

Our Lady of the Sacred Heart School Merbein

2020 Annual Report to the School Community



Registered School Number: 1277

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Contact Details

| | |
|--------------------|---------------------------------------|
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| E NUMBER | E2046 |

Minimum Standards Attestation

I, Narelle Gallagher, attest that Our Lady of the Sacred Heart School is compliant with:

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

10/06/2021

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

Our School Vision & Mission

Purpose Statement

We are a Catholic community that is welcoming, and inspired by Jesus to influence each individual to reach his or her full potential.

In partnership with our parish community, Our Lady of the Sacred Heart Primary School will provide a Comprehensive Education by developing in all children the particular qualities which will enable them to contribute to the common good of all society, based on the gospel values of:

love
trust
dignity
respect
freedom
forgiveness
self-awareness
self-discipline

Graduate Statement

We want our students to grow in faith, bring faith to life, develop a love of learning and be positive, resilient contributors to society.

School Overview

Our school is named for Mary, mother of Jesus, and is the Catholic school of the Merbein parish. Our symbols of the grapes, vines and cross represent the link between our school and the community's dependence on the vines. This is reflected in John's Gospel - "I am the vine; you are the branches." (John 15:5) The motto of our school is "United We Educate." This is the basis of all that we do.

Merbein is a small town situated on the Murray River, 12 kilometres from Mildura. Surrounding the town are closely settled fruit blocks, which rely on irrigation. As well as fresh fruit, Merbein supplies the wine industry and also provides a market for citrus, nuts and other vegetables. Our Lady of the Sacred Heart School was built through the determination of a small group of parishioners who saw the need for a Catholic church and school in Merbein. After consultation with the parish priest in Mildura and the Bishop of Ballarat, parishioners Tom McCarthy and John Power Senior travelled the parish by horse and cart, looking for donations to fund the project. In 1927, a brick building was constructed to serve as both the parish church and the school. In January 1928, the school opened and was staffed by three Sisters of Mercy who travelled daily from Mildura to teach and provide educational opportunities to all those in the Merbein Community. "Educate people, and you will provide them with an opportunity for life." (Catherine McAuley - founder of the Sisters of Mercy). In the beginning the school provided education for 60 students and in time the building was added to, for the purpose of catering for larger enrolments. Along with a staff of dedicated and committed lay teachers, the Sisters of Mercy continued their service to the school until 1998. The first lay principal was appointed in 1999 and since then there have been three more lay principals. In 2017, the current principal, Mrs. Narelle Gallagher, was appointed.

Today, our school community is made up of town and rural families from both Victoria and New South Wales. Our parish is currently led by Fr. Matthew Thomas from the Sacred Heart Parish in Mildura. Approximately 34% of the 142 students enrolled at OLSH are Catholic, with the majority of other families not in faith. Despite this, Our Lady of the Sacred Heart is concerned with shaping well-rounded students who have the ability to explore and question the Catholic faith and the spiritual growth of the individual is encouraged and supported through a comprehensive Religious Education program and participation in the life of the church through masses and liturgies.

At OLSH we aim to develop a strong love of learning through an extensive curriculum, based on shared, evidence-based pedagogical practices. We continue to explore how our children learn best by recognizing their individuality and work to give every child an opportunity to shine. Given that we have approximately 26% of students who currently receive support through the NCCD, our Graduate and Purpose Statements are integral to our approach to educating our students. Sitting alongside all learners are staff who are valued and appreciated, and who are encouraged to develop their teaching practices through a combination of professional learning and timely feedback from peers and instructors from outside our own school setting.

Principal's Report

This year has been a year like no other and I can definitely say it's one I'd prefer not to repeat as the Principal of a school! Throughout the year, we spent a total of 15 weeks apart from our students, and when children and their families are the core of your business, it makes school a very strange place to be!

Despite being one of the most unconventional years for OLSH as a school, the year has offered many positives, and the word of the year would have to be FLEXIBILITY. With many decisions about the operation of the school being made in a short space of time with limited warning for families, all of us has had to be flexible with our styles of teaching, learning and parenting. As educators, we learnt that we could put a fantastic learning platform together in the space of a week, were able to keep in touch with our students through Webex conferences, delivered a comprehensive curriculum to the students despite not being face to face with them, and still had some fun in the process! Parents have become more aware of their children's abilities, strengths and learning styles and students have come to better appreciate their relationships with their teachers and most importantly, each other.

