



# Queen of Peace Primary School

## Altona Meadows

2020

## Annual Report to the School Community



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## Contact Details

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## Minimum Standards Attestation

I, Darren Gibbons, attest that Queen of Peace Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

28/05/2021

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

## Our School Vision

### Our School Vision

Queen of Peace is a learning community that is Christ centered,  
valuing Our Catholic Faith, The Human Person, Justice  
and the pursuit of Excellence

We are children of God journeying together in our relationship with Jesus, alive in our world

We all have talents and capabilities that are nurtured in an environment that respects the dignity and worth of the whole person.

We welcome all people into a peaceful environment that empowers them to become proactive members of our global community.

We respect all people, in an environment that is just and free from discrimination and inequality.

We value opportunities for learning and reflection that challenge us to aspire to individual excellence.

## School Overview

Queen of Peace Primary School is located in Altona Meadows; a suburb in the west of Melbourne and is one of five Catholic schools, within the Holy Trinity Catholic Parish. The parish church is on site and is a visible focal point to all children and families. It provides a shared space for worship and the school is well-supported and encouraged by the parish and assistant priests.

The schools in the parish work collaboratively to ensure the best possible models for Catholic education are provided for students. The principals of the five schools and the parish priest comprise the Holy Trinity Catholic Education Community, which meets regularly and has been operating for approximately fifteen years. This group has developed and implemented many shared initiatives including a consistent enrolment process for those who desire that their children attend one of the parish schools.

Queen of Peace Primary School opened in 1982 and in 2017 celebrated 35 years of Catholic education to the Altona Meadows community. In 2020 there were 54 teachers and support staff that cater for the needs of the children across 21 class groupings. The school has a high English as an Additional Language (EAL) component. The total number of children enrolled in 2020 was 478.

The school site covers approximately 2.65 hectares. The school is well resourced with eight portable classrooms and a permanent building which houses staff and administration facilities, library, computer room and a range of learning spaces. A separate building is used for music and visual arts and a large hall incorporates the canteen, office space and a multipurpose space with stage.

The final Stage of our 2019 stage building project was completed in 2020 with the Refurbishment of the existing Prep learning spaces and outdoor learning spaces. This completed project involved the construction of a new administration wing and front entry of the school, next to the school Hall. This development provides a "Front of House" welcoming administration area with adequate space provision for all offices, meeting spaces, first aid, wellbeing area and a staff room.

The repurposing of the old administration area to create a new resource space and the Refurbishment of the existing 3/4 learning spaces were also completed in 2019. The project also includes external works, services, soft and hard landscaping and the provision of external outdoor learning and play spaces.

The school aims to provide curricula, co-curricular and extra-curricular initiatives that enable a wide range of learning experiences to improve spiritual, academic, physical, and social and emotional outcomes. The school runs developmentally appropriate P - Year 6 on and off site including camp days. Classes have Italian, Physical Education, Art and Music on a rotational basis. Access to and use of a range of digital technologies ensure staff can plan collaboratively and effectively. Students also have access to up to date technologies from Prep to Year 6 to

assist with their learning program. Levels of communication have been improved giving students, staff and parents greater and more immediate access to learning.

The focus of all the Teaching Staff and Learning Support Officers is to provide personalised learning for all of our children. The role of the staff is to challenge the children to clearly define their own learning goals and support them through their learning to achieve these goals.

Technology plays a big part in the Learning and Teaching as well as staff communication and collaboration. Queen of Peace embraced the Google Apps For Education (GAFE), applications (now called G-Suite) and began using it for staff planning, collaboration amongst staff and children and in the classrooms.

The school aims to provide a wide range of curricula, co-curricular and extra-curricular initiatives that provide all students with an opportunity to reach a level of personal excellence, academically, physically, spiritually, socially and emotionally.

## Principal's Report

Dear Parents and Friends of the Queen of Peace community.

In the light of the COVID crisis, much has been said of the uniqueness and challenges of 2020. The challenges have been enormous and there has never been a more difficult or disruptive school year in my time in education.

