

Our Lady of the Sacred Heart School Merbein

2022

Annual Report to the School Community



Registered School Number: 1277

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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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

21/03/2023

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

The Diocese of Ballarat Catholic Education Limited (DOBCEL) is now in its second year of governance of schools. In 2022 two additional schools - Damascus College and St Francis Xavier transferred their governance to DOBCEL, a total 58 schools in the Diocese are governed by DOBCEL.

Across our diocese, schools governed by DOBCEL provide distinctive Catholic education from the Murray to the Sea. This support is operationalised by Catholic Education Ballarat and is responsible for the implementation of DOBCEL strategies, policies and procedures, and overseeing the day to day running of our schools.

The role of DOBCEL is to lead, provide service to, and partner with schools to enable every student to flourish and every student, staff member and family to experience the presence of the risen Christ in our schools.

We recognise the extraordinary servant leadership of all our school staff, leaders and Principals during 2022 as they supported their school communities through a myriad of challenges that included staff shortages, covid disruption, implications of widespread flooding and Enterprise Bargaining negotiations. We recognise the commitment and focus all school staff give to the students and families in their care in the spirit of the Gospels. Their commitment has been unwavering.

We thank families for their commitment to partnership with our schools in Catholic Education again in 2022 to support all our students to flourish.

Tom Sexton

Executive Director

Diocese of Ballarat Catholic Education Limited

Vision and 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, and is based on the gospel values of: love, trust, dignity, respect, freedom, forgiveness, self-awareness and 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, over 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 160 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 29% 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

It is hard to believe that the 2022 school year is almost at an end! It has once again been a year of ups and downs and challenges which have tried staff, parents and the community as a whole. This year saw Covid and the Flu continue to disrupt our learning, with many of our staff and students contracting the viruses, resulting in many weeks of empty classrooms and at times, very few staff to teach the children who were here! Throughout the year we have had to combine classes or take precious release time from teachers as they stepped in to help cover grades in the absence of CRTs. Despite all of this we have managed to carry on with the same resolve we have drawn on over the past few years to complete what we hope has been a successful year for our students and the school.

The year began with 149 students, including 24 Preps. We said goodbye early in the first term to Learning Support Officer Sophie Kontrec, welcomed Jack Bower as our PE/Performing Arts teacher and Jodie Pascoe and Maritta Watson as learning support in our junior unit. This year we ran seven classrooms, with Breanna Meyer returning from maternity leave to share a classroom part-time with Emma Garraway. The Leadership team consisting of Rebecca Appledore, Adam Lawrence, Lisa Ryan and Carolyn Clementson have worked well together to problem-solve and discuss many aspects of the school's running and in the absence of a Deputy Principal, have managed to keep the school moving forward supported by a dedicated staff. With healthy numbers across the school, we are finishing the year with 153 students.

After two years without many of our usual community events, we have once again been able to welcome families into the school. Our first event of this year, the Family BBQ evening, proved to be very relaxing as families enjoyed each other's company and took an informal tour of their children's classrooms. As the year moved on, we held a highly successful Bingo evening, Mother's and Father's Day celebrations, Anzac and Remembrance Day commemorations and finally, after a long wait, a Grandparents and Special Friends morning. All of these events brought our families and friends together and reminded us of what it means to be able to celebrate together and support each other as a community.

Teaching and Learning has continued to be a major focus at OLSH, with our students engaging with the curriculum in new and exciting ways. From STEM days where students worked in teams to complete a particular task, the use of Google Classrooms to promote independent learning or showcasing our classrooms through Learning Walks, we have sought to engage and extend our students in their learning. Formal and informal assessments and the collection of data has helped us to plan and implement our teaching using best practice. The return of our camps program has also allowed our students to take part in some fantastic and memorable experiences. Next year we are taking on the Structured Literacy program in a new approach to teaching literacy and writing in the classroom and we are very excited about the potential for improvement and growth that this will offer our students.

OLSH has continued to build on our Response to Intervention approach by developing our knowledge of trauma-informed practices through the ReLATE program and continuing with the implementation of programs to nurture the social and emotional wellbeing of our students. Learning Diversity has remained a major focus in 2022 and will do so into the future with almost one third of our students requiring adjustments in their learning. With an Action Plan focused on family engagement, the inclusion of our indigenous culture and history into our curriculum and the use of feedback as a tool to drive change in our classrooms and our community relationships, we feel we are on the right track to drive continuous improvement in our school.

