

Our Lady's School Craigieburn

2022 Annual Report to the School Community



Registered School Number: 1807

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Minimum Standards Attestation

I, Paul McEntee, attest that Our Lady's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

30/04/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

***Our Lady's School aspires
to be a welcoming community
unified by love, faith, hope and learning***

Our Lady's Primary School mission is to reconnect and enhance partnerships with the family, parish and community. Our school will nurture the spiritual, personal and academic growth for all and celebrate and share the Catholic faith. We aspire to build a collaborative culture of self-reflection and feedback through the most effective learning opportunities.



School Overview

Our Lady's Catholic Primary School is situated in the outer northern suburb of Craigieburn, approximately 28 km from Melbourne.

The school has a current enrolment of 683 with 27 classes. Our Lady's community shares a rich cultural diversity and we endeavour to ensure students and their families are given the opportunities to celebrate and share their history and culture. We design Learning and Teaching programs within the school to engage students in a broad range of curriculum areas and stimulate their sense of curiosity in the world around them. In addition to the prescribed Victorian Curriculum and our Religious Education program, we offer specialist classes in the areas of Visual Art, Music, Library, and Physical Education. Well-equipped and contemporary Visual Arts Room, Music room Gymnasium and Library add to the quality of our programming. Students have one to one access to digital technology as a tool for learning in all levels of the school.

Our school provides our students with a range of faith and life experiences, and Religious Education is seen as a focal point in the school curriculum. We aim to educate the children in the basic beliefs and practices of the Catholic Faith, as well as instruction and preparation for children and parents for the reception of the Sacraments of Eucharist, Reconciliation and Confirmation. Class and whole school liturgies are celebrated on a regular basis. Within the Religious Education curriculum, there is a special focus on raising awareness within the community about Social Justice issues.

The school recognises the importance of social and emotional wellbeing as a foundation to learning success. School Leadership supports staff in developing programs within classrooms to promote resilience and emotional intelligence in all students, under the framework of being Safe, Responsible and Respectful.

Students have many opportunities to be actively involved in leadership throughout the school; eg. Class Captains, Sports Captains, Sustainability Leaders, Justice Leaders and School Captains. Our Lady's offers a school camp program in Years 4, 5 and 6, where students are given the opportunity to travel to a variety of venues to undertake activities that challenge their abilities and build self-esteem. They learn how to work in teams, solve group problems and how to accept, trust and rely on others.

Our Lady's values the work and great support it receives from the members of our school community. Parents play a vital role in the partnership between home and school and at Our Lady's we ensure that our parent community is actively involved in their children's education. This occurs in a variety of forums including special events, information sessions and parent teacher conversations.

Principal's Report

Our school's Catholic identity remains at the core of our mission. We continue to instil the values of faith, compassion, and moral responsibility in our students, nurturing their spiritual growth and fostering a deep understanding of their Catholic heritage. Regular prayer opportunities, Liturgical celebrations at both a class level and whole school liturgies, religious education curriculum reflecting the latest pedagogical approach to learning , and opportunities for community service have further reinforced the strong Catholic foundation upon which our school is built

In conclusion, the past school year has been transformative and inspiring. The new buildings, re-establishment of the Parent Advisory Council, emphasis on student engagement, and the unwavering commitment to our Catholic identity have all played pivotal roles in shaping the unique character of our school. As we bid farewell to this academic year, we eagerly anticipate the possibilities and successes that lie ahead. Together, we will continue to provide an exceptional educational experience for our students and empower them to become compassionate leaders of tomorrow.

Catholic Identity and Mission

Goals & Intended Outcomes

GOALS AND INTENDED OUTCOMES:

- To honour the sacred dignity of every student by engaging and empowering all stakeholders in providing the most effective educational opportunities.
 - That families are actively engaged as partners and co-contributors to student learning and school life.
- To build a collaborative culture of self-reflection and feedback to ensure consistency and high expectations in all school practices.
 - That High Impact Instructional Strategies are embedded in a whole school pedagogical practice.
- To further develop a learning culture, centred on the spiritual, personal and academic growth for all.
 - That collaborative team culture is enhanced through collective decision making.

