



**GLOWREY**  
CATHOLIC PRIMARY SCHOOL



MELBOURNE  
ARCHDIOCESE  
CATHOLIC SCHOOLS

# Glowrey Catholic School Wollert

## 2020 Annual Report to the School Community



Registered School Number: 2226

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## Contact Details

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## Minimum Standards Attestation

I, Tim Kelly, attest that Glowrey Catholic 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.

11/03/2021

**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

Glowrey Catholic School is a dynamic and progressive learning community illuminated by the teachings of Christ. We collaborate in building a culture strongly intended to make our world a better place. Service, Love and Justice underpins all that we value and do.

## School Overview

Glowrey Catholic Primary School was established and opened in 2019. It was named after Dr Sr Mary Glowrey.

Education in the 21st Century continues to evolve, in response to the ever changing society which we belong to. It is in this context that the school community of Glowrey Primary School, identifies itself as an innovative, creative and dynamic place of contemporary learning where all are constantly challenged.

Focusing on the concept of being a Catholic, learning community, Glowrey Primary School has developed educational programs that; -

- Promote an individual child's physical, academic, emotional, spiritual and intellectual development, ensuring the development of self-confidence, self-acceptance and self-esteem.
- Reflect the Gospel values of tolerance, justice and acceptance of others; - these values being the essence of a Catholic Community identity.
- Engage learners with the implementation of a variety of learning strategies, allowing all to experience and enjoy success.
- Emphasise the importance of Numeracy and Literacy skills.
- Recognise the diversity of today's learning, with an integrated approach to planning curriculum, acknowledging through enquiry the interdependence of knowledge, skills, and understandings.
- Effectively use ICT to enhance the learning environment.
- Communicate a learning partnership between child, family and school.
- Respect an individual's response to learning with processes established for intervention and extension.

## Principal's Report

Glowrey Catholic Primary School, which is the third primary school in the Saint Peter's Parish in Epping opened in 2019. Our school motto is 'Service, Love and Justice.' Our school patron, Sister Doctor Mary Glowrey inspired it and which drives our Catholic school ethos.

In 2020 Glowrey commenced its second year of operation with enrolments more than doubling to a student population of 192. We started the 2020 school year with very significant building works underway for our second stage. We were delighted to welcome many new staff and these staff brought a whole range of new expertise to our school.

The 2020 school year did bring many challenges with a very significant part of the year seeing children engaged in 'home learning'. With these many challenges came a great many gains with our students and staff learning many new skills and students learning very successfully, albeit in a different way. I would like to commend all our staff who worked so hard in delivering online learning and to our wonderful parents who supported their children.

Intensive planning occurred throughout 2020 in preparing for the next stage to be built in line with our master plan and to cater for growing enrolments. To this end, construction for Stage Three of our school will commence during the 2021 school year. By the end of the school year we had over 300 enrolments confirmed for the 2021 school year. Our continued rapid expansion was a real testimony to us establishing ourselves in the community and delivering a very high standard of education.

Timothy S. Kelly

Principal

## Education in Faith

### Goals & Intended Outcomes

#### Goal

To establish a strong Catholic identity within our local and parish community.

#### Intended Outcome

- That a strong religious education pedagogy is established and given strong priority.

### Achievements

As a developing school in 2020, our aim was to promote the Catholicity of the school by targeting awareness of the Gospel values and building effective communication links between school, home, and the wider parish community. Throughout the year we provided opportunities to build children's and families' awareness of the Catholic faith tradition through different prayers and structures. Our ongoing intention is that the prayer life of the school community be meaningful and inclusive.

Through exploring the life, teachings and work of our namesake, Sr Dr Mary Glowrey, we have provided opportunities for staff, students and the wider community to deepen their knowledge and understanding of the Catholic Faith and its place in their lives, particularly as it relates to social justice teachings.

Where appropriate we have strived to develop an association of the big ideas in inquiry learning with the teachings and traditions of the Church. We have sought to do this through a range of activities and opportunities that place our catholic identity at the centre of our purpose

- Audit of Religious Education Planner and Inquiry Planner with the view to integrate the two where the opportunity presents
- Whole staff professional development meetings to unpack the idea "What does it mean to be a Catholic School Today?"
- Installation of Art in school administration area and front gate to tell the story of Sr Dr Mary Glowrey
- Provided opportunities for students to lead and participate in class masses celebrated by Father Nathan. These masses also provided learning opportunities for various aspects of religious education.
- Provided parents with an overview of the Religious Education units in our reports and through termly overviews.
- Supported staff in the planning, implementation and assessment of their Religious Education lessons through team facilitated planning meetings and whole staff professional development staff meetings
- Teacher resources provided to enrich RE curriculum and teaching experience.