During this year our school community has been a beacon of hope for all. I have been so proud of our school this year. The community came together and demonstrated the care and compassion that we espouse in our school vision. Having this so visibly enacted in our school community is a point of pride for me. We should be very proud of the Queen of Peace community, our resilience, our care and compassion, and our dedication to what is important.

We are particularly proud of our students. Despite the challenges of off site learning and restrictions, our students, with the strong direction and support of their families, have found a way to lead, to learn and to celebrate. It is always important to recognise the vital role of the children's contribution to Queen of Peace. Their enthusiasm, friendliness and positivity, as well as their willingness to share their life experiences, have certainly enhanced our school. Allied with the children, has been the appreciative support of our parents. Together we have the common belief that our children are the essence of our school.

Our staff have been magnificent. In the face of pressure and challenge, the dedication and creativity of our staff has been obvious to all. We believe in teaching children knowledge, skills and understanding about their spiritual life as well as their academic, physical, emotional and social learning. We continue to build on our Religious Education program for our families so that we reach all our families from Prep to Year 6. Faith is a lifetime process, and we want to support parents in faith life education throughout the time that their child/children attend our school.

Our Teaching and Learning leader continued to lead us in the development of a contemporary approach to teaching and learning. In 2020, we completed a major building project that transformed our existing learning spaces into flexible learning spaces that support a variety of learning scenarios, both whole group, small group, project based and presentation.

The quality of our school is evidenced by the positive achievements of our students in all areas of their learning, the dedication, commitment and excellence of our teachers, and the wonderful participation in and support of the parents for our school. I am proud of the professional expertise in the five sphere areas of Education in Faith, Learning and Teaching, Wellbeing, Leadership and Management, and School Community. We are proud of the achievements at Queen of Peace and wish to ensure that the community is informed of these great accomplishments.

Finally, we thank Father John Healy. His support and friendship has allowed our school community to continue to be an integral part of our parish.

I thank all who have provided support and positivity to Queen of Peace during this extraordinary year.

Darren Gibbons

Principal



## School Education Board Report

Serving on the Parish Education Board is a response to the call to support the local Catholic Parish and its school communities in a particular way. It is also a means members of the community share their skills and talents for the common good.

Our board provides a forum for discussion and discernment, where the parent voice and perspective are available to influence the decisions made by the principal and parish priest for the good of our schools and parish where the wellbeing and outcomes for students is paramount.

We believe a well-functioning Board provides a rich source of wisdom and insight as well as a means of strengthening community links and potential for partnership. In particular:

- Strengthen community partnerships
- Build a sense of belonging and ownership
- Broaden the support base for the Parish faith community
- Promote ongoing education through learning in faith and life across the LCEC community

Our 2019 members are: Leon Colla, Diane Sisak Penjalov (St Mary of the Cross), Dan Ryan, Ray Garrata (St Martin de Porres ), John Healy, Darren Gibbons, Rebecca Whelan (Queen of Peace.) Stephen Harrison, Reny Prawira (Stella Maris), Trish Armstrong, David McNerney (lumen Christi)

These terms meeting focussed on:

- Communication - Schools - Parish - Schools
  - Parish Catholic Identity
  - Agreement to develop a parish Facebook page where information can be posted about school and parish activities.
- Catholic School Parents Victoria
  - Visit the link below to view your newsletter:
  - <https://vcspb.schoolzineplus.com/streamnews?nid=6>
- Enrolment Forms and Legal Status
  - the new Enrolment Forms which have been accepted by the CECV are recommended for schools to use. The Board members discussed the requirements form VRQA and endorsed the use of the new forms.
- Ongoing Management of VRQA expectations during School Review
  - Update of recent VRQA updates
- 2020New School Improvement Surveys - CEMSIS

Key categories:

- Family Engagement
- Barriers to Engagement
- School Climate
- Student Safety
- Catholic Identity
- School Fit
- Communication

Our feedback at the end of the meeting included:

- Very practical meeting improving our communication and plans for parish actions.
- Positive ideas that felt productive

The Holy Trinity Board invites members of our community to make contact with the Board via Our Parish Priest, your school Principal or your school representative.