The faith of the school and the nurturing of our Catholic Identity has remained strong and continues to develop as we learn more about Catholic Social Teaching and encourage our students to make connections between their actions and those of Jesus. Celebration of the Sacraments has been ongoing this year as the Sunraysia Parish changed the order in which these were undertaken, and this was celebrated and supported by the wider parish. The school has taken part in many masses and liturgies over the year and has continued to encourage our students in their service of others through participation in events such as Mission Week. We are currently focusing on how we can maintain our Catholic Identity given the diversity of our school community but welcome this challenge!

Once again I have been very fortunate to be supported in my role this year by an amazing group of people. At OLSH our students continue to be educated by dedicated teachers who go above and beyond to ensure that their student's learning and wellbeing is at the core of everything they do. They are tirelessly supported by our learning support staff who work hard to ensure that every child receives what they need to be successful, no matter how challenging this can be. The constant support for myself and the staff from our Administration staff and the way they welcome and assist families in all matters related to school life remains invaluable. The dedicated group of parents on the School Advisory Council, led by our chair Gavin Gourlay, remain an important entity and I thank them once again for their commitment to their children, the school and for their advice and continual support. We would particularly like to thank Gavin for his four years of service on the SAC and for his commitment to chairing the meetings and supporting each initiative that the school has undertaken.

The end of a school year inevitably brings change, and we will sadly say goodbye to Melissa Sullivan, who has dedicated almost eight years to the school and the children in her care. Mel will be sorely missed by all of us who have worked with her and also by the students who have been fortunate to be in her classroom. Her dedication to her students and the positive relationships she has built with their families is a credit to her and we will miss having Mel's smiling face around OLSH. Casey Stoetzer will leave us to pursue other opportunities and we wish him well in his new endeavours and thank him for his contribution to our school over the past seven years. Jack Bower will head overseas to take up a position as a coordinator at a summer camp and we wish him well as he sets off on his next adventure.

As we head toward another new school year with a projected student population of around 160 students, I look forward to seeing where 2023 will take us! With a new Master Plan in the works and some great ideas for improving our school environment, along with initiatives such as Structured Literacy to boost and enhance the learning of our students, there is plenty to be excited about. In conclusion, I would like to acknowledge the students of our school. This year, led by a fantastic group of student leaders, our student's resilience, enthusiasm for learning, sense of fun and their care for each other has continued to shine brightly in the face of adversity and they have been a true reflection of all that is good about our Catholic schools.

Thank you.

School Advisory Council Report

On Behalf of the SAC Board, welcome all to the 2022 OLSH AGM.

The SAC had two new additions to the group with Adam Lawrence, as staff representative, and Sandra Hammet who joined in the latter half of this year both having valuable input.

This year we wanted to keep going with what we had hoped to achieve last year with welcoming back parents, families and parish into the school community which I believe we have achieved. We also seen a little normality return to the school year with camps excursions and extra-curricular activities.

A Family BBQ Night was held earlier in the year with a strong attendance by families across the school and will be held annually into the future. This was held in lieu of the normal information night. In May we finally had our illusive Bingo Night which was an absolute hit. Everyone had a chance to meet new people in a more relaxed setting giving all a chance to let their hair down (especially the teachers) which was the exact purpose of the night. It was also a good little fundraiser with unbelievable prizes donated by families of the school and from the greater community. Our staple community days such as Mother's Day, Father's Day and Grandparent's Day were very well attended as always.

The OLSH Community Group this year has done an exceptional job, even with a small team they have managed to raise significant amount of funds through raffles and pie drives among other fundraisers. With this team's effort the SAC was able to approve the purchase of new literacy books for the junior department and new Chromebooks to replace ageing iPads. If the OLSH Community Group could expand its members the funds that they could raise would be phenomenal, so please, any time that you can give could go a long way with helping our children's education.

Mid-year we started to look towards creating a new Master Plan which is to be implemented over the next five years. This plan is to be put in place to be able to apply for funding to do major improvements, extensions, additions etc to the school's facilities. Ideas include, but not limited to, resurfacing the basketball court, updating the shelter shed. This is a major focus for the SAC going forward and we have created a separate meeting to focus directly towards the Master Plan.

