



Our Lady of Fatima School Rosebud



Registered School Number: 1881

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E NUMBER	E1336

Minimum Standards Attestation

I, Patrika Rowley, attest that Our Lady of Fatima 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.

Patrika Rowley

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

Our School Vision is to “Dream Believe and Achieve”

Our Lady of Fatima Vision and Mission Statement

Our Lady of Fatima is a community where the teachings of Jesus Christ are reflected and practised, where all children are empowered to develop to their full potential. Our curriculum aims to meet the challenges of a changing world both locally and globally.

We take our school motto "Dream, Believe, Achieve" along with our faith as our inspiration

Our Dream for each child and teacher is that they will:

- Have a love and excitement for learning
- Assume responsibility for their decisions and actions
- Experience encouragement to be creative, imaginative and innovative
- Be confident risk takers with a sense of self belief
- Develop a positive sense of self-worth and their own uniqueness
- Include parents as partners in the education journey

We Believe that Our Lady of Fatima:

- Is a community that works together living out Gospel Values and proclaiming the Good News of Jesus Christ
- Provides a well balanced Religious Education Program
- Belongs to and is an important part of our parish faith community
- Supports all parents as partners in their child's education
- Encourages every child to reach their potential
- Ensures everyone has the right to learn, to feel safe and be treated with respect

We Achieve at Our Lady of Fatima by:

- Offering a wide variety of teaching strategies
- Providing staff with regular opportunities to engage in and share professional learning
- Encouraging a stimulating, safe environment in which all children can learn
- Utilising contemporary practices to maximise learning outcomes for all students
- Undertaking ongoing assessment, analysis & reporting of student performance, to enhance learning, teaching and partnership with parents

School Overview

Our Lady of Fatima School is a Catholic Primary School located in Rosebud on the Mornington Peninsula in Victoria. The school serves the needs of children from the Parishes of Rosebud and Dromana. From an opening enrolment of 60 students in 1984, the school grew steadily until in 2004 it outgrew the McCombe Street Site. In that year, both church and school were relocated to new buildings on a much larger property in Hinton Street. The school now has an enrolment of 235 students and runs 12 classes from Year Prep to Year Six.

Facilities include spacious classrooms, multi-purpose hall, specialist classrooms, library and after school care room. Specialist classes are offered in Physical Education, Visual Arts, Performing Arts, STEM, Garden Program and Indonesian. Senior students are involved in a weekly electives program offering a variety of interest based activities such as extension work in ICT, Media, Sustainability - Waste Warriors, Outdoor Education and Kitchen Garden. The school grounds are spacious and well equipped for sports, fitness, outdoor learning and play. The hall has been fitted out with lighting and audio-visual equipment to provide the school with an excellent facility for performing arts, assemblies and community functions. These excellent facilities provide a spacious and comfortable working environment for staff and students alike.

At Our Lady of Fatima, we strive to engage all students and be responsive to individual needs. Our school aims to develop the whole child catering for academic, social, emotional and spiritual growth. We recognise that learning is a life-long process and we aim to constantly build upon the learning culture for staff and students alike.

Christ's presence remains the central focus for our daily interactions, our prayers and our faith. We draw inspiration from the values of the gospel and the gifts of the Holy Spirit present in our lives.

Our School Motto is DREAM BELIEVE ACHIEVE

We have developed three simple rights which students at all levels understand as part of our school culture.

1. Everyone has the right to learn
2. Everyone has the right to feel safe
3. Everyone has the right to be treated with respect

Principal's Report

The year 2020 was a year that certainly tested our strength and resolve. The Our Lady of Fatima community is to be commended for the way that they so positively adjusted to the uncertainty that the COVID pandemic presented. The school community should be very proud with staff and parents leading and supporting wellbeing and learning so seamlessly for our children.

During the 2020 year, there was a significant amount of adaptation to our curriculum, and I want to thank Mrs Monica Coyle and our resilient staff for continuing to refine their programs and reinvent teaching to cater to the many changes that the pandemic presented. Our teachers discovered strengths and skills they would have never thought imaginable. Through Monica's careful management and with the support of the school leadership team, many silver linings were discovered.

Some of the main highlights for the 2020 school year include the building and development of our new STEM Space and unique program that enabled co-teaching approaches to provide coaching for all teachers and engaging learning for our students. This dynamic program continues to gain momentum in 2021 as all teachers and students seek out and prioritise the engagement and adaptability of design learning.

Most of our school improvement focus in 2020 focused on supporting the remote and online learning environments but there was a good body of work invested in preparing for the 2021 school review process which involved identifying evidence against the 5 School Improvement rubrics; Leadership and Management, learning and Teaching, Education in Faith, Wellbeing and Community.

2020 was also another year for some upgrades to playground surfaces with our adventure playgrounds receiving a soft fall resurfacing. Our many community partnerships enabled the full flourishing of community members through our well attended playgroup, Cultivating Communities garden program, and work with the Dolphin Research Institute and Sustainability initiatives.

Throughout all of these highlights, the absolute joy and satisfaction and indeed a silver lining to the home learning program was to see our students grow in confidence and flourish with their online learning programs and to see how an enforced style of learning could enable them to have a say and shape the nature of their learning.

I would like to take this opportunity to thank the staff and students of Our Lady of Fatima and in particular, the outstanding work of the Leadership Team in 2020. The staff and community continue to support me in my first year through their vision, teamwork, positivity and immense love for this community of Fatima. Thanks to this team, I have been able to settle into my new principalship with confidence.

PATRIKA ROWLEY

Principal

Parish Priest's Report

At the end of 2020 Our Lady of Fatima celebrated the retirement of beloved and longstanding Principal, Monica Coyle. For 13 years Monica led our School community with heartfelt dedication. On behalf of all those students and families, as well as priests and parishioners past and present, who have been the beneficiaries of her care and commitment, we thank Monica for the last 13 years.

In 2021 we welcome Patrika Rowley as our new Principal and pray that God may bless all her works and endeavours at the service of our community.

Furthermore, in regard to School Governance, the end of 2020 saw a changeover in Governance from the Parish Priest as Head of Entity to MACS (Melbourne Archdiocese Catholic Schools).

COVID presented many personal and professional challenges to our School as we are well aware. Staff, students and parents must be congratulated for meeting all those challenges. The efforts of all to adapt so quickly was an exceptional accomplishment.

Sadly, the Sacramental life for the year was sorely missed. However, we thank God that on the last day of 2020 school year, we celebrated the Sacrament of Confirmation within Mass, which was a great blessing.

We pray that in 2021 Our Lady of Fatima may send her Spouse, the Holy Spirit, into our hearts and fill us all with faith, hope and love!

God bless

Fr John Paul Mount

Parish Priest

Our Lady of Fatima, Rosebud

Our Lady of Perpetual Help, Dromana

Education in Faith

Goals & Intended Outcomes

That our Catholic School Identity will be defined and strengthened with a contemporary approach to the development of Catholic Culture across the school.

That parents, staff and students will grow in their appreciation of the Catholic faith as the foundation of the school's activities.