Achievements

Our Lady's partnership focussed culture continues to flourish and be of high priority in our school. Our staff are committed to leading by example and embedding our Vision into all aspects of our school life. We managed to enhance our partnership with families through our celebrations of Mother's Day, Grandparents Day, Fathers day, as well as Refugee week. These celebrations held in the church emphasised the importance of community and what it means to be part of the Catholic Church.

Partnerships with families were strengthened this year and became paramount after two years of school closure, seeing students, parents and teachers revisit ways of communicating and supporting one another to support the children's spiritual growth.

Our culture is strongly underpinned by our Catholic Faith and Gospel Values; the Our Lady staff strive to reflect on and deepen their understanding of these each day. Professional development and faith formation of our staff in the area of Religious Education has always been rich and highly valued. A current focus continues to be our Catholic Identity and we are engaged in ongoing work in this area. Many opportunities arose to witness and live out what it means to be Catholic - who we are as a Catholic school and what it means to belong to a Catholic community, as we served and supported our school community, and continued the teaching and learning in Religious Education and a culture of prayer. 2022 saw two of our teachers completing training to become accredited to teach Religious Education; one of them recognised with highly distinctions. This has helped build their capacity and confidence in teaching religious education and delivering lessons that improve students' understanding of the Catholic faith.

The teaching and learning in Religious Education at Our Lady's continues to be recontextualised in order to engage students in rich P-6 units of work that enable them to understand and express their own Catholic identity. Our P-6 Religious Education Curriculum is focussed on engaging students in making sense and meaning of everyday life in light of the Gospels, the teaching of the Catholic Church and the traditions of the Catholic Community.

Our goal of nurturing the spiritual growth in every stakeholder was evident in the retreat days that took place for all our students in the sacramental years. They also had the chance to be more involved in the Masses by training to become altar servers. We also focused on the staffs' spiritual growth through experiential day at the Vinnies warehouse in Altona so that they may learn through a hands-on experience about the true mission of Catholics and its rich history. Our Prep families also had the opportunity to further learn how to nurture their child's spiritual growth through the Head Start workshops which emphasises on the importance of faith formation.

The Religious Education Leader, in collaboration with the school Leadership Team continues to provide opportunities for staff to explore and consider deep guiding faith questions, developing learning experiences and rich assessment tasks that assist students with articulating their knowledge of what it means to be Catholic in today's world.

Our Lady's has a strong partnership with parents when they are presenting their children to receive the Sacraments of Reconciliation, Eucharist and Confirmation. Parents were invited to attend meetings to develop their own understanding of each of the Sacraments and the Catholic Faith, and staff attended all sacramental celebrations to support students and their families.

A significant amount of time and energy is given to the preparation of the liturgies for Eucharist, Confirmation and Reconciliation and they are rich in symbolism. Our significantly modified Sacramental program this year saw our Year 4 students receive the Sacrament of Eucharist. Our Year 6 students received the Sacrament of Confirmation and our Year 3 students received the Sacrament of Reconciliation.

There is a strong sense in our school of the importance of service and contribution to the local community and to our world. Acts of Social Justice in light of the Catholic Social Teachings include raising money for Project Compassion through Caritas and families contribute to the needs of the local community by donating non-perishable foods and Christmas hampers in partnership with St. Vincent De Paul Society.

VALUE ADDED

- Year 6 Family Faith Formation- Confirmation- Fr.
- Year 6 Retreat with Gen Bryant
- Year Level Masses focus on inviting special people eg Grandparents
- Compass invitations
- Inviting parents to sign up their children for altar service
- Staff meeting with an emphasis on explicit teaching
- Providing resources that are reliable and enable teachers to explicitly teach the content in RE
- Feedback on RE planners in line with the Pedagogy of Encounter Cycle
- Staff capacity enhance in planning and teaching of the RE content