Regards Stephen Harrison 2020 Chairman

## Education in Faith

### Goals & Intended Outcomes

To further strengthen Queen of Peace as a prayerful, active and authentic Catholic community which encourages individuals to come closer to God and to live out Gospel values in today's world.

That the Catholic culture strengthens and the school community enacts our vision as disciples of Jesus.

### Achievements

Queen of Peace continued to provide many opportunities for all members of its community to engage in ways that articulate and model our Catholic faith during the COVID lockdown.

Lockdown provided many challenges but as a school, we became innovative in the ways we celebrated, made religion classes creative without the important dialogue that goes with our lessons and reached out to each other, as Jesus would have done in this time. Live streams prayer services took place of attending masses as a way to gather in prayer. Children retold the Easter story using Lego figurines, dolls, teddies etc. Teachers provided lessons where children were still engaged with the traditions of the Catholic Church and family engagement in religion was at its highest, as parents were involved in discussions about the feasts, bible stories and connections to their lives.

The school has always celebrated the school's feast day; Queenship of Mary, by attending mass and completing activities back in the classroom. This year the feast day occurred during lockdown, however we still gathered as a community. We live-streamed a prayer service to all families where our parish priest joined us with a message and blessing. We finished the prayer service with all staff wishing the school community a happy feast day. Children still completed activities about Mary and families participated in QOP Spoonsville Garden. Children were encouraged to create images of Mary using wooden spoons and on their walks, to place them in front of our statue of Mary in front of the Church. It became a focus for families and parishioners to visit during their lockdown walks. This was a highlight for many during lockdown.

#### VALUE ADDED

- Beginning of school year mass and commissioning of school leaders
- Ash Wednesday - Mass-Years 3-6. Prayer Service Year Prep to 2
- Term1 - year levels hosting parish masses
- Parish Healing Mass hosted by Year 6
- Whole school Prayer services live-streamed in classrooms throughout restrictions.
- Celebrated Saint Mary of the Cross 10th Anniversary of her Canonisation.
- Whole School Prayer services during Advent
- Staff replaced doing Kris Kringle and instead made Christmas hampers for St Vincent de Paul.

- Year 6 Graduation Night. Prayer Service live-streamed for parents. Children attended onsite.
- End of year mass - school gathered in Church

## Learning & Teaching

### Goals & Intended Outcomes

**Goal: To strengthen and sustain a learning culture that challenges, engages and empowers all to be confident and successful learners in and beyond the classroom.**

#### Intended Outcomes

1. That student engagement and motivation in learning improves.
1. That student's outcomes reflect high levels of learning growth across the curriculum, particularly in English and Mathematics.

### Achievements

In 2020, all staff members at Queen of Peace (QoP) demonstrated professionalism and resilience as they adapted teaching and learning in a world where educational practices were changing as a result of the COVID 19 pandemic. 2020 brought many challenges and the staff embraced these with goodwill and a continued commitment to learning and teaching that was curriculum driven, intentional and gave all children the opportunity to learn.

In 2020, the COVID 19 pandemic forced schools and education to take a digital leap and deliver schooling online. The teachers and students at QoP were well-equipped to meet this challenge and make the significant adjustments to online learning. In Terms Two and Three the teachers used Seesaw, Google Classrooms and Google Meets to ensure that every student was provided with meaningful learning experiences that facilitated their continued learning growth. Digital Skills are integral to work and life; proficiency in these skills grew for both the students and teachers during this time of remote learning.

In 2020, the teachers continued to be involved in Professional Learning Community meetings and Facilitated Planning meetings led by a member of the Leadership Team or Learning and Teaching Leader. These meetings continued throughout the year either onsite or via Google Meet. During the first lock down the teachers met weekly in year levels with curriculum leaders on Google Meet to discuss and plan the learning and teaching. This enabled the teachers to be responsive to the changing needs of the students. The second lock down saw a shift in the focus of these meetings with a greater emphasis on specific learning strategies that could be implemented to improve learning outcomes in online learning. These strategies included learning intentions, success criteria, feedback and formative assessment.