Achievements

2020 was a challenging year for many people and as a result of social distancing and number restrictions the Church was closed for a large part of the year. While we were not able to visit the Church to celebrate Mass with the whole school and individual classes, there was a focus on maintaining prayer throughout home learning and building the connection to religion teachers and students had built during term 1.

All year levels provided a prayer focus for their students through the Fatima Online learning site. Staff developed prayer resources to ensure that this time for the students was engaging and accessible. In conjunction with Wellbeing Wednesday a guide to Christian meditation was provided for both parents and students studying both at home and onsite. Through the online learning site the school was provided with weekly Christian Meditation sessions created for both the junior and senior school.

Teaching staff utilised the TeachCool2020 resource provided by the learning consultants at Catholic Education Melbourne for teaching religion remotely and for planning for rich learning opportunities online.

Newsletter inserts provided guidance and stimulus for parents on continuing the learning at home with practical activities such as discussion, reflection and prayer.

Reconciliation and Confirmation workshop nights and presentation masses were well attended with positive feedback from both parents and students.

Whole school masses were postponed or cancelled due to COVID, however, through the Fatima Online Learning Site opportunities for daily prayer and the practice of Christian Meditation were encouraged.

Students continued to be involved in the preparation of prayer and liturgy with regular whole school masses each term. In addition to the whole school celebrations, each class attended several Thursday morning masses. Parishioners and parents were invited to classrooms following the mass for morning tea and sharing of student work.

Christian Spirit remains a very positive feature of our school spirit award. Through this award, students are recognised for their leadership and participation in a range of activities, which celebrate faith in action.

Upon our return to face to face learning, Father John Paul visited all classes to speak with the students and also attended sessions with the senior students in the lead up to the end of the year and the Graduation/Confirmation mass.

VALUE ADDED

Sacramental Preparation forms part of our regular school program. The Sacrament celebrated in 2020 was Confirmation (yr6). Students attended a presentation Mass prior to the Sacrament where they handed out prayer cards to the parishioners asking them to pray for the students during their preparation. Confirmation was held during the graduation Mass with each student allowed one guest to attend. Preparation for Reconciliation and Eucharist were completed however these sacraments had to be postponed due to COVID.

The Advent prayer services were held remotely, all year levels were represented in the filmed liturgies. This had a focus on prayer and scripture with reflections provided by students.

The Christmas concert was filmed and shared with both students and families via our online learning site. It was written and directed by performing Arts teacher Mrs K. It featured an entertaining combination of contemporary and traditional Christmas songs with a strong message of the real reason why we celebrate Christmas.

Learning & Teaching

Goals & Intended Outcomes

To create a vibrant professional learning culture which maximizes the learning opportunities for all students.

To improve student outcomes in Numeracy and Writing.

Achievements

Remote Learning

Staff collectively developed an Online Learning website to facilitate and support remote learning.

Literacy

In 2020 Mrs Ange Dee continued in the position of Literacy Leader. Ange has post graduate qualifications in Early Literacy and a Masters in Educational Research. Her experience as a Literacy Coach continued to have a positive impact across the school despite the difficulties of remote learning. Ange worked with our Education Support Officers and staff to provide intervention via remote Google Meet sessions in small groups and through 1 to 1 support. Ange and the teachers also focused on the 7 steps to writing program and TEEL writing structures for paragraphs. Ange made the move to Queensland at the conclusion of Term 3 and we welcome Mrs Mary Lenko as her replacement for 2021.

Numeracy

Mr. Darren Perry continued as numeracy coordinator for 2020. The challenges of remote learning meant that teachers had to adapt their hands on learning sessions for Mathematics to cater for home circumstances. In take home packs staff included counters, dice and number charts to assist with home learning. Staff utilised resources such as Google Classroom and Essential Assessment to assist in gaining knowledge of student progress and to engage with learners. The school also developed an online learning space where lessons were deposited as well as using live Google Meets to discuss concepts and demonstrate skills.

Students participated in The Australian Mathematics Competition, however it was not run as a competition for 2020 due to supervision requirements to satisfy competition expectations. 42 students from years 3-6 took part.

With the absence of NAPLAN for 2020, PAT ACER testing was used to measure student progress at a national level with favourable progress noted.

Inquiry learning

Term 1 - Even Year	Term 2 - Even Year	Term 3 - Even Year	Term 4 -Even Year
<p>Identity and Diversity</p> <p>There are different perspectives and talents we bring to the world. These can make a difference to our community locally and globally.</p> <p><i>Intercultural Capability, Personal and Social Capability, Geography, Wellbeing</i></p>	<p>Australia is My Home</p> <p>Change is a part of our lives and impacts on the way we live. Change is a constant part of the world around us.</p> <p><i>History, Civics and Citizenship</i></p>	<p>Sustainability</p> <p>We are responsible for taking action to ensure we sustain a harmonious balance in the world.</p> <p><i>Science , Economics & Business (Year 5&6)</i></p>	<p>Decision Making</p> <p>The decisions that we make can have an impact on the quality of our life and also on those around us.</p> <p><i>Humanities Ethical Capabilities, Health, Civics and Citizenship Economics & Business</i></p>

Each term we explored a different inquiry focus across the school. The 2020 inquiry units were: Identity and Diversity, Australia is My Home, Sustainability, Decision Making. These units provided the focus for learning across the curriculum, delivering widespread engagement and opportunities for student voice. Incursions and excursions supported the learning.

Indonesian

Ayo Belajar the Sister Schools' blog provides us with a source of connection and language. Teachers and students have enjoyed the experience of learning and using Bahasa Indonesia together in daily interactions.

STEM

The new STEM space and program started in mid-2020. It has been a great success with the program supporting both students and classroom teachers with coaching. Students receive 100 minutes per fortnight in the STEM learning space.

Enrichment

The senior electives program ran during term 4 for students in years 5 and 6. The program offered Orienteering, Music Making, Gardening and Film Making. Senior students also participated in beach safety days across term 1 and 4.

Year 6 students spent the day at Don Bosco camp in Safety Beach. They enjoyed a wide range of activities and enjoyed reflecting on their primary school experience together.

Year 5 students participated in the Two Bays - Salt Water Marine Education program which included a trip aboard the purpose built catamaran, The Pelican.

Year 3/4 students attended Ace Hi Ranch for a camp experience while 1/2 students visited Gould League Sustainability and Educational Centre. Closer to home, our foundation students visited several farms as part of the 'Kids to Ag' initiative.

We celebrated a range of whole school events online and on site, including Book Week and footy day.