If you have any ideas to put forward to the Master Plan or for the school, please don't hesitate to approach one of our SAC members or please put your hand up to become a member, it is quite rewarding and you can get a different view of the school and help the teachers and principal with advice and views from a different perspective.

This is my final year of tenure for SAC so I would like to thank Narelle and the OLSH staff for their unrelentless work and effort with our children and as I've said before the reason why our school is as successful as it is. And to current and previous SAC Board members over the past four years, thank you for the time you give to support and build our wonderful school.

Good luck to all for the rest of the year and into 2023.

Gavin Gourlay

Chairperson SAC

Catholic Identity and Mission

Goals & Intended Outcomes

The goal from our Annual Action Plan that relates to Catholic Identity and Mission is:

"To integrate Indigenous perspectives as part of our contemporary Catholic Identity".

One strategy that we have listed is:

"RE Scope & Sequence can be explicitly integrated with Indigenous perspectives and formalised in our planning/delivery of lessons".

Achievements

RE Planning focused on how we could incorporate the above into our RE lessons but we found this difficult without seeming tokenistic. We decided that we would focus on this more in 2023 so that we could do some more research on quality resources and content. School leaders collaborated to write an Acknowledgement of Country that was implemented at school assemblies throughout the year.

VALUE ADDED

RE Planning and Professional Learning Teams

Prayer session with Kim Hawkes

Professional Development with Jim Waight - The Calling of Jesus

Professional Development with Jim Waight - Formation of Spirituality

Scripture PD with Kim Hawkes

Catholic Education Week celebrations/Catholic schools mass

Learning and Teaching

Goals & Intended Outcomes

Related priorities included in our Annual Action Plan were to:

"Set protocols and engage in professional development to adopt best practice in the area of staff feedback."

"Begin the process of implementing the Structured Literacy Program as a school-wide approach."

Achievements

In relation to our priorities, the school engaged in Professional Development with Casey Stoetzer around Peer Feedback. We focused on this element of feedback by setting protocols and structures around how and why to give peer feedback, but by the end of the year felt we could do more in this area.

We began our journey with the Structured Literacy program by first visiting the foundation schools to see what Structured Literacy looked like. This proved to be successful, with staff enthusiasm growing for a new approach to literacy. By the end of the year, we had undertaken PD with Breeana Wade and Emma Rutherford to introduce us to Structured Literacy, with Data Literacy incorporated into our information sessions. Some staff also took part in professional development on The Writing Revolution, which forms part of Structured Literacy.

STUDENT LEARNING OUTCOMES

A comparison of NAPLAN data from 2021 to 2022 shows positive results for our school overall. In Year 3 Reading and Grammar and Punctuation, our students moved from slightly below the state average to above it, while in Writing we rose from the state average to above. Results in Spelling show a move from below to the state average, while in Numeracy there has been a substantial jump in results, and we now sit at well above the state average in this area.

In Year 5, our results in Reading, Writing and Numeracy have remained the same, with little movement. Results in Spelling and Grammar and Punctuation have moved to above the state average.

As always, we continue to implement programs which will support all students with their learning, particularly our students on Individual Learning Plans. Programs include:

- Mini Lit, Multi-Lit and Mac Lit
- Toe by Toe
- Speech intervention

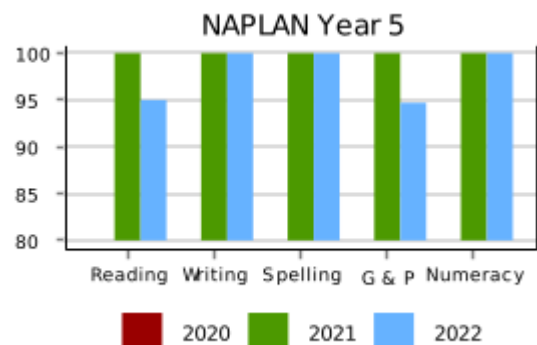
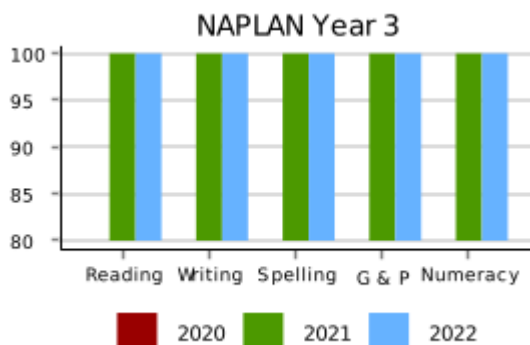
- CHIPS screener
- Phonics check/No Nonsense phonics
- Spelling Mastery
- extension groups (junior-Writing, senior - writing and Mathematics)
- The Writing Revolution

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 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	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	100.0	-	94.7	-5.3
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	95.0	-5.0
YR 05 Spelling	-	100.0	-	100.0	0.0
YR 05 Writing	-	100.0	-	100.0	0.0

* 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

Our Annual Action Plan originally included intended outcomes related to the ReLATE Program (McKillop Institute/CEB collaboration).