In 2020, Teaching Sprints continued to be an integral part of classroom practice. A Teaching Sprint goes over a four-week period when the teachers provide focused, targeted instruction on an identified need. In Term One, teachers participated in a Teaching Sprint to build their expertise in teaching Reasoning in Mathematics. Through this Teaching Sprint teachers identified that developing reasoning is complex and children work through stages in developing their reasoning skills. The Teaching Sprint process was paused in Term Two as teaching moved online. The teachers will continue in 2021 with the focus on up levelling the teachers' capacity to teach reasoning in Mathematics.

In 2020, the Years Prep to 3 teachers continued their participation in the Pattern and Structure Mathematics Awareness Program (PASA) program. This program began in 2017 and continues to support a focus on developing number sense, patterning and visualisation that provides a foundation for future mathematics learning. The teachers are commended for their commitment to continuing to embed PASMAT in their Learning and Teaching of Mathematics throughout the whole of 2020 which involved Google Meets in Terms Two and Three.

Similarly, the teachers in Year Four participated in an initiative with Melbourne Archdiocese Catholic Schools (MACS) to develop their students' multiplicative thinking skills. This initiative also continued throughout 2020. Multiplicative thinking is having the capacity to work flexibly and efficiently with an extended range of numbers including larger whole numbers, decimals, common fractions, ratio and percent. Teachers observed that scaffolding new learning, planning for targeted teaching activities and providing opportunities for practice supported the students in developing their ability to solve a range of problems involving multiplication or division.

Early in Term One, all teachers attended a professional learning day focussed on implementing 'Big Write and VCOP' across the school. This approach focuses on four main aspects of the writing process (VCOP — Vocabulary, Connectives, Openers and Punctuation) and provides the students with the skills to improve their own writing through self-assessment. Teachers and students learn through this process using oral language games, activities, writing tasks, conversations and discussions across all text types. The writing is strongly linked with reading. Students are involved in BIG WRITES and teachers moderate using the Criterion Scale that supports assessment and reporting.

In 2020, assessment and reporting continued to be an area of focus and change. Facilitated by the Religious Education Leader the staff unpacked the Religious Education Framework leading to greater understanding "that learning in religious education is more than a cognitive approach to gaining Knowledge and Understanding; it also develops learners' Reasoning and Responding, and deepens their Personal and Communal Engagement through the learning" (Religious Education Curriculum Framework). Report tables for each of the 3 strands were created based on the standards to clearly communicate progress towards achieving the year level standard. These changes to the semester report providing more information to parents about student progress against the Religious Education Framework will be implemented in 2021.

In 2020, the Faith Life Inquiry topics were; Wellbeing, Discovery and Places. Engaging in these topics further developed the students' understanding of concepts related to health, science and geography. The students participated in many hands-on activities related to these learning areas supported by their families at home. During remote learning in Term Three there was a focus on Religion, English and Mathematics. Learning remotely was challenging and in order to meet the ongoing learning needs of the children during this time these learning areas became a priority.

While COVID 19 may have brought a stop to excursions and camps all the students took part in a Virtual Camp at Home Week in Term Three. They engaged in a number of different activities to build confidence and creativity, learn new skills and increase engagement. Feedback from the

students and families was positive with families reporting that this week re energised their children and was a timely break from the structures of remote learning that had been put in place.

In 2020, teachers were again involved in the National Consistent Collection of Data (NCCD). An NCCD team was convened and this team worked with teachers to both collect the data for all students in the school with a disability, and also ensure evidence of the adjustments being made for each of these students was recorded. This process was ongoing throughout remote learning with the NCCD team meeting on Google Meet to continue the work. The NCCD data draws on teachers' professional judgement and practices throughout the year to determine the level of adjustments students receive to access and participate in education on the same basis as other students. The data from the NCCD is used to inform funding by the Federal Government. 103 students are listed on the Nationally Consistent Collection of Data (NCCD) as requiring adjustments to meet their learning needs.