STUDENT LEARNING OUTCOMES

The following Assessment and Data was used in 2020

PAT Numeracy and Reading

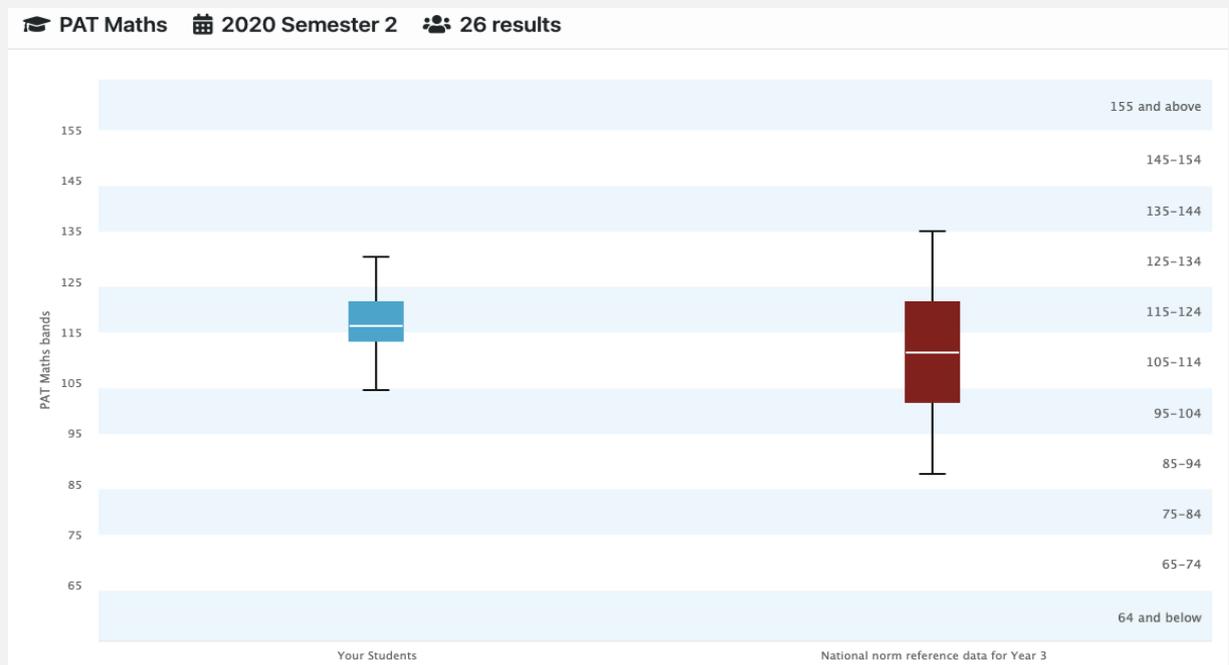
- Essential Assessment pre-testing and post testing
- BASS Assessment - Fountas and Pinnell running record
- Writing Moderation
- Record of oral language
- Full observation survey
- South Australian Spelling
- Numeracy Interview (Prep)
- English Online Interview (Prep)
- Class based assessment
- Teacher observation

The absence of NAPLAN for 2020 due to COVID has meant that comparison of cohorts in our school has been carried out using Progress Achievement Tests (PAT) developed by The Australian Council for Education Research (ACER). The assessments are completed online and allows us to measure comparative growth both within our school and as a comparison with other students where ACER testing is carried out across Australia. These tests are normalised each year to give an idea of expected averages as a comparison.

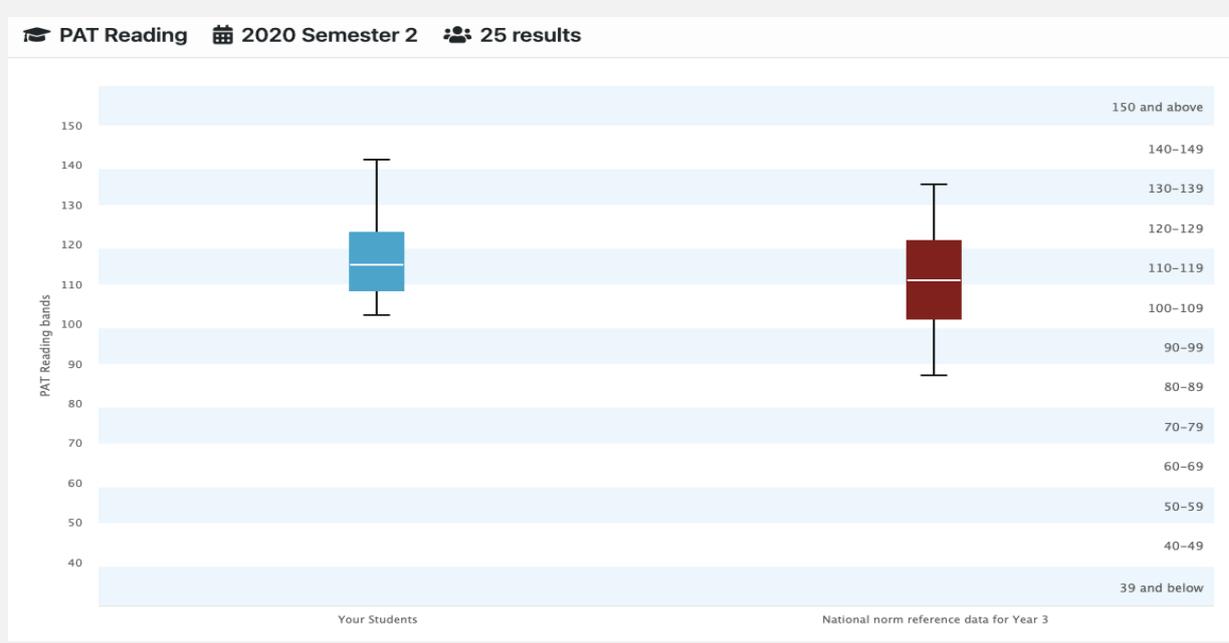
The following gives a snapshot of some of our year levels in both numeracy and literacy.

The samples used here give an idea of the relative comparisons for our Year 3 and Year 5 students for 2020.