- Building awareness of social justice through bigger scale fundraisers (e.g. SVDP Winter and Christmas Appeal, Caritas - Project Compassion.)
- Development of front foyer displays created to highlight a particular focus in the Church and remind the community upon entry into our school of our Catholic Identity. E.g. Project Compassion, Month of Mary, Lent, Advent
- Religious Education Leader participation in online Regional network meetings and professional development.

#### VALUE ADDED

There was a considerable amount of time and effort into social justice actions. These included a huge mission fundraising and awareness campaign and a partnership with our local St Vincent de Paul society.



## Learning & Teaching

### Goals & Intended Outcomes

#### Goal

To develop a learning environment that engages and challenges all learners and caters for individual needs.

#### Intended Outcome

- That student performance in literacy and numeracy in P-6 be improved.

### Achievements

At Glowrey Catholic Primary School, delivering a differentiated, focussed and progressive learning and teaching program is our main focus.

We have developed a shared vision for learning at Glowrey, which is based on a set of shared, high and appropriate expectations for student performance based on rigorous and consistent use of data. We are dedicated to increasing teacher capacity in all areas of the curriculum to ensure that every student reaches their full potential.

Where a student requires extra support with their learning, we have put in place Personal Learning Plans that outline the educational goals for that student, and the strategies that will be put in place to support the student's learning program.

#### Achievements:

- Teacher meetings with Student Diversity Leader to develop more personalised instructional program for students with additional needs
- Teachers have facilitated team planning supported by the Learning and Teaching, Literacy, Maths and Education in Faith leaders.
- Professional Learning Time is also allocated weekly where the whole staff meets and builds teacher capacity through professional reading, data analysis and dialogue.
- Level Teams plan together to develop shared understandings, based on data, to cater for student needs.
- Development of pre and post assessment tasks linked to the school's curriculum plan
- There is a range of assessment data collected throughout the year to support the Learning and Teaching cycle. This data is collated, tracked, discussed and used to set future learning goals.
- Inquiry Based Learning in Years P-6 with a whole school focus each term. Two year rotational scope and sequence developed.
- Teacher Professional Development in the area of Mathematics: Mental Computation

- Professional development for Learning Support Officers by curriculum leaders to enable them to facilitate intervention groups in literacy and numeracy.
- Implementation of a whole school approach to developing, planning and delivering mental computation to assist with the development of number sense and fluency
- Informing our school community through information videos communicated through SeeSaw in the area of Mental Computation
- Teacher Professional Development P-2 teachers of Fountas and Pinnell Benchmarking System in Reading
- Teacher Professional Development P-6 teachers in Smart Spelling program
- Purchase of appropriate resources to meet curriculum priorities
- Continuous use of data to inform and drive explicit and focused Learning and Teaching
- Curriculum audit conducted to ensure wide and deep coverage of Victorian curriculum is achieved
- Literacy and Numeracy leader assisted and modelled for teachers in classrooms as a mentor to help provide high quality learning experiences
- The school purchased quality resources to enhance teaching and learning in all areas of the curriculum, including chrome books for use with digital technology
- Development of teaching and learning strategies aimed at using technology to teach remotely.
- Development of remote professional learning meetings through the Google Meet platform
- Development of communication procedures to assist families to help their children during remote learning
- Parents are informed of student progress through parent/teacher interviews conducted remotely via telephone.
- Reporting to parents developed using the new ICON system.
- Graduate teachers supported to complete VIT requirements in an online capacity.

### STUDENT LEARNING OUTCOMES

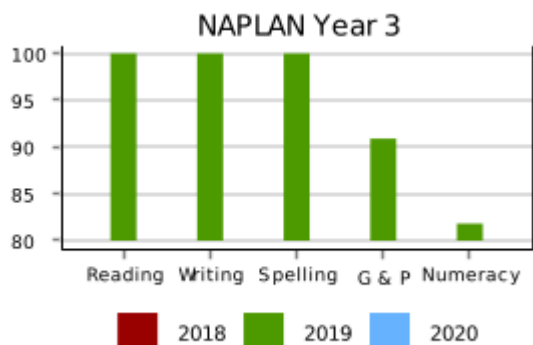
Whilst there are no NAPLAN results in 2020 to report on due to the COVID 19 pandemic ongoing school based assessments took place. These assessments indicated that appropriate gains were made in all areas.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	***	90.9	***		
YR 03 Numeracy	***	81.8	***		
YR 03 Reading	***	100.0	***		
YR 03 Spelling	***	100.0	***		
YR 03 Writing	***	100.0	***		
YR 05 Grammar & Punctuation	***	**	***		
YR 05 Numeracy	***	**	***		
YR 05 Reading	***	**	***		
YR 05 Spelling	***	**	***		
YR 05 Writing	***	**	***		

\* 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.