## STUDENT LEARNING OUTCOMES

### Literacy:

In February 2020, the teachers administered the BAS (Fountas & Pinnell Benchmark Assessment System) test to determine students' comprehension level. This data was analysed and used to differentiate learning and teaching. Due to COVID 19 the testing schedule was interrupted and the post test was unable to be administered to all students in November to measure growth. Most students who were given the post test showed growth, up to 1 - 3 levels, between February and November and achieved the expected level, while some achieved above the standard.

In Years Prep to Two, Running Records continued to inform learning and teaching throughout 2020. A Running Record is an assessment tool which gives information on a student's reading as it is happening. It provides information on; word reading accuracy, errors and self-corrections and analysis of the reading strategies used.

#### Year Prep

The data for reading shows positive growth with higher percentages of children at above and well above at the end of 2020.

#### Year One

At the end of 2020, the data for reading showed more than half of the children are well above the expected level.

#### Year Two

The data for reading shows consistency throughout the year. Most of the Year 2 children are performing well above the expected level.

### Numeracy:

Pattern and Structure Assessment (PASA) investigates how children think about mathematical ideas and underlying tasks. PASA consists of three one-on-one assessments each consisting

of approximately 15 tasks, covering a wide variety of ideas that underlie; number and algebra, measurement and geometry, statistics and probability.

In 2020, the PASA assessment was administered in February to Years Prep to Three and again in November to measure growth. This data was analysed and the Effect Size calculated. Effect size measures the impact of educational initiatives on achievement. An effect size of 0.2 may be judged to have a small effect, 0.4 a medium effect and 0.6 a large effect on outcomes. An effect size of 0.4 is the point at which an initiative is having a 'greater than average influence' on achievement.

The effect size data for the PASA assessment showed that the PASMMap program in Years Prep and One continued to have a high impact in 2020 with an effect size of 1.77 and 1.07 respectively. The effect size of 1.17 for Year Three also showed a positive impact on student achievement. The effect size data for Year Two showed that while the PASMMap program had a high impact on achievement in 2018 and 2019 there was a decline in 2020.

A contributing factor may have been the challenge of providing explicit teaching of mathematical concepts and giving students opportunities to reason and communicate their understanding during remote learning. At school, teachers continually check for understanding and give students opportunities to demonstrate and practice their new numeracy learning. Additionally, system data for the PASA assessment across schools in the Mathematics Collective showed a decline in Year Two effect size. Moving forward in 2021 there will be a sharper focus on students in Year Two engaging with the PASMMap program at their point of need.

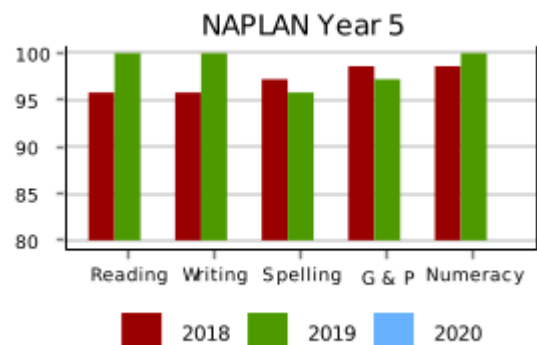
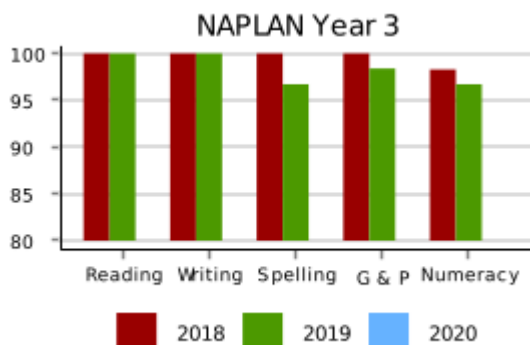


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	98.4	-1.6		
YR 03 Numeracy	98.3	96.7	-1.6		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	100.0	96.7	-3.3		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	98.6	97.2	-1.4		
YR 05 Numeracy	98.6	100.0	1.4		
YR 05 Reading	95.8	100.0	4.2		
YR 05 Spelling	97.2	95.8	-1.4		
YR 05 Writing	95.8	100.0	4.2		

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## Student Wellbeing

### Goals & Intended Outcomes

#### Goals

To ensure social and emotional competencies and capacities of all, to enable and continue to foster respectful relationships and behaviours.