Year 3 Numeracy

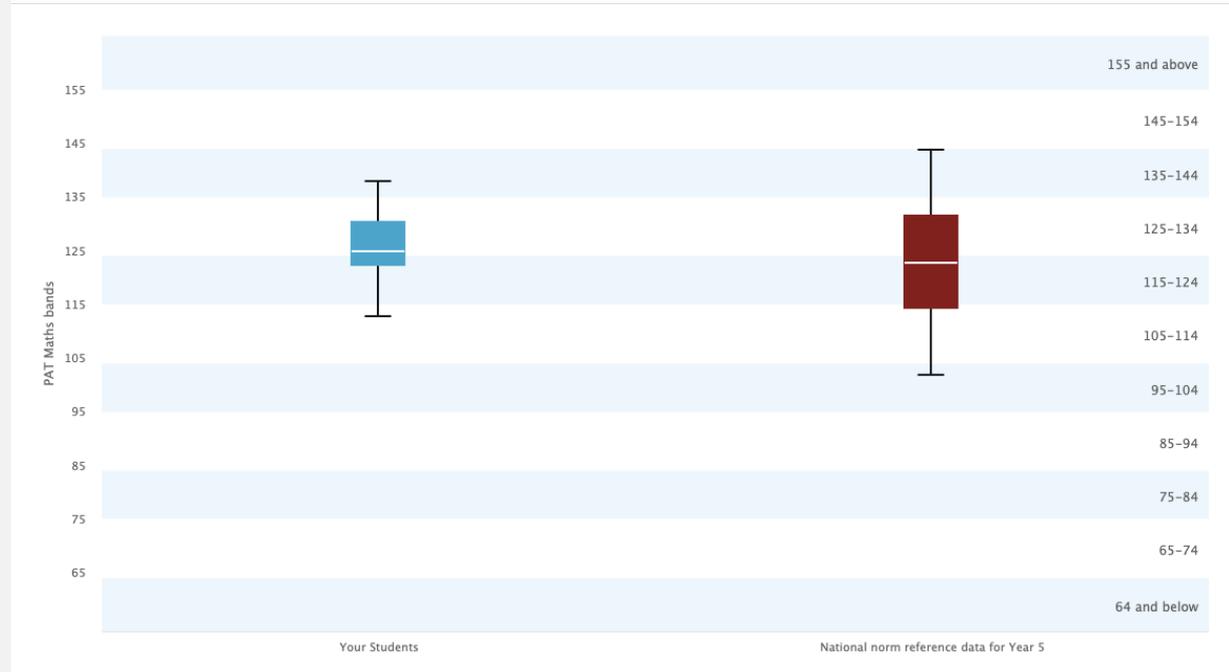


Year 3 Reading Comprehension



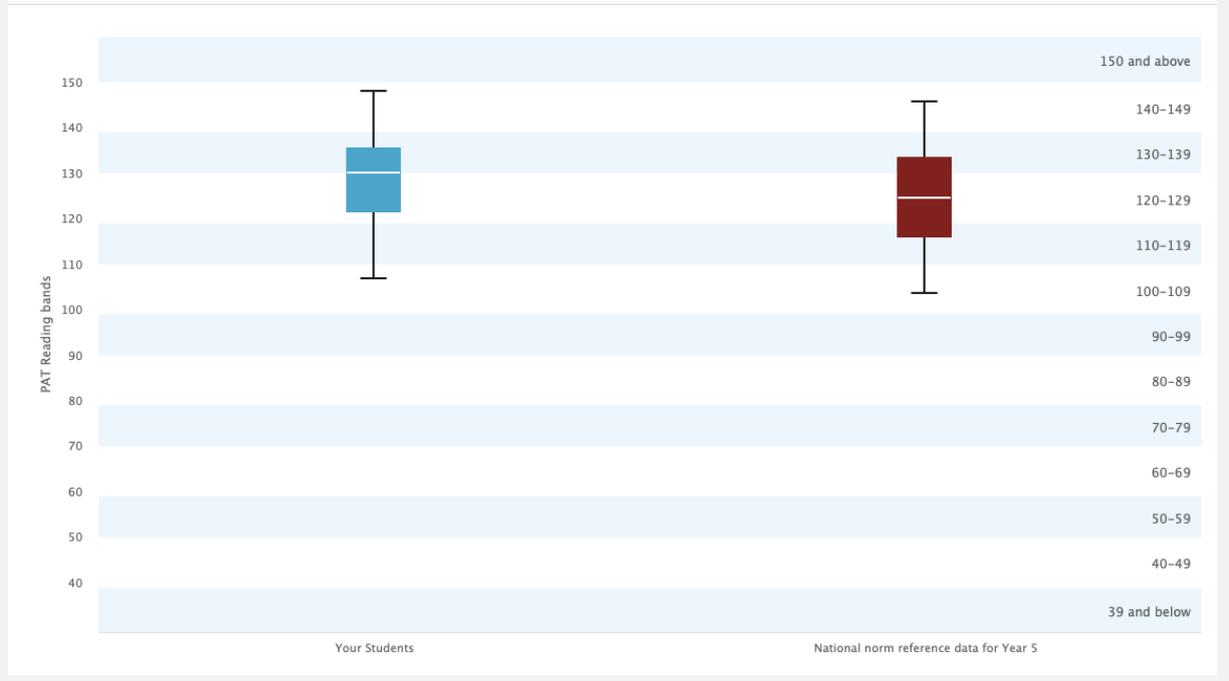
Year 5 Numeracy

PAT Maths 2020 Semester 2 42 results



Year 5 Reading Comprehension

PAT Reading 2020 Semester 2 41 results

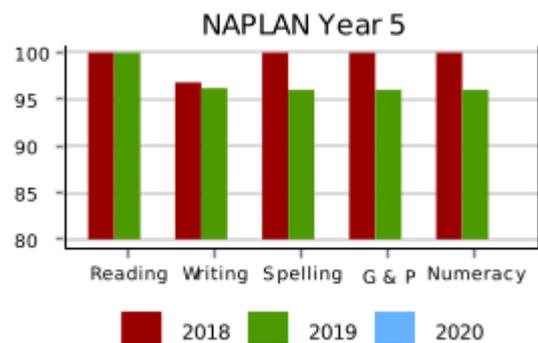
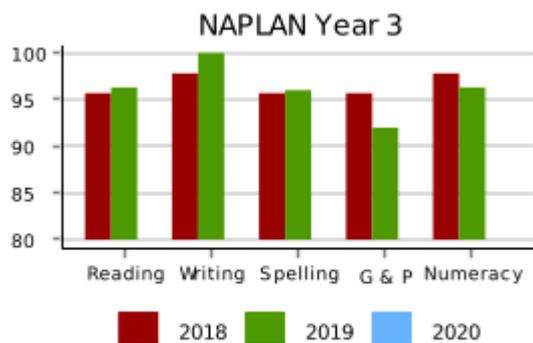


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	95.7	92.0	-3.7		
YR 03 Numeracy	97.8	96.3	-1.5		
YR 03 Reading	95.7	96.3	0.6		
YR 03 Spelling	95.7	96.0	0.3		
YR 03 Writing	97.8	100.0	2.2		
YR 05 Grammar & Punctuation	100.0	96.0	-4.0		
YR 05 Numeracy	100.0	96.0	-4.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	100.0	96.0	-4.0		
YR 05 Writing	96.8	96.2	-0.6		

* 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

To improve learning outcomes through maximizing students' sense of wellbeing, resilience, engagement and connectedness to school.

To strategically address promotion of positive relationships including bullying, cybersafety and behaviour management.

Achievements

At Our Lady of Fatima all staff are responsible for creating a classroom environment where each student's rights and responsibilities are heard, understood, respected and reflected upon. Positive behaviours and relationships are explicitly taught as part of our Social Emotional Learning program and Personal and Social Capabilities curriculum. Research has found that a positive school climate improves academic achievement as students learn when they feel safe and supported. At Our Lady of Fatima we strive to provide safe classroom communities that provide students with a sense of safety, affirmation, belonging as well as opportunities to explore faith, and Social Emotional skills.

'Diversity encompasses all learners across cultural, academic, social emotional and physical attributes noting these are not mutually exclusive. Learning diversity refers to the infinite variety of experiences and attributes a child brings to their formal learning at school.'

Horizons of Hope Catholic Education Melbourne

As educators, we aim to meet the needs of all students at our school. We make adjustments to suit the needs of individuals so that all students can experience success. We ensure inclusivity and challenge and support all students, teachers and parents alike, to be the best version of themselves.

