportunities including School Captains, SRC, Social Justice, House Captains, Technology
 - Student leaders set goals for 2021
 - Mapped out and planned whole school initiatives for each term
 - Ran whole school assemblies, even online during lockdowns
 - Attended GRIP student leaders conference
- Student medical/allergy information is displayed in learning centre offices and in teacher yard bags
- Continuous implementation of COVID safe practices
- Focus on emotional literacy and opportunities for students to verbalise and unpack their emotions
- Re establishing routines building in regular movement and brain breaks
- Staff meeting check ins weekly whilst on remote learning and on return to school
- Making connections with new families by running interviews online and face to face when permitted
- On site transition sessions for 2022 Preps
- Created and distributed a social story about our school to assist 2022 Preps with transition
- Completion of e-learning modules 'Protecting Children - Mandatory Reporting and other Obligations' by all staff

- Moderation process employed by the NCCD to achieve consistency in decisions about students included in the NCCD
- PSG meetings held online and onsite when permitted
- Set up a wellbeing hub for the school with alternative furniture, pet fish and sensory tools
- Wellbeing Hour introduced across all year levels with a focus on Wellbeing and Social and Emotional learning
- Wellbeing practices communicated fortnightly in the school newsletter
- ESafety workshops undertaken with students and parents by the Alannah and Madeline Foundation
- Staff used the eXcel document in the context of our school to determine what we were doing well and how to move forward to enable, connect and engage and learn in our community

During Remote learning:

- Regular communication and check ins with families via Dojo, email and phone calls
- Engaging students through social google meets to connect with other students - for example bring your pet, wear a funny hat, tell a joke
- Establishing clear expectations for online learning for students and staff
- Morning check ins with students via Google Meets
- Focus teaching groups via Google Meets
- Using Google classroom to differentiate the learning for students
- Students maintaining interactions with peers and staff via Google Meets
- Teachers remaining connected and working cooperatively to plan the learning via Google Meets

VALUE ADDED

Students at Our Lady of The Southern Cross have the opportunity to participate in a variety of curricular and extracurricular activities designed to enhance and enrich learning experiences. The Student Representative Council, Social Justice Team, Technology Leaders continue to support and promote success in relation to student resilience, decision making and connectedness to the community. They run whole school assemblies, plan and implement whole school activities and create a Year 6 Yearbook.

Students are able to explore Inquiry based and Specialist learning areas including Mandarin, STEM, Physical Education, Performing Art, Digital Technology and Visual Arts.

Extra-curricular programs and activities such as sporting events (school sports day, inter-school sports, area and district athletics, and community initiatives such as Hoop Time) and camps were cancelled due to COVID restrictions.

Transition initiatives involving Kinder to Prep, Year 6 to secondary school and from Year level to Year level continue to support students to develop social skills, resilience, readiness and coping strategies. These programs were revised and altered to meet the needs of the students involved and were limited due to COVID restrictions.

STUDENT SATISFACTION

The overall school positive endorsement is 60%, which is an increase from 2019 MACSSIS data. 81% of our students stated that it is important for them to do well at school.

For 2021 students at OLSC have identified the following as their highest areas of satisfaction.

- Rigorous Expectations: 75%
- Teacher - Student Relationships: 73%

This shows growth for our school. We believe the following has contributed to this growth over the last twelve months:

- Improved communication and regular check ins with students both during remote learning and when onsite
- Using frameworks such as Berry Street and Respectful Relationships to increase staff capacity in making connections and building relationships with students
- Re invigorating and explicitly teaching Positive Behaviours for Learning using the school's matrix
- Increasing the profile of Student Leadership

Areas for improvement include Student Engagement (47%), Learning Dispositions (64%) domains as both of these areas have decreased since 2019.

Gains have been made in both Student Safety (44%), and Enabling Safety (52%). We attribute this to the processes put in place through PBL and the explicit teaching involved in this. However a concern is that 47% of our students have indicated they are or have been bullied online.

We believe this is reflective of the online environment the students have been subjected to during 2020 and 2021 due to multiple lockdowns and online being the only way they could stay connected to peers. Our challenge will be to continue to work with students and families in this area, particularly around respect and personal responsibility for behaviours.