By the conclusion of 2022, we decided that this would not be a priority, and that we would continue our work with the ReLATE program in a more informal way, building on the positive approach we felt we were already taking in this area.

Achievements

OLSH continues to strive for a high standard of in the area of Wellbeing, for our students, staff and families. We have worked actively to ensure that all children's needs are being met through the availability of a Wellbeing officer and Individual Learning Programs and through exposure to programs which focus on their specific needs. Families who seek support are directed toward services who can address their needs or issues. Our staff are supported by Leadership's open-door policy and are encouraged to access services such as Converge EAP if necessary.

VALUE ADDED

- Individual Learning Plans for all students with needs
- SOG meetings termly for families
- Tuning into Kids program
- ReLATE program
- "Reframing Language" PD session with Jo Finlayson and Lisa Ryan
- Attendance at Learning Diversity days and PD
- Work on writing SMART goals to improve our Individual Learning Plans
- Mindfulness through the Smiling Minds Program (two staff members trained in this area then implemented the program across the school)
- Work around the NCCD
- So Well (Social and Wellbeing) Team continued to plan and organise activities to boost staff morale

STUDENT SATISFACTION

Our Student Wellbeing Aggregate Indicator 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). In 2021, our School Review reflected that students felt supported at school by their teachers and could recognise where and to whom they can go to access assistance when their wellbeing was challenged. Data showed that our students were happy

at school and felt safe in both the classroom and the playground. The school will take part in the Insight SRC survey again in 2023.

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 an 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	86.0%
Y02	82.5%
Y03	85.9%
Y04	85.3%
Y05	82.7%
Y06	82.8%
Overall average attendance	84.2%

Child Safe Standards

Goals & Intended Outcomes

In our 2022 Annual Action Plan, OLSH included a goal focused on incorporating more indigenous perspectives into our curriculum and how this made links with our Catholic Identity. This goal supported the upcoming changes to the Child Safe Standards well, particularly Child Safe Standard 1. Our intention was to ensure that implementation of indigenous content occurred across many subjects, beginning with Literacy and moving toward Religious Education, as well as making improvements or additions to current practice.

In 2022 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 relating to the fallout from COVID-19, such as updating Covid Safe plans regularly.

Achievements

As the school prepared for the implementation of the new Child Safe Standards, we took part in information sessions at staff meetings to ensure that all staff were informed on the upcoming changes. As a whole staff, we worked with our Compliance Officer to write a Cultural Diversity Statement that was added to relevant policies.

All staff undertook the Mandatory Reporting and DSE modules required for all school staff and continued to review and implement our obligations regarding the PROTECT strategy and Reportable CONduct Scheme. Our senior students worked with an organisation from the E-Safety Commission on strategies for being cyber-safe.

All activities undertaken at OLSH (both on and offsite) continued to have risk assessments and management plans put in place, including safety plans for vulnerable students or students with needs. The SAC were regularly updated on all changes taking place in this space and students continued to have a voice through the Student Leaders group, including attendance at the GRIP Leadership conference.

Through our ILPs, the needs of all students with needs were respected, and every effort was made to ensure access to the curriculum for all, including the use of the ABELS curriculum and ESL curriculum.

The Police in Schools Program ran throughout the year with our senior students and culminated in the students producing two advertisements for local television with themes around safety in the community.

Leadership

Goals & Intended Outcomes

There were no intended goals in this area in our 2022 Annual Action Plan, but as always School leadership was focused on improvement and whole school development for the year ahead and into the future. The development of leadership amongst staff remained a priority, with professional development offered across several areas and the chance for individual staff to step up into leadership positions.