[Image.NaplanYear5]

## Student Wellbeing

### Goals & Intended Outcomes

#### Goal

Establish a strong sense of student identity, growth and resilience where positive relationships exist

#### Intended Outcomes

- That all students feel safe, have a sense of self-worth and feel comfortable in and out of the classroom.
- That all students contribute positively to the school community

### Achievements

Students who are happy, confident and are able to establish meaningful relationships are better placed to achieve positive learning outcomes. Central to our Student Wellbeing program is the importance of nurturing and developing the whole child. This incorporates all aspects of school community life from students' physical, intellectual, moral, social, emotional and spiritual wellbeing and the development of a safe and supportive environment in which they learn.

Student Wellbeing has continued to be a priority at Glowrey which is reflected in the high quality of relationships evident in our school. The school and classroom environments are secure and friendly, staff and students relate most positively, During 2020 it was especially important to reach out to all students and families who were learning at home.

- At Glowrey we provide a safe and happy environment for all students.
- Ensuring that all students are safe and supported, all staff members are trained accordingly in Asthma, Epilepsy, Diabetes, Anaphylactic training, Level 2 First Aid Training and Emergency Management Procedures. All staff are trained in processes and procedures for evacuations.
- Students have a strong belief that teachers listen to them and understand their needs and provide a stimulating learning environment. These two relational factors lead to greater student engagement and enhanced academic outcomes.
- Another contributor to high student connectedness is Student Voice and encouraging our students to be actively involved in their learning.
- There is a philosophy and a focus on including and embracing all children. Students with disabilities have a modified or personalised curriculum to meet their needs. Personal Learning Plans are devised to plan for individual children at risk. The use of "Open Ended Tasks" are promoted to cater for a range of abilities and successes.
- Adjustments made for students with learning difficulties or physical disabilities.
- A referral system is in place and annual testing is used to identify students at risk and their progress is regularly monitored. Literacy intervention and a Maths Intervention are run concurrently throughout the year. Students requiring additional health interventions are assisted by outside agencies e.g. psychologist.

- Continued awareness of Cyber safety is promoted to all in the school community and the importance of internet safety with staff constantly reinforcing the message of the necessity to be cyber smart and cyber safety practices to students and parents.
- The school employed a School Counsellor that practices from the school premises to further support students.
- School rules were revised and updated and are displayed around the school grounds as a reminder to all of our school expectations.
  - Classroom rules are negotiated with students to ensure ownership and student voice. The use of common language and strategies such as Circle Time and appropriate consequences assist staff and students to work within a relational framework.
- A strong commitment to the wellbeing of the whole school has led to a positive, inclusive and safe school environment, which mirrors the community's strong Catholic values and beliefs.
- A whole school approach to Respectful Relationships education is delivered across all year levels. The Resilience, Rights and Respectful Relationships learning material is designed to support schools to deliver and build student's skills, knowledge and attitudes to engage in respectful relationships. The program is integrated across all areas of the curriculum and ensures all learning and teaching is consistent, supporting a shared understanding and common language.
- Wellbeing is a weekly agenda item at Staff Meetings for notification of any new concerns regarding individual students. A Wellbeing item continues to be added to the newsletter.

#### VALUE ADDED

Significant professional development by staff was undertaken to implement adjustments and recording these in the classroom.

#### STUDENT SATISFACTION

Whilst students did find the transition to home learning initially challenging they reported that it did become easier when they got used to it and routines were established. Students reported that the activities were both challenging and fun and whilst they missed their classmates did enjoy meeting regularly on google meets. Students also commented that they enjoyed using see-saw as a way to post their work back to their teacher and liked the feedback they were given.

Students also commented that they enjoyed the weekly Principal / Deputy Principal challenges that they were given.

#### STUDENT ATTENDANCE

All student attendance was recorded throughout all of 2020. During periods of home learning those 'essential worker' students who attended onsite were recorded in the attendance register. All teachers did daily 'check-ins' with their class and also recoded those who were participating in the Google meets and see-saw activities. Students who were not in attendance were followed up by teachers and school leadership.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	92.9%
Y02	94.9%
Y03	95.6%
Y04	97.3%
Y05	95.0%
Y06	94.6%
Overall average attendance	95.0%

## Child Safe Standards

### Goals & Intended Outcomes

At Glowrey Catholic School, 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).