Before the pandemic hit us in late March, the school term had been progressing as normal. We began the year with 28 new Prep students and divided them into two classes to ensure targeted learning. The school curriculum was enhanced by our Beginning of Year Mass, Parent Information evening, Shrove Tuesday, Ash Wednesday and STOMP Week. Once the term came to a halt at the end of March, and the lockdown continued on into Term Two, many of our usual events and celebrations were put on hold or cancelled altogether, including all school camps. Upon our return to school in Term Three, we managed a STEAM Day and a successful Pie Drive before being sent into lockdown again.

With hopes of promoting parent engagement and involvement in 2020, Tony Dalton was engaged to assist us in making the most of our opportunities to partner with families and the wider community to enhance student learning, but unfortunately this initiative did not progress due to Covid. We hope to renew our contact with Tony in 2021 and move forward in this area. With parents unable to be in the school at all during and after lockdown, communication has been vital and this has continued through our Facebook page, skoolbag app, Seesaw and newsletters. A radio ad was made to promote the school with a view to gain enrolments and a 360 virtual tour was added to our website to showcase the school to prospective parents.

We welcomed Grant Finlayson and Thel O'Shea to our SAC this year and our committed group continued to gather intermittently to discuss policies, procedures and to advise on such projects as the construction of the basketball court roof and storage building, which will begin before the end of the year. The roof over the courts has been part of the school's plans since 2013, so it is fantastic that it is finally coming to fruition. These additions will be an asset to our school grounds and will benefit both students and administration alike.

We finished Term Four with our Athletics Day, Mission Week activities and a retreat for Grade Six. Our school concert went ahead online, regrettably without the crowds that usually make it so exciting for the students, but it included our Christmas Raffle and the announcement of our 2021 School Leaders. All of these proceedings were recorded for parents to view.

As always, I would like to thank the SAC for their contribution in 2020. Throughout a crazy year they provided valuable advice and thoughts during meetings and supported decisions that were made in the best interests of the school. We particularly thank Kerrie Copley, Renae Axton and John Dimasi for their contributions to the SAC over the past four years and for their commitment

to making OLSH a better place as they finish their terms as members. Your dedication to the school is very much appreciated.

Each year I thank our fantastic school staff for their hard work and dedication to our students, and this has never been more evident than in 2020. Our teaching staff have gone above and beyond to ensure that their students continued to learn and thrive during the lock down, as well as answering emails to parents and providing constant feedback on student learning. Learning Support Officers provided amazing support to students who were onsite for remote learning and honed their supervision skills! When school resumed after lock downs, LSOs made sure that all students were settled and ready to continue on their learning journeys.

Behind the drama of COVID, the school has continued to function as normal due to the expertise of our office and support staff. They continue to undertake their roles with professionalism and are always available to help staff and parents with any issues or questions they may have. For myself personally, the support of Casey Stoetzer as Deputy has been invaluable in a tough year, and I thank him for his guidance and organizational skills that have contributed to the smooth running of the school.

Finally, the biggest thank you of all goes to our parents. The support shown their children this year has undoubtedly and positively contributed to their learning and has made the transitions from school to home and back again a very smooth process. Parents accepted every decision that was made during the year without question and continued to support activities and events from afar. For this we are truly grateful. In 2021, we hope to be able to welcome back all families to the school for a "normal" year full of the community spirit we have come to love at OLSH.

Narelle Gallagher

School Advisory Council Report

Well 2020, what can we say about this year? It has been a year of extraordinary circumstances. Who would have thought that at the start of the year we would end up having to complete remote learning with our children and teachers would have to become tech-savvy and online gurus in order to teach their classes?

As an Advisory Council we have not had the opportunities to meet as we normally would, but this has not stopped the great work that has occurred to support the staff and families at OLSH. The SAC this year has had some new members join; we have welcomed Grant Finlayson and Thel O'Shea, and it has been a pleasure having them both join the group and offer fresh ideas. Just as we have had new members, we also will be saying goodbye to Kerrie Copley, John Dimasi and myself as we have all finished our terms. I would like to take the time to thank John and Kerrie for their dedication and their time that they contributed to the school.