Achievements

The 2022 year saw us without a Deputy Principal, after he was seconded to work outside the school. As a Leadership Team we decided that rather than nominate a new person to the position, we would wait to see whether our DP would return for the 2023 year and proceeded to operate with our Leadership taking on some of the roles that would normally be allocated to a second in charge. This was challenging for staff, who were also working in classrooms, and put a larger workload onto the principal. While hectic, overall it was a positive move, as it gave others a chance to step out of their comfort zones and to show their leadership skills and support across many areas.

Our leaders in Learning and Teaching and Learning Diversity continued to develop their skills through attendance at professional development run by CEB and through collaboration with other local Catholic schools. As principal, I took part in all Northern Zone and Diocesan Leadership meetings, collaborating and learning from colleagues across our zone and diocese. I participated in the educator Impact 360 survey to improve my leadership capabilities and led meetings with staff in all areas which required attention to school operations, such as Child Safe and OHS. The introduction of the new Enterprise Bargaining Agreement has meant that many hours were spent being briefed on the upcoming changes for schools and staff.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- Learning Diversity days
- Religious Education PL days
- First Aid - CPR update and completion of full course
- Tony Dalton Learning Walks and associated discussion with staff
- Religious Education closure - Faith Formation
- Northern Zone Retreat (principal)
- Building Data Literacy
- ReLATE days x 2
- Food safety (canteen supervisor)
- The Writing Reveolution
- termly Northern Zone meetings (principal)

Number of teachers who participated in PL in 2022	11
Average expenditure per teacher for PL	\$1870

TEACHER SATISFACTION

Teacher satisfaction at OLSH is generally high, with teachers feeling supported across most areas. Staff are encouraged to up-skill themselves with support from their peers, leadership and the expertise of Catholic Education Ballarat representatives and despite the limitations placed on us through covid restrictions, we managed to participate in quite a few professional learning opportunities. Opportunities for peer observations and feedback have been given in the past and will continue to be a specific focus of our Annual Action Plan in 2022. Staff continue to collaborate on a weekly basis in units and this provides opportunities for support on a social/emotional level and also within curriculum areas.

Twice yearly Wellbeing Checks, an open-door policy to leadership, and numerous chances to interact socially all contribute to a high level of morale. The So Well Team continue to plan and run small events to keep up the morale of staff and to promote down-time in the busy schedule of the school term. This has continued to be vitally important over the past year with the impact of COVID-19 and related illnesses continuing to weigh heavily on the physical and mental health of staff, particularly with staff shortages impacting all able-bodied staff.

With our Insight SRC survey due this year, we will be able to gauge the effects of the past three years more accurately.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	86.5%
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ALL STAFF RETENTION RATE

Staff Retention Rate	72.0%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	11.1%
Graduate	11.1%
Graduate Certificate	22.2%
Bachelor Degree	77.8%
Advanced Diploma	11.1%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	10.0
Teaching Staff (FTE)	9.2
Non-Teaching Staff (Headcount)	14.0
Non-Teaching Staff (FTE)	9.8
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Our Annual Action Plan priority in this area was to:

"Build and foster collaborative partnerships with parents and the wider community through embedding effective communication strategies and engagement opportunities."

After the past three years, we felt we might finally be able to experience some success with this priority and focused our attention heavily on reintroducing our families into the school, some (our 2020Prep families) whose experience of the school environment had been extremely limited by Covid 19.

Achievements

After three covid affected years, parent engagement in student learning and the school in general was a big priority in 2022. We were able to reintroduce some of the activities that had previously been annual events at the school and began to build a sense of community once more. Some successful events which occurred were:

- the OLSH Family Night (BBQ and informal stroll through classrooms)
- our attendance at the local ANZAC Day march once again
- involvement in parish masses
- a successful Bingo evening run by the SAC
- Mother's and Father's Day morning tea/liturgy and breakfast
- the introduction of the SIMON Everywhere app for parent communication
- the continued use of the See Saw app across all grades
- Learning Walks
- the Prep/Buddy tea and information evening
- our School Concert
- in-person Parent/Teacher interviews as well as the opportunity for phone interviews if required

PARENT SATISFACTION

Parents have expressed satisfaction with the practices taking place at our school, with the growth in the area of Community Engagement in 2021 was very pleasing - we did not undertake the Insight SRC survey in 2022

Community events held in 2022 were very well-supported by families and feedback provided showed that parents were in favour of any activity in which they could participate or support their children. Events such as the Family Night, Bingo Evening, Learning Walks and School

Concert all involved families coming into the school and spending time with other families and their children.