STUDENT ATTENDANCE

All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent. The Principal communicates attendance expectations to parents and students when they enrol at the school, and regularly communicates with all parents about attendance expectations via the school newsletter. We have an average of 86.4% of our students attend school more than 90% of the time.

- Student attendance is monitored twice per day using ICON as the database to record.
- Parents/Carers must notify the school on the morning of (if not before) their child being absent.
- Parents can notify the school of absence via:
 - Phone call
 - Email
 - Absence Notification Form via Dojo
- If there is no notification of a child's absence by 9.30am, the school sends a text message to prompt parents/carers to call the school. If no contact is made school office staff call the parents and then emergency contacts are provided until the absence has been explained and recorded.

Extended or regular student absences are followed up by the Principal or Deputy Principal.

During 2021, 95.4% of our students attended onsite. This was certainly impacted by COVID and Wyndham being a hot spot area. Once we returned to onsite learning whole learning groups were constantly sent into isolation as cases were reported. This hit a peak when 80+ cases were reported and both MACS and the Department of Health agreed to us closing the school for 10 days as a circuit breaker. Teachers quickly reverted to online learning and held check-ins every morning via Google Meet and marked an attendance roll. Students who were absent from the morning meet and or were not submitting tasks for feedback were followed up. Teachers made phone contact with parents to check on the wellbeing of students and families.

On returning to school some parents were reluctant to send their children back for onsite learning and chose to keep their children at home for extended periods of time.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.9%
Y02	95.4%
Y03	95.2%
Y04	95.3%
Y05	95.5%
Y06	94.8%
Overall average attendance	95.4%

Child Safe Standards

Goals & Intended Outcomes

To ensure the care, safety and wellbeing of the children entrusted to us by providing a child safe environment where every child is valued.

To strive for excellence by fostering the wellbeing, dignity, self-esteem and integrity of each person.

To ensure that all members of the community are aware of the child safe standards and are aware that they have the right to feel safe.

Achievements

Our Lady of the Southern Cross holds the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and mission of the gospel.

Throughout 2021 our school has furthered its commitment to providing a safe environment for all students by actively implementing processes that establish expectations and accountabilities for people working with our students.

- The continued application of student well-being programs such as Respectful Relationships, have encouraged the students to engage in conversations about their wellbeing and safety
- All child safety documentation meets the expectations of the Victorian State Government and the Catholic Education Commission Victoria (CECV)
- Child Safe policy documents updated in line with MACS requirements
- Child Safe policy documents are shared with the school community via the school website
- Employment practices regarding Child Safety Standards continued to be implemented
- Child Safe signage throughout the school
- Child safe policy requirements were sustained and enhanced as part of the cyclical school review
- Further development of Codes of Conduct to include parents, students and school community
- Whole staff professional learning on Child Safety that included the Standards of Child Safety and Code of Conduct
- The whole school participated in the National 'Day of Action Against Bullying and Violence' to further promote child safety awareness
- Cyber-safety is promoted and explicitly taught for all students P-6
- All visitors to the school and people supporting the school have a current WWCC and have signed the school's Code of Conduct
- COVID Safe Plan was activated and monitored throughout the school year

- All staff inducted in their legal obligations and the processes to be followed when handling child abuse allegations and the appropriate course of action to be taken when reporting abuse to Police and/or Department of Families, Fairness and Housing
- Staff members participated in a variety of training initiatives including:
 - On-line Mandatory Reporting Modules (Annually)
 - The School's Child Safety Policy and Code of Conduct (Annually)
 - Organisational Duty of Care and Risk Management
 - School Attendance Requirements

Leadership & Management

Goals & Intended Outcomes

Goal

To develop a culture of professional learning that includes coaching, mentoring and appraisal.

Intended Outcomes

- That processes and models for feedback and peer appraisal are researched, documented and trialed.
- That leaders share a collective responsibility to develop coaching skills.
- That a whole school professional learning plan is developed and implemented.

