



Glowrey Catholic School

Wollert

2021
Annual Report to the School Community

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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 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

01/04/2022

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

Governing Authority Report

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

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

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

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

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

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

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

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 2021 Glowrey commenced its third year of operation with enrolments significantly increasing to a student population of 305. We started the 2021 school year with our second stage completed and ready to accommodate our increased student population. We were delighted to welcome many new staff and these staff brought a whole range of new expertise to our school.

The 2021 school year did continue to bring many challenges with a very significant part of the year seeing children again 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 2021 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 commenced during in late 2021. By the end of the school year we had over 365 enrolments confirmed for the 2022 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 2021, 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

- Continuous audit of Religious Education Planner and Inquiry Planner with the view to integrate the two where the opportunity presents
- Continued whole staff professional development meetings to unpack the idea "What does it mean to be a Catholic School Today?"
- Participation in Prayer Collective - Encountering the Sacred

- 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.
- Conducted Family Faith nights for students and families involved in the sacramental program
- Worked with other parish schools to plan sacrament program for all students
- 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.
- Teacher Professional Development in the area of Inquiry Learning with Jeni Wilson (Inquiry Consultant)
- Teacher Professional Development in the area of Mathematics: Mental Computation (for new staff members)
- Professional development for Learning Support Officers by curriculum leaders to enable them to facilitate intervention groups in literacy and numeracy.
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- Continued 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 (new staff) in Smart Spelling program
- Purchase of appropriate resources to meet curriculum priorities
- Continued development of library resources and staff to maintain library services
- 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
- Continued development of teaching and learning strategies aimed at using technology to teach remotely.
- Continued development of remote professional learning meetings through the Google Meet platform
- Continued 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 via the allocation of a Mentor teacher

STUDENT LEARNING OUTCOMES

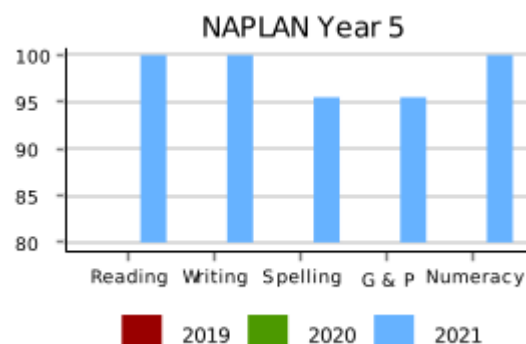
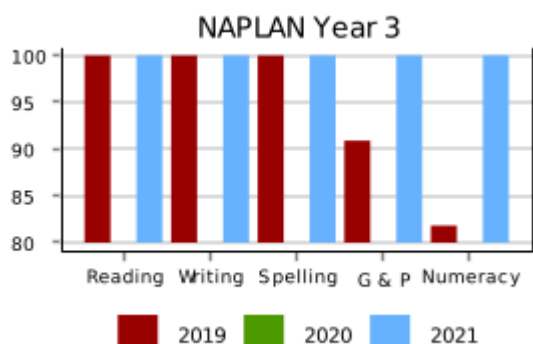
NAPLAN results in 2021 (although a small cohort of students) indicated that appropriate gains were made in all areas.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	90.9	-	-	100.0	-
YR 03 Numeracy	81.8	-	-	100.0	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	100.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	**	-	-	95.5	-
YR 05 Numeracy	**	-	-	100.0	-
YR 05 Reading	**	-	-	100.0	-
YR 05 Spelling	**	-	-	95.5	-
YR 05 Writing	**	-	-	100.0	-

* 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

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. At Glowrey we provide a safe and happy environment for all students.