- Teachers planning effective RE units independently in line with the Proficiency scale skills and the pedagogy of encounter
- Teachers utilising the pacing documents and the yearly overview
- Continuous observation and feedback sessions with new teaching staff
- Sacraments celebrated in 2022 included:
 - Reconciliation in Term 1 for Year 3 students
 - First Communion for Year 4 students
 - Confirmation for Year 6 Students
- Yearly overview for RE completed and implemented by all teachers
- Retreat days for before all sacramental celebrations
- Family Faith Formation nights for Sacraments of Reconciliation, First Communion and Confirmation.
- Creating and using assessment based on proficiency scale skills
- Masses at church for Ash Wednesday, Easter and Advent and other important occasions
- Feast of Our Lady's Mass shared with families, classes and the parish priests
- Liturgies for Harmony Day, Reconciliation Week and Socktober
- Staff professional learning Facilitated by Vinnies.
- Religious Education leader attended facilitated planning to support RE teaching and learning

Learning and Teaching

Goals & Intended Outcomes

GOAL: To honour the sacred dignity of every student by engaging and empowering all stakeholders in providing the most effective educational opportunities.

Intended Outcome: That families are actively engaged as partners and co-contributors to student learning and school life.

GOAL: To further develop a learning culture, centred on the spiritual, personal and academic growth for all.

Intended Outcome: That collaborative team culture is enhanced through collective decision making.

GOAL: To build a collaborative culture of self-reflection and feedback to ensure consistency and high expectations in all school practices.

Intended Outcome: That High Impact Instructional Strategies are embedded in a whole school pedagogical practice.

Achievements

In 2022 we began implementation of our School Improvement Plan in its first year of a four year cycle. Our intent was to reconnect and enhance partnerships with families, parish and community and nurture the academic, spiritual and social-emotional growth of all students as we moved towards a Covid normal operation of the school. A large focus was continuing to develop a learning culture centred around the High Reliability Schools Framework with a view to embedding High Impact Instructional Strategies into whole school pedagogical practice.

Moving towards a Covid normal a huge priority was reengaging with families as active partners. As such a number of initiatives were introduced into the Learning and Teaching sphere to provide opportunities for families to be involved in and contribute to student learning. This included but was not limited to:

- End of semester learning expos
- Music performances in the music room,
- Parent engagement sessions where families were invited into classrooms to have student learning showcased to them onsite
- Parent helpers for excursions
- Meet and Greet and Parent Teacher interviews onsite.

The use of digital portfolios was also embedded as part of the assessment and reporting process. This continued to provide an extra opportunity for teachers to relay constructive feedback to students and parents and improve home/school partnerships about student learning. Parent awareness and engagement with the portfolios increased again in 2022.

A focus in Semester 1 was around the use of High Impact Instructional Strategies within our reading program. The MultiLit program was introduced to junior staff (Prep - Year 2). This is a

program grounded in scientific evidence based practice and links with the work the school is doing around High Impact Instructional Strategies. Staff were involved in professional development around the implementation of this program starting with the Prep team initially and then to the Year 1 & 2 teams. Fresh Start was introduced into the upper primary levels as a remedial reading program. The Middle Leaders supported staff in Years 3-6 in developing a shared understanding and model of the Guided Reading approach through our Professional Learning Communities (PLCs).

In Semester 2 the Middle Leaders led the continued implementation of high impact instructional strategies based on the High Reliability Schools model through PLCs. They focused on the 'context' and 'content' strategies modelling, observing and giving feedback to classroom teachers. The Literacy leader continued the implementation of Initial Lit Prep - 2 providing feedback to classroom teachers and networking with other schools using the Initial Lit program. Networking with like minded schools also began around the Science of Reading/ Science of Learning with a view to more focused professional learning in 2023.

In the area of Mathematics a focus in the middle to upper school centred around pedagogical content knowledge of fractions. PLCs in years 3-6 focused on preparing the learning in this curriculum area (Administer the pre-assessment, respond to student learning needs, design the learning program). The Numeracy leader continued to model and coach graduate teachers throughout the entire year as part of their induction into OLPS.