At Our Lady of Fatima we support all students to flourish, and we provide intervention as early as possible to meet the needs of individual students who require adjustments to access the curriculum.

"Dream, Believe, Achieve"

At Our Lady of Fatima, the foundation of wellbeing and learning diversity is underpinned by the values of our Mission Statement, which is to be a school community of faith, positive and safe relationships, differentiated and reflective teaching and learning practices, and a collaborative and inclusive community in the Catholic tradition.

There continues to be a strong focus on developing the skills necessary for students to become highly competent socially. Because of this, Social and Emotional Learning continues to be an emphasis at Our Lady of Fatima.

'Emotions and social relationships affect learning. Positive relationships, including trust in the teacher, and positive emotions, such as interest and excitement, open up the mind to learning.'

Darling-Hammond, L and Cook-Harvey, CM Educating the Whole Child: Improving School Climate to Support Student Success Learning Policy Institute Sept 2018 p2

The approach to student wellbeing at Our Lady of Fatima is holistic, encompassing proactive strategies, implementation of whole-school management of student behaviour, building capacity of student voice, leadership and responsibility, healthy lifestyles and teaching self-management.

Once again, we began the year with a SEL start-up week. The SEL program focused on building relationships amongst students and staff. The students had already participated in a transition program at the end of 2019, where mornings were spent with their new teacher in their new class groupings for 2020. The foundation for the formation of these relationships between staff and students occurred during this week and were built upon throughout the year.

Student Wellbeing is a major focus of the school. In 2020 the school supported the students and families during online learning, through the implementation of 'Wellbeing Wednesday'. Weekly video episodes were developed which addressed relevant themes, including resilience, persistence, organisation and stamina. These episodes were designed to support both students and families as they adjusted to learning from home, and provided wellbeing activities from foundation to Year 6.

During the year a school counsellor, Amy Booker, was employed to work alongside the student wellbeing team, providing support in both small groups and one on one with identified students. During online learning, Amy worked with students remotely to support their wellbeing needs and help with adjustments to their learning. In term 4, Amy supported students in their return to school, as well as ran lunch time activities to support students in cooperative play out on the yard.

School staff underwent professional development in order to provide targeted wellbeing intervention programs. Staff were trained in wellbeing programs such as Seasons of Growth in order to run programs catering for student's needs around change and managing grief.

The Learning Diversity team developed individualised social stories to support students throughout the school, challenged by change when transitioning to new classrooms. These were sent out prior to the start of the 2020 school year and gave students the opportunity to prepare for their new teacher and classroom.

They also facilitated extensive one-on-one and small group google meets during online learning to assist students who were struggling with the social demands of isolation and with learning.

At the beginning 2020, the school was subject to an NCCD quality assurance audit. The results from this were very positive and celebrated all of the hard work that our teachers do to ensure that all our students have access to the curriculum. It also provided some great feedback on areas of improvement within record keeping. This led to an extensive amount of work undertaken in centralising records and creating protocols to assist with assessing students for NCCD accountability.

PSG meetings were conducted via google meets during 2020 and provided parents with support during online learning.

The Spirit of Fatima Award continued to provide great incentive for students to explore and expand their own skills and interests with awards in the areas of Christian Spirit, Studentship, Community, The Arts and Sportsmanship.

VALUE ADDED

Wellbeing Wednesdays during COVID to ensure all families and students and staff were supported consisted of a series of weekly videos and activities to inspire and support.

We hold a weekly assembly at 9.00am each Friday. Student effort and achievement is recognised, successes are celebrated and creative talents are shared. This is something that

is normally well attended by parents and provides a great opportunity to build our school culture of community. During 2020 and COVID, this was presented virtually to the whole community every Friday, where student's achievements were recognised and celebrated. Students were also encouraged to send in videos to highlight their own talents, which were highlighted in the schools 'Look what I can do' videos.

The lunchtime activities program includes having the library open every lunchtime, opportunities to build, create and conduct risk assessments while accessing a range of clean scrap material from the pod. Our student leaders continue to plan and organize lunchtime dance, drama, singing, ball games and more as part of their community award. During the COVID year, when onsite, these were a priority.

Access to point of need support in social emotional learning in The Hub. Buddy Program from years Prep to Year 6. All Year 6 students also have a teacher buddy. All students belong to a house team with multiple opportunities to come together.

Running Club is held three times a week before school

Electives Programs for year 5/6 offering a wide range of activities including: movie making, stagecraft, kitchen garden, outdoor education, waste warriors and sustainability. During COVID.

Assembly awards recognise positive actions in the classroom and the playground and emphasise the Fatima rights. It is an opportunity to reinforce our school values on a regular basis.

Social/Emotional Programs are actively taught including: A for Attitude, Zones of Regulation, Berry Street and MPower. During COVID our emphasis was on supporting families. Social emotional programs in 2020 included Wellbeing Wednesday episodes which were developed from 'You can do it' and 'Respectful relationships' material. Before and after school care 7.00am - 6.00pm

Strong Performing Arts and Visual Arts culture. We offer a wide range of Sports along with participation in local schools' competition.

The Beach Program was on hold for 2020 but plans to expand this for Years 5/6 in 2021 are well underway.

Celebrations of House Sports, Book Week and Footy Day were huge highlights for students helping them feel celebrated and connected at school.

The school participated in the National Day of Action Against Bullying with special assemblies and class work following up the 'Bullying - No Way' message.

Camp programs operate for all year levels

Our award winning Wellbeing Hub continues to go from strength to strength and is well utilized for both support and extension programs as well as scheduled and unscheduled student breaks. This resource caters for a wide range of learning and social emotional needs. The focus on assisting students to self-regulate emotions and have explicit teaching around social - emotional challenges has been very successful.

STUDENT SATISFACTION

Student Satisfaction

- Feedback to the school via the CEMSYS surveys in 2019 indicated that
- The relative strengths in the student survey lay in responses to learning dispositions, with 96% of students indicating it was important for them to do well in school and that they tried hard to do well. 95% indicated that they would try again if they didn't succeed.
- 92% of students responded positively that their teachers held high expectations for them.
- 91% indicated that teachers would take time to make sure students understood the material.
- Students felt that teachers were respectful towards them 87%, would respond with concern if students were upset 85%, and cared about their future 89%.
- Students did clearly indicate that they would like more voice in decision making. They recognize the student leadership opportunities and structure but would like more involvement in major decisions

Parent Satisfaction

- The majority of parents believe their child's teacher meets their child's learning needs. 83% CEM - 79%.
- Parents believe classroom lessons are motivating 80% and that the school values the diversity of student backgrounds 85%. This is above the CEM average.
- 89% of parents feel that the staff are approachable. This is similar to the CEM average of 79%.
- Parents believe that lessons at our school are very motivating (above CEM data 80%).
- Parents feel that the school's feedback about how their child is going academically and in areas outside academics is very good (above average 80%, 72%).
- Parents feel feedback about their child is relatively timely (at average 72%).

Staff Satisfaction

- Staff scored above average in regards to motivation of students at 95%, CEM average was 77%.
- Staff also ranked above average in knowing how to help students achieve at a high level at 84%, compared to the CEM average of 71%
- Staff scored above average in trying new approaches to meet standards at 79%, compared to CEM who scored 62%.