Achievements

- The leadership team undertook growth coaching accreditation training over four days in 2021
- Formal coaching and approaching roles in a 'coaching way of thinking' was trialed throughout the year as part of accreditation
- Series of dedicated staff meetings that focused on:
 - Gleaning ideas of how feedback and appraisal is currently provided
 - Exploring the differences between appraisal, feedback, mentoring and coaching
- Appraisal processes beginning to be implemented
- Processes for feedback developed at leadership
- The annual action plan was revised due to extended closures and COVID restrictions
- Professional learning reverted to a primarily online format
- There was a strong focus on supporting all learners with intervention, training offered to staff
- Intervention was extended to support a greater number of students at their point of need
- Improved the remote learning process to increase engagement learning outcomes
- Staff phoned families as a check in during extended remote learning
- Leadership meetings were held weekly and when necessary moved to an online format
- Staff wellbeing was at the forefront of planning and when possible meetings were reduced or eliminated to reduce extended screen time
- Student wellbeing was considered during remote learning and screen free activities were included in planning. Each centre also encouraged students to interact socially online that was supervised by the Learning Group teacher
- A new junior playground and senior playground was built
- Consolidated Learning Centre Leader's Role as facilitators of planning, working with teachers to support students and to engage directly with parents to support educational and behavioural expectations

- Team charters were developed that included expectations of collaborative work together
- Welfare checks by leaders on staff and student welfare checks by phone calls to parents and families

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Description of Professional Learning Undertaken in 2021	
First Aid: CPR, Anaphylaxis, Asthma Training (inaugural conference) Participation in Networks: <ul style="list-style-type: none"> • Principal • Deputy Principal • Learning and Teaching • Religious Education • Maths • Learning Diversity • Student Well-being • Literacy • Digital Technology Dynamic EVAC Training and online modules Literacy Intervention Training (Mini & Macqlit)	<ul style="list-style-type: none"> • Autism Spectrum Training (inaugural conference) • Building Data Literacy • Data Tracking • NCCD Training • Teaching Sprints with Simon Breakspear • Essential Assessment: online modules • Well-being and Mindfulness • Sponsored Study: • RE Accreditation • Masters in Student Well-being • Writing: facilitated on site by Terri Campbell • Analysis of PAT data • Indigenous Education Online Workshops • Oral Language Professional Learning • EAL Training • Google Accreditation Training

Number of teachers who participated in PL in 2021	33
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Average expenditure per teacher for PL	\$1591
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TEACHER SATISFACTION

The 2021 school year was a challenging one for teachers and all staff that work in schools. Though in the second year of the pandemic, the impact on schools, students and staff was as great or greater than the year prior.

2021 MACSIS School data identified the following areas of highest satisfaction:

- School Climate 70% positive and 25% neutral
- Staff Leadership Relations 77% positive and 16% neutral

- Collaboration in Teams 75% positive and 18% neutral
- Catholic Identity 75% and 21% neutral

The school performed relatively well and above or equal to MACS average in Catholic Identity, Staff Safety, Collaboration Teams and Support in Teams. Significant improvement was noted from 2019 to 2021 in the area of collaboration around an improvement strategy (33% in 2019 and 40% in 2021).

We believe the following has contributed to this growth over the last two years:

- Improved communication in the school
- Strong presence of leaders and leadership support during extended lock-downs
- Teams came together to work in collaboration to support the learning for our students during the pandemic
- There is a strong faith leader that was employed at the school at the beginning of the 2021 school year

The domains of Professional Learning, Student Safety and Feedback have emerged as the key areas to focus on throughout 2021.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	87.3%
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ALL STAFF RETENTION RATE

Staff Retention Rate	92.0%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	44.4%
Graduate	22.2%
Graduate Certificate	25.9%
Bachelor Degree	81.5%
Advanced Diploma	11.1%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	42.0
Teaching Staff (FTE)	38.8
Non-Teaching Staff (Headcount)	23.0
Non-Teaching Staff (FTE)	19.8
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Goal

To ensure all members of the community live the vision through words and deeds.

Intended Outcomes

- That positive relationships are developed across the whole community where all feel welcomed.
- That parent partnerships in student learning and community building are strengthened.