In the area of Learning Diversity, our National Consistent Collection of Data (NCCD) submissions increased from 336 in 2021 to 356 in 2022. Staff were involved in professional learning focusing on moderation and ascertaining the level of adjustments and category for the students in their class. This process allowed teachers to collaborate with one another and discuss the adjustments and modifications that were put in place to support student learning.

In the area of EAL/D Proficiency Scales were developed using the new EAL/D curriculum. This has allowed teachers to plan accordingly and support their EAL/D students according to their learning pathway. A teaching space was created to implement a targeted daily English intervention program for our new arrival students Prep-Year 6. Our EAL/D students were placed on the RTI model based on student data, teacher observations and discussions with parents when completing the sociolinguistic profile. Students were grouped by their language proficiency with tier 3 being new arrival students with limited to no English, tier 2 minimal English and tier 1 students having been supported within the classroom. The New Arrival Program focus has been to build on students' English proficiency through their Inquiry Units. Pre and post assessments have been developed to measure growth in vocabulary and grammar. The EAL/D team meet each week and have implemented the Gavin Grift Weekly Agenda model to monitor and discuss student progress and plan the teaching and learning program. The team also developed a pacing document which includes the vocabulary and grammar focus for each week. The reestablishment of the parent hub has allowed parents to attend fortnightly sessions where important information about the school is presented and learn about how they can support their children at home.

The school employed a graduate speech pathologist three days per week which allowed the school to have 2 speech pathologists over 7 days. Our graduate speech pathologist supports our Prep-Year 2 students and our senior speech pathologist who works 4 days per week, supports our Year 3-6 students.

STUDENT LEARNING OUTCOMES

Scaled Score Means			Scaled Score Means		
Naplan Test	Year 5 2021	Year 5 2022	Naplan Test	Year 3 2021	Year 3 2022
Reading	510	501	Reading	428	421
Writing	483	484	Writing	410	421
Spelling	500	498	Spelling	430	429
Grammar & Punctuation	496	489	Grammar & Punctuation	424	416
Numeracy	502	473	Numeracy	382	380

Proportion of students meeting the minimum standards			Proportion of students meeting the minimum standards		
Naplan Test	Year 5 2021	Year 5 2022	Naplan Test	Year 3 2021	Year 3 2022
Reading	100%	99%	Reading	100%	98%
Writing	98%	98%	Writing	100%	100%
Spelling	97%	96%	Spelling	98%	98%
Grammar & Punctuation	97%	98%	Grammar & Punctuation	98%	96%
Numeracy	100%	99%	Numeracy	98%	97%

Due to there being no NAPLAN results in 2020 a Year 3 - Year 5 growth analysis cannot be made. However a comparison from the 2021 data to the 2022 data shows that a high percentage of our students are still at or above the National minimum standard. A quick snapshot of the scaled score means reveals a negative change in mean scores across most areas except Writing in both Year 3 and 5.

The NAPLAN results from 2022 indicate that there is still work to do across all areas as we progress to a Covid normal school program. It appears that our focus on effective pedagogy in English across P-6, and in particular a focus on improving our reading pedagogy is starting to have some impact. Writing Improved in both the Year 3 and Year 5 cohort and although Reading saw a moderate negative change in the mean for both Year 3 and 5, we are still seeing close to 100% of our students achieving above the national minimum standard.