A big role of the SAC board is to assist with passing policies and procedures that are needing to be changed or modified as they become out of date. This year the board has reviewed changes to Behaviour Management, Reportable Conduct, OH&S, Visitors in school and VIT Registration and Register policies. Although this is a lot of paperwork it is worth it as it makes the school run smoothly.

This year it was decided that we would again make a conscious effort to draw parents into the school with activities and events to get them feeling part of the OLSH community. This has been exceeding difficult to achieve as we all know COVID has taken all decisions and plans out of the school's hands. Despite this the teachers and staff at OLSH have gone above and beyond to be available when connection to school was needed.

It is a huge credit to Narelle, Casey, and all the staff at OLSH that both students and parents have made it through this year. All staff have managed the significant stresses and very rapid changes that were thrown their way due to the 2020 pandemic. The school very swiftly established an outstanding website which had all the work and supports needed to help OLSH parents home-school their children not only once but twice. I guarantee that in years to come we will laugh about this year and reminisce about how we were all locked at home and forced to school our children.

In saying this the school had some amazing events for the children to come back to once remote learning was over, so that 2020 was not only remembered for the year COVID hit. The Colour Run was a major hit with all students, Athletics day, Mission Week and a retreat for the Grade Sixes to celebrate the end of their primary school days.

Once again, this year it was important to promote our school and get the name out into community. It was approved that a Radio Ad would run for a period to boost knowledge around the area. Technology also allowed for new ways to assist with open days that were no longer allowed to be completed, the school was able to showcase the wonderful learning environment by creating

virtual tours. This has helped to support parents to get a feel of the school in the hopes that people can still be connected.

Finishing up I would like to extend my thanks and congratulations to the rest of the School Advisory Council and Our Lady's Staff. It has been a different year and I would say that the resilience everyone has shown has helped to support the achievements and successes that we can all be proud of.

Renaë Axton

Catholic School Culture

Goals & Intended Outcomes

Our 2020 Annual Action Plan did not contain any goals specific to Catholic School Culture.

We did, however, feel that more guidance was required with the ongoing implementation of the new Awakenings program and our goal was to be better acquainted with this to improve our teaching and as a result, student learning outcomes.

Achievements

In 2020, many of our regular activities in this area were put on hold, with our Beginning of Year Mass our first and last celebration in the church for the year. Despite the students not being able to attend mass as a whole school during lock down, class masses and liturgies still occurred within the guidelines of covid and with a particular effort to make sure that the students participated through reading and song. Most of our liturgies were live-streamed through our Facebook page to maintain the connection for families with the spiritual life of the school.

Our staff continued to develop their knowledge for using the new Awakenings curriculum document, which continued to challenge us. With PD online from Kate Lawry and Jo-anne Vandervort we refined our processes for planning and worked collaboratively to support each other in this area, led by our REL. We included RE into our online learning which was probably less effective for our student's' learning than face to face teaching would have been, but we persevered nonetheless. One of our staff completed their Religious Education accreditation, meaning all teaching staff at OLSH are now accredited.

During the remote learning period we supported families by providing food boxes for those who were struggling due to circumstances beyond their control and also made care packages for the parshioners, which included a letter from one of our students detailing their experience of being in lockdown and artwork from our Prep students. This was widely appreciated and helped to maintain our links with the parish even though we had not been able to see each other for some time.

Once we finally returned to school, a Mission Mass and activites, including the bi-yearly Colour Run to raise money for the Catholic Missions, were held. We once again collected gifts for our Wishing Tree at Christmas with a fabulous contribution from families given the circumstances and were able to donate over 100 gifts to the Salvos.

Our Grade 6 students attended a retreat at Lake Cullulleraine to celebrate their last year together and then had their Graduation ceremony with families in the church and the school in the multi-purpose room to abide by covid rules. This wasn't ideal but still managed to be meaningful for the students and school community.

| VALUE ADDED |
|------------------------|
| Beginning of Year Mass |
| Colour Run |
| Wishing Tree |

Making and delivering care packages for our parishioner during covid
RE Professional Development on incorporating other religions and cultures
Welcome back from remote learning Hope-themed liturgy
Grade 6 Retreat
Graduation Mass
Godly Play with Clare Jury

Community Engagement

Goals & Intended Outcomes

In 2020 OLSH had intentions of investigating at how we could build on parent engagement in our school with a view to improving student learning and community engagement overall. Obviously this did not all go according to plan due to the restrictions placed on all schools in terms of contact with parents. Despite this, we found ways to engage our community and our Community Engagement Aggregate improved from 9.5 in 2018 to 84.9 in 2020.