Glowrey demonstrates a strong commitment to the care, safety and wellbeing 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

The following achievements demonstrate our commitment to child safety at Glowrey:

- The leadership team has written, devised and revised our Child Safety Policy, Code of Conduct, Volunteer Guidelines and streamlined Working with Children requirement
- Child Safe is an agenda item at Staff meetings to inform and remind staff of requirements and policies
- Relevant leaders and staff have attended CEM professional development days focused on child safety.
- Staff have made aware and are familiar with the child Safe link on CEVN website
- Staff complete E- Learning modules on Mandatory Reporting requirements
- The school community has been informed of any new policies and procedures through newsletters, emails and our App. Resources and practices that have been recommended by the CEM have been used and adopted

# Leadership & Management

## Goals & Intended Outcomes

### Goal

To develop a school culture where leadership capacity is encouraged, developed and supported.

### Intended Outcomes

- That all staff are engaged as active members of a Professional Learning Community
- Increased opportunities for staff, parent and students to have authentic voice

## Achievements

Throughout 2020 we continued to ensure that our school vision drives all that we do and is very much lived in all the interactions between staff, students, parents and members of our community. Ensuring that our Gospel values are evident in all that we do and the catholicity of our school is continually promoted remains central to our operation.

During 2020 the safety and wellbeing of all the Glowrey community was very much at the heart of all school operations particularly during the COVID 19 pandemic. Procedures were carefully put into place following the guidelines from DHHS and CEM to ensure we had the best protections possible in place.

Our School Improvement Plan and Annual Action Plan whilst needing to be altered in light of the restrictions was still drove our improvement agenda.

<b>EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING</b>
<b>Description of Professional Learning undertaken in 2020</b>
Professional Learning our staff participated in as follows: <ul style="list-style-type: none"> <li>• Literacy Training</li> <li>• Spelling - Whole School Approach</li> <li>• Mathematics -mental arithmetic.</li> <li>• Learning Diversity network meetings</li> <li>• Inquiry approach to learning, including facilitated planning</li> <li>• Behaviour Management</li> <li>• Religious Education - RE Curriculum</li> <li>• Finance Training ICON</li> <li>• Office Administration</li> </ul>



- Learning Support Officer Training programs.
- Network meetings - attended by subject leaders and school leadership (online)
- Risk Management - Safe Smart
- Graduate Mentor programs

Number of teachers who participated in PL in 2020	16
Average expenditure per teacher for PL	\$800

### TEACHER SATISFACTION

In 2020 with a significant period of the year being in lock down and home learning underway the feedback to teachers and to support staff was overwhelmingly positive. There was a very deliberate plan to ensure that staff remain connected online and that parents and students also had direct connection to teachers and school leaders.

Teachers reported a very high level of satisfaction in very challenging times with their ability to maintain learning. They also reported that new and innovative ways of teaching were being used and their skills in this area were significantly developed.

Both students and parents provided very significant feedback to the staff and strongly indicated that there was a real sense of connectedness. They also reported that the staff were very available and easy to contact during this period of home learning. Additionally they noted that many of the tasks were differentiated to meet the needs of students. Other very positive feedback included that many tasks were fun and children were highly engaged with a real balance being achieved. Specialist staff were also given very positive feedback with highly engaging home activities.

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	98.6%
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### ALL STAFF RETENTION RATE

Staff Retention Rate	90.9%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	6.3%
Masters	12.5%
Graduate	12.5%
Graduate Certificate	0.0%
Bachelor Degree	18.8%
Advanced Diploma	6.3%
No Qualifications Listed	56.3%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	17.0
Teaching Staff (FTE)	11.9
Non-Teaching Staff (Headcount)	4.0
Non-Teaching Staff (FTE)	5.3
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

#### Goal

To enhance and strengthen communication and partnership between school, home and the local and wider community.

#### Intended Outcome

- That the school will continue to enhance its partnerships with the community.

### Achievements

As a new school in our second year of operation establishing strong links with our 'new community' was a considerable priority.

Whilst our community whole school events were limited due to COVID 19 restrictions we reached out to our community in different ways.

- regular online meetings with families
- virtual 'celebration of learning' sharing with the community
- newsletters
- community projects including raising money for the Missions and a Christmas St Vincent de Paul Christmas hamper collection.
- strong continued partnership with our Parish Community

### PARENT SATISFACTION

2020 saw very considerable demands placed on parents. Many of our parents were managing supervising home learning as well as working from home.

Parents did report that they were very much given a direct insight into the learning of their children and were highly appreciative of all the teachers efforts. Parents commented on just how engaged their children were and appreciated the routines that were set by the teachers. A very significant piece of feedback we were given was just how valued teachers were and gained a 'first hand' insight into the demands of teaching.