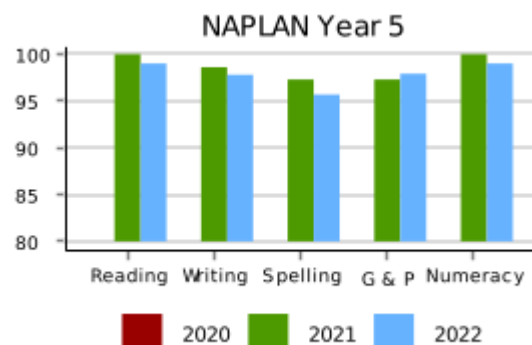
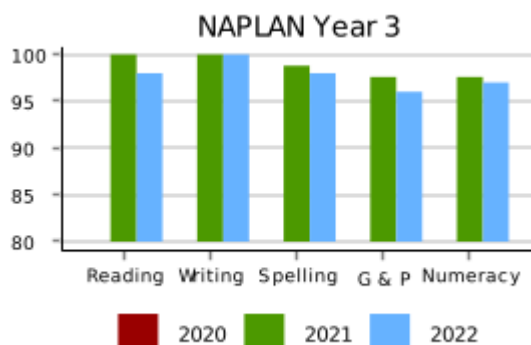
The challenge now is to continue to use data from multiple sources to inform our teaching and learning practices and enable us to set goals and targets moving forward through our School Improvement and Annual Action Plan.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	97.6	-	96.0	-1.6
YR 03 Numeracy	-	97.6	-	97.0	-0.6
YR 03 Reading	-	100.0	-	98.0	-2.0
YR 03 Spelling	-	98.8	-	98.0	0.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	97.3	-	97.9	0.6
YR 05 Numeracy	-	[naplan.p revY5.sc hoolNM. minimum Standard sStr]	-	99.0	-1.0
YR 05 Reading	-	100.0	-	99.0	-1.0
YR 05 Spelling	-	97.3	-	95.7	-1.6
YR 05 Writing	-	98.6	-	97.8	-0.8

* 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: To honour the sacred dignity of every student by engaging and empowering all stakeholders in providing the most effective educational opportunities.

Intended Outcome: That families are actively engaged as partners and co-contributors to student learning and school life.

GOAL: To further develop a learning culture, centred on the spiritual, personal and academic growth for all.

Intended Outcome: That collaborative team culture is enhanced through collective decision making.

GOAL: To build a collaborative culture of self-reflection and feedback to ensure consistency and high expectations in all school practices.

Intended Outcome: That High Impact Instructional Strategies are embedded in a whole school pedagogical practice.

Achievements

The school continued to invest in The Resilience Project program focussing on the three key pillars proven to cultivate positive emotion; Gratitude, Empathy and Mindfulness (GEM). With a comprehensive program at hand teachers continued to use and modify this to provide explicit social and emotional learning (SEL) lessons at the point of student need. Each child has their own learning journal where reflections were recorded and this was shared with parents at our learning celebrations at the end of the year. Homework tasks relating to the Resilience Project were also completed by students with their families with the hope of actively engaging families as partners to student learning. The Resilience Project data was reviewed with staff and followed up in level teams. This provided guidance as to what areas we need to continue to work on with our student population. Items linked to the Resilience Project survey data were also included in the newsletter to inform parents.

This year Proficiency Scales for Prep - Year 6 were developed for the Personal and Social Capability keeping in line with our work on HRS framework and the New Art and Science of Teaching. The Victorian Curriculum and The Resilience Project teacher guides were used to develop the scales. These scales provided a clear progression of knowledge for teachers and became pertinent in the assessment and reporting cycle when providing marks for the Personal and Social Capability. It provided teachers with a path of what to focus on in this curriculum area, and how it could possibly link to other curriculum areas.

A review of our Circle Time procedures through a staff survey revealed that some work needed to be done to improve teacher confidence and frequency in implementing this SEL strategy. The Student Well Being leader spent time in classrooms using the 'I do, We do, You do model' around Circle Time and providing feedback to teachers where necessary.

The Child Safety Team audited the new eleven Child Safety Standards within our school setting. To embed the Child Safe Standards the team worked through each of the eleven standards, viewing examples of best practice and then ascertaining whether there were actions that needed to be taken to comply with each standard.

VALUE ADDED

- Newsletter items linked to The Resilience Project survey data
- Informal opportunities for students to volunteer to voice their thoughts about various school related issues at assembly eg. Child safety, Keeping our school tidy, Bullying, Being Kind
- The Wellbeing Show presented to all students on Feast Day
- Modelling of Circle Time in various classrooms (after survey feedback)
- Child safety Staff Meeting
- Headstart Parent sessions for Prep 2023
- Child safe standards - Staff Meeting to Introduce new standards.
 - Embedding of the new Child Safe Standards within our school setting.
- Reviewed The Resilience Project Data with staff and follow up with data within teams
- Survey staff about Circle Time and work with teachers and classes to use the 'I do/we do- you do' model to improve teacher confidence and frequency of Circle Time (start with Year 5/6 teachers)
- Staff attending Student voice PD
- The introduction of Proficiency Scales Prep -Year 6 for Personal and Social Capability linked to the Victorian Curriculum and The Resilience Project.