STUDENT ATTENDANCE

Attendance is closely monitored and entered electronically on a daily basis. Late arrivals and early departures are recorded daily. All instances of non- attendance are required to be explained by way of a written note, email or phone call from parents and the reason is recorded. Where a student is absent without explanation, parents/guardians are contacted by phone as soon as possible on the day. For any periods of extended absence or where it appears there may be a pattern of absenteeism, the principal will call the parents and follow this up with a written note detailing the cause for concern. If required, support for the family is accessed.

During COVID and remote learning, attendance was monitored daily via class check ins. Families were required to email their attendance. For those learning at school, attendance was marked accordingly. The school followed all head office guidelines for monitoring student learning and attendance.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	93.8%
Y02	95.9%
Y03	95.5%
Y04	93.9%
Y05	95.6%
Y06	95.4%
Overall average attendance	95.0%

Child Safe Standards

Goals & Intended Outcomes

Our Lady of Fatima continues to hold the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the gospel. Our Lady of Fatima acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

Throughout 2019-2020, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries have been reinforced with all staff members and volunteers through the ongoing access to the Safesmart portal and induction processes, as has obligations regarding the protection and reporting of allegations or disclosures of abuse through the PROTECT protocols.

Achievements

The embedding of policies and commitments into everyday practice

- Child Safety Standards remains a regular agenda item at School and Parish meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed.
- Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and student management, duty of care, and reporting requirements.
- Registers are maintained through the Safesmart Portal.
- Wellbeing focused professional learning is mapped through the school's professional learning plan.
- The child safe schools' statement is woven into websites, newsletters, social media and email signatures.
- CEMSIS data (although not undertaken in 2020) is used to identify areas for improvement and growth. In early 2021 Our Lady of Fatima designed its own student survey to monitor safety and connectedness in preparation for review.

Training of teachers, non-teaching staff and volunteers

- All teaching & non teaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually.
- Volunteers are provided with regular briefings on acceptable behaviours and are required to read and sign the school's Child Safety Code of Conduct every time they enter the school site.
- Staff members have completed the Victorian Department of Education and Training's on-line Mandatory Reporting module.
- All support staff are required to regularly update their WWCC and their Police Check.
- The Working with Children Check is offered to all new parents at the induction and transition process with staff members ready to help them sign up and apply.
- All disclosures and suspicions of child abuse data identified within the school are sent to CEM.
- All protection orders are treated with the greatest of care and respect and procedures identified and communicated with all staff confidentially.

The participation & empowerment of students

- The school's Child Safety Action Plan focused primarily on the promotion and participation of student empowerment. Providing students with a voice is critical in ensuring their well-being and safety.
- Education about healthy and respectful relationships and the development of resilience through participation in The Berry Street Model, Respectful Relationships, Mpower and Rock and Water, Brain Breaks and Mindfulness on a daily basis, explicit planning of SEL through classroom programs and other Wellbeing Intervention programs. These programs played a fundamental role in achieving this outcome.
- Our Lady of Fatima is an eSmart School and continues to provide world class support and alternative ways to learn and engage through the provision of the Hub.
- The Hub is a centrally located space for all students to access throughout their day. Our Lady of Fatima offered a school Chaplain in 2020 through the Chaplaincy funding program to support our students and families.
- Our Lady of Fatima takes account of and makes reasonable efforts to accommodate the diversity of all children in implementing the Child Safe Standards.
- Significant cultural events such as NAIDOC week, National Sorry Day and Harmony Day are celebrated at Our Lady of Fatima.
- School leadership takes account of diversity when making decisions regarding the Child

Consultation with the community

Our lady of Fatima continues to actively engage the school community in all aspects of Child Safety through the website, newsletter, school App and socials. Information is shared in multiple ways with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.

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

Child safety Team/Committee structures

The wellbeing team at Our Lady of Fatima ensures that structures are embedded throughout the school to ensure regular professional learning and updating of all training modules that require us to be child safe. This includes all staff.

The yearly professional learning plan ensures that there is clarity around who attends what and the Safesmart schools online portal ensures that all documentation is uploaded for compliance.

- The wellbeing team meets regularly to discuss all matters of student wellbeing and safety and comprises The Principal, Deputy Principal/Wellbeing Leader, Diversity Leader, School counsellor and NCCD support.
- The wellbeing team analyses data and discusses support structures that can be put in place for our students.

Human Resources practices (recruitment, supervision, performance review)

Our Lady of Fatima continues to implement robust Human Resource practices to ensure the suitability of any staff member or volunteer permitted to participate in 'Child Connected Works'.

To achieve this the school implements rigorous screening processes, which have a child safety focus and include:

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

Our Lady of Fatima continues to implement strict risk management practices ensuring the safety of everyone. To achieve this the school implements rigorous screening processes, which have a child safety focus and include:

- Remaining committed to ensuring the well-being and safety of all students under its care by actively implementing, reviewing and improving its child safety strategy.
- All staff are required to attend Child safe briefings throughout the year and data is compiled in the safe smart school portal for compliance.

Our Lady of Fatima remains committed to ensuring the well-being and safety of all students under its care by actively implementing, reviewing and improving its child safety strategy.

Leadership & Management

Goals & Intended Outcomes

To build leadership capacity, ownership and teamwork in an enhanced professional learning culture

Achievements

2020 saw Monica Coyle's last year as Principal of Our Lady of Fatima after a long service to the community providing support, connection and leadership. During her time in leadership through the COVID year, Monica led the community with calm and comforting capability whilst providing the highest level of support to the wellbeing of her community and the wellbeing of her staff.

Darren Perry continued in the role of Deputy Principal. Darren arranged the facilitation of our staff conference in March which was led by Maria Forde with Faith and Wellbeing a major focus. Darren also coordinated much of our transition to remote learning, assisting staff to quickly gain competence in running Google Meets and assisting parents and students with ICT support and loan devices during the COVID period.

One of the major changes in the administration of the school in 2020 was the transition to ICON and change and transition phases to MACS (Melbourne Archdiocese of Catholic Schools). This involved a very labour intensive series of workshops for administration staff and leadership during term 2.

Another significant development was the building and development of the STEM room and Hall and storage. The STEM role was created for the new space with a specialist teacher who teaches alongside classroom teachers and 'coaches' the concept teaching of Science, Technology, Engineering and maths. Classes have 100 minutes per fortnight in this innovative space. The children are highly engaged at all times within this space. It is a highlight of our school.

The leadership team began the important work of preparing for review in 2020. The review process uses the SIF (School Improvement Framework) rubrics and has a highly collaborative team approach from all staff, enabling a voice in the next cycle of strategic change. Most of this work has occurred in Term 1 and 2 2021 with review concluding at the end of Term 2 2021.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Due to the COVID year and the remote learning environment, Professional Learning opportunities were agile, responsive and focused on the online learning environment equipping staff with the knowledge and skills they needed to support their students and families and each other. Please note that many of the following activities were online.