- Supported students through remote learning
- Supported families through remote learning including emotional wellbeing activities as well as support services available
- Celebrated Online Wellbeing Day to focus on emotional wellbeing and connectedness throughout remote learning
- Whole school wellbeing harmony celebration to celebrate diversity, inclusion and promote positive relationships amongst students
- Implementation of the school Buddy program
- Implementation of the Resilience, Rights and Respectful Relationships curriculum from Prep to Year 6
- Staff Professional Learning in the Resilience, Rights and Respectful Relationships program

- Focus on including and embracing all children in our school. Students with additional needs continue to have a modified or personalised curriculum to meet their needs. Personal Learning Plans or Semester Adjustment Plans are devised to cater for individual children
- Adjustments made for students with learning difficulties or physical disabilities
- A referral system to our school counsellor is in place for students who require additional social and emotional support
- The School Counsellor continues to practice from the school premises to further support students one day a week
- Beginning of a partnership through ISN psychology (organised through MACS) to provide psychology support to students by a provisional psychologist
- Students requiring additional health intervention e.g. psychology are referred to a provisional psychologist who works at Glowrey 2 days a week.
- Student assessment continues to be used to identify students at risk and their progress is regularly monitored. Literacy intervention and Maths Intervention are run concurrently throughout the year.
- Continued awareness of Cyber safety for all members of the school community - students, staff and parents.
- School rules were revised, updated and 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.
- Use of Wellbeing Cards in the classroom to further support circle time and encourage dialogue about emotions
- 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.
- 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
- Training for all staff in processes and procedures for evacuations.
- Training for staff in Asthma, Epilepsy, Diabetes, Anaphylactic training, Level 2 First Aid Training and Emergency Management Procedures.

VALUE ADDED

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

Implementation of Resilience, Rights and Respectful Relationships across the whole school supported students with emotional literacy, particularly during remote learning.

Professional Learning for all staff in Resilience, Rights and Respectful Relationships to ensure integrity to the program.

STUDENT SATISFACTION

Students were able to adapt to the challenges of remote learning much easier in 2021 due to their prior experience. They valued their Google Meets which enabled them stay connected with teachers and peers.

Students enjoyed both the face to face and the online Wellbeing Days in 2021 and were particularly excited to start the buddy program.

Students seemed engaged in the Resilience, Rights and Respectful Relationships units covered through 2021.

STUDENT ATTENDANCE

All student attendance was recorded throughout all of 2021. During periods of home learning those 'essential worker' students who attended on-site were recorded in the attendance register. All teachers did daily 'check-ins' with their class and also recorded 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	97.3%
Y02	96.0%
Y03	96.5%
Y04	96.2%
Y05	97.9%
Y06	95.5%
Overall average attendance	96.6%

Child Safe Standards

Goals & Intended Outcomes

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

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 MACS 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 2021 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 2021 the safety and wellbeing of all the Glowrey community was very much at the heart of all school operations particularly during the ongoing COVID 19 pandemic. Procedures were carefully put into place following the guidelines from DHHS and MACS 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.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Professional Learning our staff participated in as follows:

- Literacy Training
- Spelling - Whole School Approach

- Mathematics -mental arithmetic.
- Learning Diversity
- Respectful Relationship Program
- Inquiry approach to learning, including facilitated planning
- Behaviour Management
- Religious Education - RE Curriculum
- Finance Training ICON
- Office Administration
- 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 2021	24
Average expenditure per teacher for PL	\$600

TEACHER SATISFACTION

In 2021 with a significant period of the year being in lock down again and home learning now a well established practice 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	95.0%
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ALL STAFF RETENTION RATE

Staff Retention Rate	100.0%
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TEACHER QUALIFICATIONS

Doctorate	4.2%
Masters	8.3%
Graduate	4.2%
Graduate Certificate	0.0%
Bachelor Degree	29.2%
Advanced Diploma	16.7%
No Qualifications Listed	58.3%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	25.0
Teaching Staff (FTE)	18.3
Non-Teaching Staff (Headcount)	9.0
Non-Teaching Staff (FTE)	7.9
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 third 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
-
- establishment of our Parents and Friends Association
- 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

2021 again 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.