Achievements

Our year began with our opening mass, attended by many families, with a focus on welcoming our new Prep students. A morning tea afterwards provided an opportunity for parents and families to meet informally. Our Parent Information evening was also well-attended as parents gathered to hear information and ask questions about procedures in their child's classroom. Tea was also provided which gave an opportunity for families to socialise.

A Learning Walk, planned for the end of Term One and to build on parent engagement, was cancelled when the covid lock down hit. This was disappointing, as we had worked with Tony Dalton on this initiative and were looking forward to seeing how we could develop this aspect of our community engagement. Our usual connection with Chaffey Aged Care was put on hold due to visiting restrictions, but we remained in contact in the hopes that the situation would change.

Once in the remote learning period, we held tri-weekly Webex meetings with our students as they learned, with the offer for parents to be a part of these meetings at certain times to ask questions or have any issues or concerns allayed. Our Easter Raffle, a yearly event, was drawn and live-streamed via our Facebook Page and this drew great excitement from the families!

Amazingly throughout the periods of lockdown, we were still able to hold a Pie Drive and our Christmas Raffle, which were well-supported given the circumstances. With opportunities for parents to visit the school restricted, the staff pitched in to organise and run many of the events that would normally involve parents. Platforms such as SeeSaw, our facebook page and the skoolbag app became vital for distributing information and posting pictures of the goings-on in the school and this served to keep our community connected. Our end of year school concert was filmed and posted recorded for parents to watch.

Parent/Teacher interviews were conducted by telephone and Webex where requested, to keep parents informed on student progress. Our AGM offered an opportunity for parents to hear about the year that was, but due to restrictions not many parents attended online, which was disappointing. Toward the end of 2020, our communication with Tony Dalton resumed and plans were made to implement Learning Walks in 2021.

PARENT SATISFACTION

Insight data indicates that Parent Opinion of learning focus and Connectedness to School have grown since the last survey, which is encouraging. On the back of remote learning, this may indicate that although not able to come into the school as normal, parents felt supported and connected through the efforts of the school. Parents also feel strongly that the school and staff

are approachable with a rise from 82 to 88 in the survey. Overall, across all parent data, the results have been pleasing.

Leadership & Stewardship

Goals & Intended Outcomes

At OLSH, we ensure that all human, physical and financial resources are used effectively to improve student outcomes. With consultation by the principal, finance manager and relevant groups such as the School Advisory Council, the school determines the best ways to resource our school and to maintain a safe and inviting learning environment.

Achievements

- professional development allocation
- more chrome books purchased with an aim of one to one access for all students from Years Prep-Six
- engagement of contractors to build a roof over our basketball court, with building started in December 2020
- an upgrade to the front entrance of the office to make it compliant with OHS
- construction of a purpose-built room for housing of files
- new carpet in Year One and Two classrooms
- new outdoor tables for the shelter shed
- upgrade of sports equipment
- new admin computers and equipment
- landscaping
- blinds for two classrooms
- sick bay bed
- couches for admin entrance

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Professional Development in 2020 was limited due to restrictions on travel and as a whole staff, we did not participate in many external activities. The professional learning that did occur was related to specific roles within the school, such as Learning Diversity meetings, gatherings of the River Region Learning and Teaching Alliance and limited Northern Zone Principal Gatherings, REL meetings or the Information Sharing Scheme video conferences. At the end of the year we were able to engage in the Intervention Framework PD at school which was conducted by Susan Rampling. Almost all other PD was conducted online or via video conferences.

| | |
|---|-------|
| Number of teachers who participated in PL in 2020 | 12 |
| Average expenditure per teacher for PL | \$490 |

TEACHER SATISFACTION

All four areas in the Staff Wellbeing section of the Insight SRC survey were slightly lower than in the previous survey, perhaps a reflection on the 2020 year and the strain placed on staff generally as they worked to provide and maintain a quality teaching program. Overall, staff believe they are supported and that Teacher Confidence has grown.