Achievements

Due to COVID restrictions the school was limited in parents accessing the school site and being able to participate onsite in whole school initiatives

- Class Dojo app is the primary means of communicating with and engaging parents in the learning of their child/children. The platform allows for individual work portfolios to be shared and for parent, teacher and student feedback to be provided.
- Whole school assemblies recorded and shared with families
- Meet and Greets and Learning Conversations held online
- Active Parents and Friends team. This was ceased during 2021 due to COVID restrictions
- Onsite supervision of students of essential workers during Remote learning
- Quantin Binnah provides out of hours care at OLSC before and after school each day
- Provided support to families through phone calls, Google Meets and Class Dojo during remote learning
- Supplied classroom resources and devices to families during remote learning
- Regular check ins with families to ensure they felt connected
- Regular information sent to parents via email and Class Dojo to keep them informed of the restrictions in place
- Communication of processes and protocols implemented to ensure a safe return to onsite learning
- Prep transition sessions
- Student Leaders organised a Lego Building competition during Remote Learning
- Parents invited to complete the MACSSIS survey: 40 families completed the survey which for OLSC was a high return rate
- Virtual Art show
- Mother's Day liturgy and celebrations in Learning Spaces

PARENT SATISFACTION

2021 was another challenging year for students, staff and families. Major school events were cancelled or limited to a minimum, however families were able to participate in some events/meetings such as: Whole School Assemblies, PSGs, Virtual Art Show, Learning Conversations online.

There were many challenges that both staff and families faced during remote learning and adjustments were made to ensure the school stayed connected with families. Staff made fortnightly phone calls to families to do a well-being check in and offer support or answer any questions in relation to their child's learning. This allowed staff and families to strengthen our continued partnership.

Anecdotal Feedback from Parents

"Staff were supportive of my child's learning and we loved the phone calls to check in on how they were going and also how we were going as parents."

"Learning was well organised through the use of Google Classroom."

"COVID 2.0 was definitely better than COVID 1.0, we knew how to do remote learning."

Our Lady of the Southern Cross, MACSSIS data highlighted the overall positive endorsement from our parents is 66% with 78% indicating they would recommend the school to prospective families.

For 2021 parents at OLSC have identified the following as their highest areas of satisfaction:

- School Climate 83%
- Student safety 70%
- Communication 69%

Each of these areas has seen significant growth from 2019. We believe the following has contributed to this growth over the last twelve months:

- Increased communication through Class Dojo and the school newsletter
- The efforts of all staff to contact parents regularly during remote learning
- Re invigorating and explicitly teaching Positive Behaviours for Learning using the school's matrix and sharing the matrix with our families

The main area for improvement is Family Engagement currently sitting at 38%. We believe that the COVID restrictions have had a huge impact on this domain. Parents have not had the opportunity to be involved in parent groups, whole school activities or communicate with each

other face to face for most of the year. Throughout 2022 as restrictions ease we intend to rebuild the connections with our families, welcome them back onsite with open arms and celebrate who we are as a school community.

Future Directions

Our Strategic Intent, at Our Lady of the Southern Cross, is to build a culture where the wellbeing of every child is valued within the context of our Catholic faith traditions.

Within a diverse, dynamic and welcoming community where learning is achieved through the effective use of data to improve student learning outcomes.

We cater for all students through rigorous teaching practices which include differentiation, targeted teaching, making purposeful connections and recognising the uniqueness of each student.

Goals		
<p>Priority One:</p> <p>To develop data literacy skills of leaders and teachers</p> <p>To enable effective differentiation for learning and well-being</p>	<p>Priority Two:</p> <p>To develop a culture of professional learning that includes coaching, mentoring and appraisal</p>	<p>Priority Three:</p> <p>To continue to develop contemporary teaching pedagogy with staff within a Catholic context whilst fulfilling the school's vision and connectedness to parish</p>
Intended Outcomes		
<p>That curriculum leaders analyse a range of data to drive a review of programs & set priorities & plan for targeted intervention</p>	<p>That leaders utilise their accredited coaching skills</p>	<p>That students are engaged through a range of rigorous teaching & learning strategies</p>
<p>That teachers build their capacity to collect, analyse & use data effectively to inform their teaching</p>	<p>That leaders have a visible and active presence in the Learning Spaces and model best practice</p>	<p>That the profile of well-being is lifted, and consistent approaches implemented across the school</p>
<p>That strategies for supporting and teaching LBOTE students are introduced</p>	<p>That each member of the teaching team develops a professional learning goal</p>	<p>That the planning and assessment of RE is implemented consistently across P-6</p>
	<p>That opportunities are explored and implemented to build capacity through peer observation</p>	<p>That we create effective partnerships with our school community</p>