- Staff Conference Faith Formation Maria Forde
- SWIF
- Religious Education Leaders Network
- Southern Digital Education Network

- Principal Network
- Deputy Network
- Inclusion Network
- Cystic Fibrosis
- Student Wellbeing - Enable, Connect, Engage Learn
- Catholic Social Teaching
- ICT - Google Suite
- School Wide Positive Behaviour
- Nationally Consistent Collection of Data - and audit
- Students With Disabilities
- Learning Diversity Modules
- Intervention Framework Modules
- Occupational Health and Safety - Risk Assessment
- Dynamiq - Emergency Management Plan
- Mandatory Reporting
- Inhouse shared learning
- University Degrees Completed by staff - 1 Masters of Allied Psychology, 2 teachers currently studying Masters in Leadership and Masters of Wellbeing.

Number of teachers who participated in PL in 2020	24
Average expenditure per teacher for PL	\$1067

TEACHER SATISFACTION

Teacher and Parent Satisfaction

Our CEMSIS survey data provides the following information:

- Staff responded very positively to all questions relating to teamwork, scoring well above the Catholic Education Melbourne average in the areas of collective efficacy, collaboration in teams and support for teams.
- There were also above average positive responses to questions relating to school climate, staff leadership relationships, staff safety and professional learning.
- Staff reported the school climate is orderly 96% and positive in terms of working environment and respectful attitudes 100%.
- Teacher satisfaction with professional learning is high with teachers responding 100% in agreement that the professional learning is related to their needs, has improved their practice and that teachers are open to try new approaches in response to evidence.
- 74% of staff said that the principal was involved in helping teachers address instructional issues in their classrooms compared to a CEM average of 47%. This is a positive sign of supporting accountability.
- 75% of parents understand the school's processes and procedures and 77% understand the school's goals. This is higher than the CEM average.

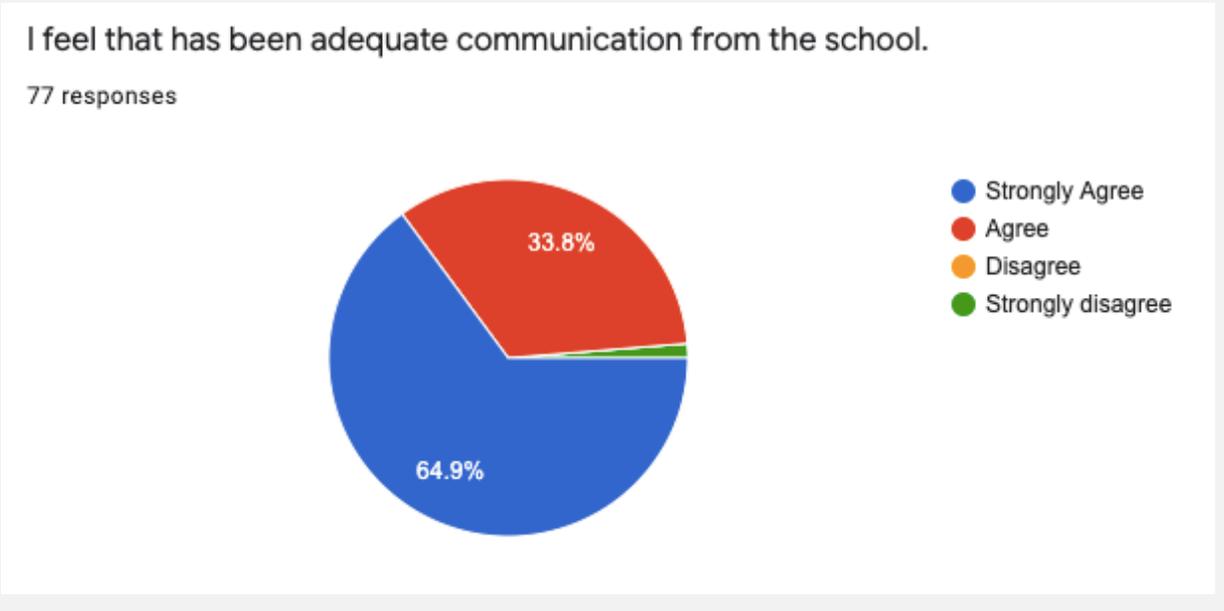
- 66% of parents feel that the school supports them in their child's learning, just a little lower than the CEM average of 67%
- In collective efficacy we are strong. Our data indicates that 95% of staff feel confident that teachers at our school can motivate their students. CEM scored an average of 70% in this area.
- There were 79% of teachers felt new approaches would be made if students were not meeting challenging standards which is good compared to the CEM average of 62%

Student Satisfaction

- 100% of students indicated that there were student leadership structures in our school. This was above the CEM average of 93%.
- 66% of students indicated that their teachers encouraged them to do their best which was less than the CEM average of 84%. Slightly higher and positive results of 70% were with the girls compared to 62% with the males.
- 83% of students indicated that they tried hard at school which was just below CEM standard of 89%. Year 4 with a score of 93% exceeded CEM data whilst Year 6 was close to CEM data. Only year 5 were well below CEM average, females with a score of 87% were more positive.

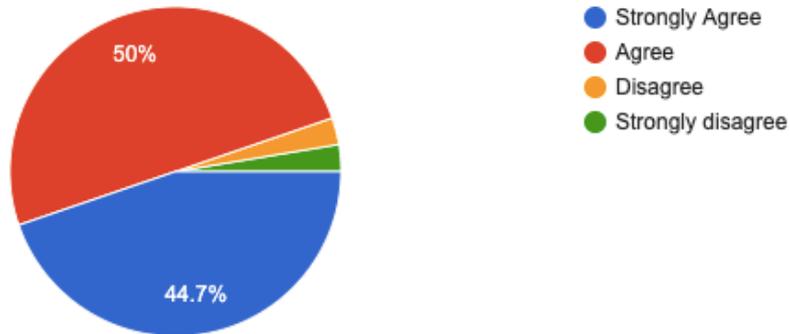
Online Learning Survey

During remote learning in the COVID shutdown, parents were asked to respond to a survey to give insights to the school/home partnership while the majority of students were working from home. 78 of our 147 families responded. Below are some of the responses and comments from parents, which indicated parents were positive about the learning and communication that took place over the period of remote learning.



I have been able to access and understand the work provided for my child/children online

76 responses



The email communication from staff has been fantastic and my girls love reading their teachers feedback.

I'm happy that my child receives daily emails informing of the work to be completed. The regular Google Meet sessions also allow for some time interacting with his teacher so it doesn't feel like he's fully isolated.

No issues, easy to follow, and I'm not used to using a computer at all!

Your help and communication has been excellent , you are all doing a fantastic job

It is outlined really well, the only thing I missed was uploading work but I am doing that now

Everything is very well set out with clear instructions

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	88.4%
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ALL STAFF RETENTION RATE

Staff Retention Rate	85.3%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	21.1%
Graduate	21.1%
Graduate Certificate	10.5%
Bachelor Degree	57.9%
Advanced Diploma	36.8%
No Qualifications Listed	5.3%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	28.0
Teaching Staff (FTE)	21.7
Non-Teaching Staff (Headcount)	11.0
Non-Teaching Staff (FTE)	9.7
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

To further develop effective partnerships between parents, parish and the local community.