TEACHING STAFF ATTENDANCE RATE

| | |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 96.4% |
|--------------------------------|-------|

ALL STAFF RETENTION RATE

| | |
|----------------------|-------|
| Staff Retention Rate | 92.3% |
|----------------------|-------|

TEACHER QUALIFICATIONS

| | |
|--------------------------|-------|
| Doctorate | 0.0% |
| Masters | 0.0% |
| Graduate | 12.5% |
| Graduate Certificate | 37.5% |
| Bachelor Degree | 87.5% |
| Advanced Diploma | 12.5% |
| No Qualifications Listed | 0.0% |

| STAFF COMPOSITION | |
|---------------------------------------|------|
| Principal Class (Headcount) | 2.0 |
| Teaching Staff (Headcount) | 13.0 |
| Teaching Staff (FTE) | 11.2 |
| Non-Teaching Staff (Headcount) | 13.0 |
| Non-Teaching Staff (FTE) | 7.9 |
| Indigenous Teaching Staff (Headcount) | 0.0 |

Learning & Teaching

Goals & Intended Outcomes

The area of Learning and Teaching is one that we at OLSH are proud of and to which we dedicate time and resources with a view to improving student outcomes. In 2020, our Annual Action Plan contained a goal in this area which centred around STEAM:

In order to improve student engagement, we will embed shared, evidence based pedagogical practices.

Priority One: To further explore STEAM to ensure coverage of the Victorian Curriculum and to increase student engagement.

While this was interrupted in part by the periods of remote learning, we still managed to make headway with our goal.

Achievements

- Scope and Sequence for STEAM curriculum begun
- goal of two STEAM days per term set
- Learning Walk planned for parents to gain an insight into our teaching practices and classroom routines
- development of a fantastic website for online learning
- regular webex meetings with students and parents to support learning
- maintained collaborative team meetings/staff meetings/PD during lockdown with support from L&T Leader
- writing moderation practices continued
- SSG meetings were conducted via phone call or VC to maintain the connection with parents of students on ILPs
- peer observation opportunities offered

STUDENT LEARNING OUTCOMES

OLSH utilises formal assessments, such as PAT Maths/Reading and Spelling, as well as data collected from testing targeted to particular subjects (for eg: Beginning and End of Module assessments in Maths/ Stepping Stones) to drive our planning and teaching. The Observation Survey provides relevant information in our Junior year levels and all data is stored on Cleartrack so that progress can be followed and the data used to improve or support our practices.

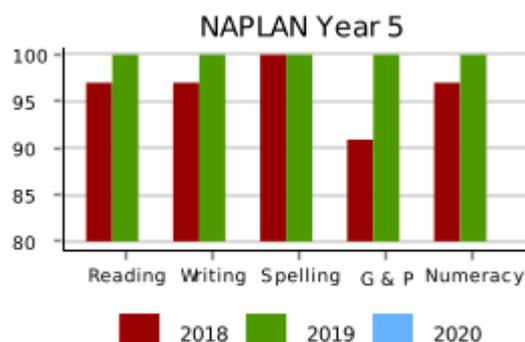
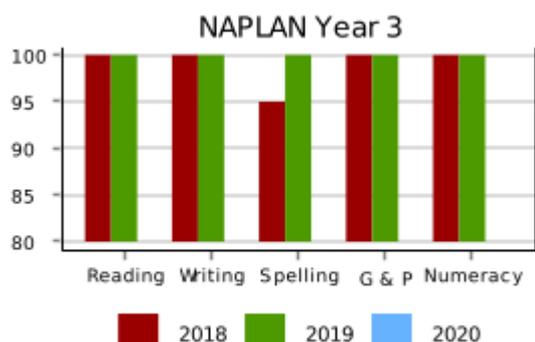
Individual Learning Plans are also stored on Cleartrack.

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | |
|--|-------|-------|-------------|------|-------------|
| NAPLAN TESTS | 2018 | 2019 | 2018 – 2019 | 2020 | 2019 – 2020 |
| | % | % | Changes | % | Changes |
| | | | % | * | * |
| | | | % | | % |
| YR 03 Grammar & Punctuation | 100.0 | 100.0 | 0.0 | | |
| YR 03 Numeracy | 100.0 | 100.0 | 0.0 | | |
| YR 03 Reading | 100.0 | 100.0 | 0.0 | | |
| YR 03 Spelling | 95.0 | 100.0 | 0.0 | | |
| YR 03 Writing | 100.0 | 100.0 | 0.0 | | |
| YR 05 Grammar & Punctuation | 90.9 | 100.0 | 9.1 | | |
| YR 05 Numeracy | 97.0 | 100.0 | 3.0 | | |
| YR 05 Reading | 97.0 | 100.0 | 3.0 | | |
| YR 05 Spelling | 100.0 | 100.0 | 0.0 | | |
| YR 05 Writing | 97.0 | 100.0 | 3.0 | | |