#### Intended Outcomes

That student wellbeing capabilities deepen and develop as responsible people with a positive growth mindset.

### Achievements

In 2020, despite many weeks of Remote Learning due to COVID 19, Queen of Peace continued to support students and families both socially and emotionally.

On average, 18 students attended onsite supervision per day. These children were supported academically by staff.

All class teachers including specialist teachers and Learning Support Officers engaged with students on Google Meets remotely, either in small groups or individually. In many cases several times throughout the day. The Wellbeing and Diversity Leaders also scheduled remote check-ins with our vulnerable families and students.

Daily Wellbeing tasks were scheduled as part of the timetable. Foundation to year 3 via the Seesaw App and years 4-6 through Google Classroom.

These tasks focused on the social and emotional learning competencies and well-received by students and families.

Our Catholic Care school counsellor continued to support her clients, making regular contact with students and their families and then liaising with class teachers for extra support if required.

Pre and post Remote Learning in 2020, the Directed Play timetable supported all students during recess and lunch times. Opportunities such as Lego, Drawing, Gardening Club, STEM and Board Games encourage children who struggle with negotiating friendships, dealing with conflict or managing the overwhelming number of students out in the yard, in a supported environment.

Although only one intake could be completed in 2020, the Seasons for Growth program run by the wellbeing Leader, was offered and 15 students participated in this program.

### VALUE ADDED

The following programs and activities supported our families and students -

- Student organised activities & fund-raisers (JSC, School Captains & House Captains)

- Development of mindfulness activities and strategies in the classroom
- Whole school meditation after lunch
- Directed Play Timetable
- Implementation of class circle time
- Seasons for Growth program
- Catholic Care school counsellor
- Buddy program throughout school Prep - 6
- School participation in special days such as Harmony Day, ANZAC Day, Reconciliation Week
- Fortnightly school assemblies organised by Year levels showcasing what is happening in the classroom, around the school and in our community.
- Child Safety initiatives such as eSmart and cyber-safety
- Implementation of classroom programs that incorporate social and emotional capabilities
- Queen of Peace Facebook page that offers parent workshops, readings and wellbeing advice.
- Inclusion of Wellbeing page in the monthly school newsletter

## STUDENT SATISFACTION

Due to COVID 19, 2020 presented staff, students and families with highs and lows, successes and challenges, new experiences and most importantly a renewed respect for workers in Education.

After collating feedback from staff, the consensus was mostly positive. All staff reflected that the need for sudden Remote Learning required new skills and knowledge that would be continued in the classroom even after Remote Learning. The introduction of digital tools such as Seesaw, Jamboard, Google Classroom and Meets, greatly enhanced our teaching practices and provided teachers a new confidence in teaching the curriculum more explicitly and creatively.

The support from all staff members, specialists, LSOs and leadership, both onsite and throughout Remote Learning was a team effort and families felt connected to the entire school community.

Families felt more involved in and informed of their child's learning and the partnership between their child's teacher strengthened. Families were provided with the opportunity to share feedback on Remote Learning and school protocols were amended as needed to reflect this.

Once school returned onsite and families were welcome to enter the premises, a strong sense of community was present. Families were eager to participate in events such as STEM night, school assemblies, Athletics Day and excursions.

**STUDENT ATTENDANCE**

Teachers record student attendances on NForma each morning, after lunch and at the end of the day. If a student has not arrived by 9am they are marked as absent. An automated text is then sent to families asking for them to contact the school with a reason for the student's absences.