Achievements

Our community partnerships were strengthened in 2020 just before COVID hit as we began the year with a huge Welcome Back to School Picnic and Pizza night. This was very well attended and set the stage for a year of engagement with our parent community. The senior school beach days in February were hosted at McCrae Lifesaving Club. One of these days was able to go ahead before COVID.

Many of our usual events and activities involving the wider community such as St Patrick's Day Mass, ANZAC march and walk to school initiatives were cancelled due to COVID .

At the end of the year, Graduation took on a whole new look. Our graduating students and staff only came together in the Hall for pizza and donuts and then continued on to the Dromana drive in for a family COVID safe viewing of the Graduation ceremony that occurred at school.

We continue to be very grateful for the support of the community groups and businesses who provide scholarships for our senior students at the time of their graduation. These include: Southern Peninsula Community Fund, The Lions Club, the Rosebud RSL and Athlete's Foot. We also welcome the support from Padua College, Martin Dixon and family who sponsor the Christine Dixon Literacy Award and an anonymous benefactor for the Paula Duff Arts Award.

Unfortunately, students from Padua Campus at Rosebud were unable to continue community building visits due to COVID as part of their Catholic Action Program.

The practice of inviting parishioners and parents back to the classrooms after weekday masses continued for a short time until COVID hit. As a community, we welcome Fr John Paul to Our Lady of Fatima. We were fortunate to have an opening school Mass with Fr John Paul to start off the 2020 school year.

The Southern Peninsula Food for All group continued to operate their support to the wider community on parish grounds preparing and providing those in need with food, vouchers and much needed survival kits.

Due to COVID we had to think creatively about community involvement. Community spirit was strengthened during COVID with weekly virtual assemblies, virtual footy day, themed google meets throughout the term. Our parents showed support for special events online and once back at school in term 4, we ensured that book week was celebrated along with footy day with a dress up day and parade in class groups that was COVID safe and then shared online with the community. We encourage the families to continue to be part of the Fatima community through our Friday Family Fun Day. These days would encourage families to participate in different activities/challenges and where possible the school would upload results onto Fatima videos to be accessed on our online learning portal.

The school online learning portal enabled all of the community to connect and be supported whilst online learning was in place. For all students who were learning at school during COVID, they were able to celebrate here with their small COVID family.

PARENT SATISFACTION

Parent Satisfaction

Survey responses reflect a high level of satisfaction from parents in relation to school climate, with 97% of parents indicating their child enjoys going to school and that the school values diversity. 100% indicated that the staff are approachable and that mutual respect is evident between staff and students. 98% of parents also responded positively acknowledging the pleasing physical environment, which includes fully fenced spacious grounds, well equipped classrooms and off road parking.

Parent satisfaction was also high in relation to the school meeting children's needs with 96% indicating their child felt a sense of belonging, and that the activities offered matched their child's interests.

Parents found the school easy to access with welcoming staff and opportunities for engagement. These factors contributed to 93% of parents feeling a sense of belonging to the school community.

Parents responded positively to questions relating to communication, appreciating the timeliness, frequency and quality of communication between school and families.

88% of parents agreed that their children enjoyed going to school which is a similar result to CEM's average of 87%. The results began with 100% of parents in preps and declined to 89% of parents by Year 6. Parents of female students rated their experience more positively with a score of 89% compared with boys at 85%.

Online Learning Survey

During remote learning in the COVID shutdown, parents were asked to respond to a survey to give insights to the school/home partnership while the majority of students were working from home. 78 of our 147 families responded.

Future Directions

The future directions for Our Lady of Fatima are exciting and in 2021 there is a great appetite for change. With the 2020 school review being pushed into 2021, there is a strong recognition of Monica Coyle's leadership and a lot of staff enjoying the leadership style of the new Principal, Patrika Rowley within the school.

Although the CEMISIS data is from 2019 due to the survey period not being offered in 2020, the data strength is the strong staff belief in collective efficacy. Staff want to feel empowered to have input to the next phase of strategic planning of the school. They seek a voice. The staff have trust in the new Leadership team and the challenge for Leadership in the next cycle of growth and strategic planning is for leadership to build on this trust and invite staff voice.

- The school and parish relationship is a strength and all staff and parents speak favourably about this link.
- The Hub at Fatima continues to be a well-loved and appreciated space in our school with all it has to offer. People appreciate its existence and the tier 1 and tier 2 support structures that it boasts.
- The outreach capacity of the school is also very well-loved and appreciated by all stakeholders with meals and family support being provided to all families in need and an ever present group of people who support this culture of giving.
- The Catholic culture of the school has also become more and more important to all stakeholders with a rise in the ECSI data indicating this change.
- For our future growth our early review data in 2021 indicates that our new strategic plan should include the following elements. These are most certainly supported by the leadership team as we prepare to collectively write the new direction with our whole staff.
- A whole school vision for Learning and Teaching - "The Fatima Way", articulated visually and concisely so that all understand the purpose of learning and teaching in our school.
- The new plan for learning and teaching should include the same unified, consistent approach across the whole school.
- With regard to initiatives brought into the school over the years, with regard to changes in staff and leadership, to ensure that all initiatives receive an honest and collaborative appraisal to consider their purpose. From this discussion, decisions as to what programs and initiatives should be kept, built upon and fine-tuned or let go of need to be made. The learning and teaching culture of the school should then continue to be embedded through the concise plan.
- With regard to the extensive work done around support structures, the school needs to focus on the learning and teaching. There needs to be a balance between wellbeing and learning and teaching and high expectations supporting both.
- Opportunities for students at the top end to be extended will need to be a focus.
- The school approach to teaching Indonesian requires an audit with the shared language approach discussed with all staff for the future planning to continue to support our studies alongside our sister school in Lombok and with St Joseph's Crib Point.
- Strengthening the feedback culture of the school. Our teachers feel that they are receiving feedback but they are seeking targeted feedback to make them better teachers. The development of a coaching culture will be a priority in the next cycle of growth and change which will benefit our learners and student outcomes.
- Student Voice and enhancing voice and agency will be a priority. Our newly appointed Student Voice Leader in 2021 ensures that this is already a strong priority for our school.

Our Lady of Fatima School, Rosebud.

- In the area of Religious Education, the process of recontextualising and enabling greater dialogue in faith formation and learning is important.
- In the area of sustainability, making links to the Catholic Social Teachings and deepening the understanding of stewardship of the Earth will be a strong focus for our school. With strong sustainable practices leading the way, the formation of a CST team will be important to drive this forward into the future.
- There is a strong desire from all staff for consistency of reading assessment tools and confidence that all teachers are using them consistently. This is linked to our Framework of Learning and Teaching that is a priority.
- In regard to data and data dialogues, there is a great understanding of collating data, teachers want to be able to engage with data more, learn how to translate it into practice and strengthen opportunities to use data to drive growth in student outcomes.