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

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

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



Wellbeing

Goals & Intended Outcomes

Our Annual Action Plan did not include a goal in this area, but Wellbeing is a definite area of growth and celebration for OLSH. This could not be more evident than in 2020, when we worked hard to support all members of our school community and parish.

Achievements

At OLSH we have created a culture of care for our students, families and staff members and work hard to ensure that all are part of an inclusive, safe environment. The 2020 year presented us with many challenges that served to strengthen relationships across our school community. We continue to put the wellbeing of our students at the forefront of all that we do and endeavour to maintain a high morale amongst staff. As a consequence, they are able to give their utmost to our students and families.

VALUE ADDED

- presentation by Jo and Narelle on available services, professionals and allied health organisations who can support families or the school when a report needs to be made
- PLAY program implemented to encourage and support all students in the playground to become actively involved and participating in games. This also promoted leadership by senior students who trained in and ran the program
- regular phone calls and check-ins with our vulnerable families during the remote learning period
- regular check-ins for staff and wellbeing activities and to boost morale while in the remote learning period.
- continued implementation of wellbeing programs for students
- completion of the Intervention Framework PD
- began conversations with BeYou to find an effective survey to collect information on Student Wellbeing

STUDENT SATISFACTION

Our Student Wellbeing Aggregate Indicator has improved from a score of 76.4 in 2018 to a score of 78.7 in 2020, with students feeling safe in the classroom and school environment (81 in 2018 to 87 in 2020). Students also feel that behaviour in the classroom has improved over the past two years with substantial growth shown in our Insight data from 62 to 70.

STUDENT ATTENDANCE

Non-attendance procedures remain consistent in the school, with absences monitored through the SIMON system. After the daily roll mark, absences without reason are followed up with a SMS message at 10am each day and a response (or lack of) recorded on SIMON. Absences of three or more days without reason or without contact of any nature by parents, require follow up by the principal with families through a phone call.

Lack of action for non-attendance by parents is recorded and where necessary, external support is engaged to initiate action, such as the wellbeing team from CEB or services who may be able to provide support to the family depending on circumstances.

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | |
|---|-------|
| Y01 | 92.2% |
| Y02 | 93.0% |
| Y03 | 95.1% |
| Y04 | 92.0% |
| Y05 | 90.3% |
| Y06 | 84.1% |
| Overall average attendance | 91.1% |

Child Safe Standards

Goals & Intended Outcomes

At OLSH we have continued to uphold the Child Safe Standards through policy and procedure reviews and implementation, as well as adopting all the required procedures for a safe school environment during covid. This took up quite a bit of our time, with constant updates from the CECV and information to parents sent out regularly.

The staff completed their DSE/DDA and Mandatory Reporting modules and in classrooms students revised the child-friendly version of the Child Safe Policy, as well as discussing the school's Behaviour Management Procedure to ensure clarity for all students.

At the end of 2020 the new DOBCEL Code of Conduct was introduced and distributed to staff. We continue to keep staff updated on the latest information around the PROTECT documents and Reportable Conduct Scheme. In 2020, we also implemented a new sign-in system called PassTab, which documents information on all individuals who work at or who visit the school.

Achievements

- presentation by Jo and Narelle regarding various services and support agencies available to us for support when we need to make a report or seek guidance
- protocols regarding safe use of technology while remote learning was taking place were implemented and monitored
- risk assessments continued to be completed for all activities involving the school community
- PASSTAB sign-in system implemented to collate information on staff, visitors, contractors and volunteers
- implementation of the latest 'PROTECT -Identifying and Responding to all forms of abuse in Victorian Schools
- updates on Reportable Conduct Scheme shared at staff meetings
- implementation of all Covid safe protocols, including covid-safe plans as required

Future Directions

With a School Review coming up in 2021, our future direction is yet to be decided. We look forward with anticipation and excitement to where we can take our school in the future!