Parents/guardians record absences via a goggle form (Student Absence Form) in a link on the school website. There is also a QR code families can use. Class teachers will receive an alert email as will the office staff.

Families can also inform a class teacher or the office staff in advance via a phone call, letter, email or verbally.

Any unexplained absences are followed up with a text or phone call on the same day. This may be carried out by the office staff or in cases where the student has multiple unexplained absences, the Wellbeing Leader Marisa Te will make contact with the family.

During Remote Learning in 2020, onsite teachers recorded the attendance sheet.

Class teachers who had concerns about students not attending 2020 Online Learning classes were reported to the Wellbeing or Diversity Leaders who made contact with families.

**AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL**

Y01	94.2%
Y02	96.4%
Y03	96.5%
Y04	97.1%
Y05	97.2%
Y06	97.4%
Overall average attendance	96.5%

## Child Safe Standards

### Goals & Intended Outcomes

At Queen of Peace we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel (CECV Commitment Statement to Child Safety).

The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: that is why the promotion of the human person is the goal of the Catholic school (Congregation for Catholic Education 1997, n. 9).

Queen of Peace demonstrates a strong commitment to the care, safety and well - being of all students at our school. It provides an outline of the policies, procedures and strategies developed to keep students safe from harm, including all forms of abuse in our school environment, on campus, online and in other locations provided by the school.

### Achievements

Queen of Peace 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.

Over the past 3 years Queen of Peace 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 the Restorative Practices Policy , "Cool Kids"(Anxiety),"Seasons" (Grief and Loss) , "CASEA" program to support children with social and emotional difficulties, "Oz Child" a psychologist group that work within schools and "Socially Thinking" a program to further support children to be resilient and develop positive mindset.

Queen of Peace has continued to broaden its comprehensive suite of Child Safety policies & procedural documents to incorporate aspects relating to the following:

- Working With Children Check Requirements - To reflect changes to the WWCC that came into effect in August 2017;
- Organisational Duty of Care - Defining the school's statutory 'duty of care' to take all 'reasonable precautions' to protect students and young people under their care;
- Reportable Conduct Scheme - Outlining how the school responds to allegations of child abuse and child-related misconduct by employees & volunteers;
- School Attendance Guidelines - Defining the school process for monitoring student attendance and strategies to be implemented where their safety or welfare is of concern.

All Queen of Peace staff members participate in regular briefings and training to ensure the school's legislative obligations and the school's Child Safety Strategy remains front of mind. Staff members have participated in a variety of training initiatives including:

- On-line Mandatory Reporting Modules (Annually);
- Protect - Responding to Suspected Student Sexual Offending;
- The School's Child Safety Policy & Code of Conduct (Annually);

- Reportable Conduct Scheme Requirements;
- Organisational Duty of Care;
- Risk Management - Excursions & Camps;
- School Attendance Requirements.

Queen of Peace has continued to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.

The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via the school newsletter and website.

Queen of Peace continues to implement Human Administrative & Human Resource practices to ensure its recruitment & performance management processes not only identify the most suitable candidates to undertake 'Child Connected Work', but fosters continual improvement in Child Safety practices.

To achieve this the school ensures that the following Human Resource processes have a child safety focus:

- Position advertisements
- Position descriptions
- Referee Checks
- Key Performance Indicators have a Child Safety focus
- Victorian Institute of Teaching Registration (VIT)
- Working With Children Checks & National Criminal Record Checks
- Screening of Casual Relief Teachers, Contractors and Volunteers.

Queen of Peace maintains detailed records to support the screening and ongoing supervision of any individual required to undertake 'Child Connected Work'.

# Leadership & Management

## Goals & Intended Outcomes

1. To further develop and sustain a strong professional learning culture through shared and strategic leadership and management.
2. That improved communication and enhanced staff empowerment will create an environment which supports staff learning and professional growth.

## Achievements

During 2020 we were able to :

- Continue to strengthen awareness and practices around workplace wellbeing, especially when staff were working from home and needed more support
- Utilise SPRINT and HITS ( High Impact Teaching Strategy ) protocols to continue building teacher's capacity in English and Mathematics
- Provide opportunities during facilitated planning and staff meetings for teachers to share and model effective pedagogy using SPRINTS with colleagues
- Continue to support beginning teachers through VIT mentor, Beginning Teachers' Network, Induction program
- Develop a consistent whole school approach to the use of data and evidence to track student learning and growth, analyse and inform the next level of learning

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2020

Due to COVID-19 and two terms of remote learning, the professional learning program in 2020 was significantly reduced. The professional learning activities that we were able to participate in included:

- Attendance at the RE, Deputy Principal, Library, Special Education, Literacy, IT and Maths Networks by relevant staff
- PASA Maths network - P- 3 teachers
- Attendance at CEOM Learning & Teaching Network
- Autism training for selected staff
- Reading Recovery Ongoing PD
- SPRINT Ongoing PD
- Project Thrive (Well being) whole staff
- Writing PD (Big Write & VCOP)- Whole Staff

- Fountas & Pinnell- reading assessment - Whole staff

Number of teachers who participated in PL in 2020	61
Average expenditure per teacher for PL	\$989

**TEACHER SATISFACTION**

2020 was a very challenging year for teachers who needed to quickly transition to two extended periods of remote learning with very little preparation. Many teachers reported feeling overwhelmed by the workload and the blurring of lines between professional and personal life while working from home and online.

However, they also reported being well-supported by their colleagues and the school leaders and received thanks and appreciation from families and students.

In feedback after remote learning parents commented that:

- Teachers are extremely important as they are the backbone to children's learning
- It's a two-way process, parents should empower teachers more!
- We are very grateful and more understanding of the teacher's challenge in school
- I value teachers' patience more than ever.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	93.4%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	89.4%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	9.5%
Graduate	11.9%
Graduate Certificate	4.8%
Bachelor Degree	73.8%
Advanced Diploma	33.3%
No Qualifications Listed	11.9%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	44.0
Teaching Staff (FTE)	33.2
Non-Teaching Staff (Headcount)	19.0
Non-Teaching Staff (FTE)	13.2
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

To strengthen the collaborative partnerships between home, school and the wider community to support learning and wellbeing

That learning is transformed into action beyond the classroom.

### Achievements

In 2020 we were able to:

- Begin the year with a Prep Welcome BBQ
- Continue to build open and active partnerships between classroom teachers, learning assistants, school leaders, the Learning Diversity team and Allied Health Professionals, to strengthen understandings about diverse learning needs and how these can be identified and met.
- Continue to meet the School Advisory Board via an online platform
- Use the SeeSaw app & Cre Monkey (Operoo) to communicate with families.
- Use the SeeSaw app as a platform for remote learning
- Conduct enrolment information sessions and Prep transition meetings.
- Conduct a Year 6 Graduation BBQ for students and awards via an online platform

### PARENT SATISFACTION

Parents were asked to provide feedback after both periods of remote learning,

"What feedback would you provide to your school on conclusion of remote learning?" There were a variety of responses including:

- Great communication, well-thought processes and procedures
- The teachers and staff did an amazing job supporting us parents
- Thank you so much to all staff especially to my kid's teachers... for handling the remote learning very well
- I would just like to congratulate all the teachers on a fabulous effort to get remote learning underway. It was a very stressful time for everyone but the children eased into it smoothly. Thank you for such a great experience
- Home learning was handled exceptionally well and the lending of ipads to families was greatly appreciated
- Well done to Queen of Peace - really demonstrated stepping up in a crisis and working together in a compassionate and considerate way

## Future Directions

Our review was scheduled in 2020 and has been postponed until 2021, therefore our new school improvement goals have yet to be decided.

As we settle back into a 'COVID-normal' year at school, we are focusing on wellbeing for students and staff as well as identifying where the students are at in their learning and what we need to work on to help them recover from the exceptional circumstances of 2020.