STUDENT SATISFACTION

[SWStudentSatisfaction]

STUDENT ATTENDANCE

The school rolls continued to be marked twice a day. Students who are not in class and notification has not been received from a parent/carer will be marked as 'not present (NP)' and unexplained. An SMS message will be sent to students' Main Contact at 10am each day advising of any 'Unexplained' absences.

It is the responsibility of the parent/carers to inform the school of any absences with a reasonable explanation. If the parent/carer has not fulfilled their obligation the classroom teacher will follow up any unexplained absences by reminding student's parents/carers to access the Compass portal to give reasons for the absence. If the class teacher receives a written or verbal explanation of the absence from the student's parent/carers they must update the absence category in Compass.

During Home learning this process continued. If a child was not online for more than 2 days, teachers contacted parents regardless of their 'reason for absence' to establish whether any other support was needed for the child or family. These issues were also addressed by members of the Leadership Team.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	88.7%
Y02	90.4%
Y03	90.7%
Y04	89.5%
Y05	90.2%
Y06	88.6%
Overall average attendance	89.7%

Child Safe Standards

Goals & Intended Outcomes

Our Lady's values the importance of providing our students with a safe and supportive environment. As a school we continue to be consistently inclusive of the needs of all children, particularly students who are vulnerable due to age, family circumstances, abilities, or indigenous, cultural or linguistic background.

Goal: To honour the sacred dignity of every student by engaging and empowering all stakeholders in providing the most effective educational opportunities.

Intended Outcomes:

That students are empowered to be active learners who participate fully in all aspects of school life and contribute to the Common Good.

That students have a sense of belonging and connectedness to each other, their families and the wider community.

Achievements

- Continued to provide our staff with professional learning in areas of child protection and Mandatory Reporting training.
- Reportable Conduct guidelines are revisited each year to build skills and ensure staff are aware of their obligations when dealing with allegations of suspected child abuse.
- Child Safe team met regularly to provide a foundation for and commitment to Child Safety at Our Lady's Primary School by discussing child safety matters and addressing ongoing needs.
- Child Safe team oversaw implementation of the new Child Safe Standards within the school.
- Staff meetings around the new Child Safe standards to familiarise and understand the content of the new standards, and to prioritise what needs to be taught in relation to the new child safe standards.
- Induction of new staff to include familiarisation with Child Safe standards and related policies.
- Parents were invited to attend a Parent Helper course, the focus of this meeting was to discuss the roles and responsibilities for parents attending onsite and offsite activities. Parents were provided with copy of child safe policy and made explicitly aware of their responsibilities in regards to child safety. Parents provided their WWC check and signed a volunteer agreement form.
- Parent volunteer registry updated regularly and provided to staff.
- Students began to develop a student friendly child safe standards document with the intention to incorporate this into the curriculum through the SEL program.
- Through the Headstart Program, all prep parents are presented with the child safe documentation and policies.

Leadership

Goals & Intended Outcomes

- To honour the sacred dignity of every student by engaging and empowering all stakeholders in providing the most effective educational opportunities.
 - That families are actively engaged as partners and co-contributors to student learning and school life.
- To further develop a learning culture, centred on the spiritual, personal and academic growth for all.
 - That collaborative team culture is enhanced through collective decision making.
- To build a collaborative culture of self-reflection and feedback to ensure consistency and high expectations in all school practices.
 - That High Impact Instructional Strategies are embedded in a whole school pedagogical practice.

Achievements

- Developed timeline for the establishment of the School Advisory Board
- Parent Helper Courses presented
- Re-establishment of Monday & Friday Assemblies
- Acknowledgement of Country included in Monday Morning Assembly
- Create school guidelines and establish the advisory board.
- MACSSIS Survey Administration
- Future Prep Parents information sessions during Headstart program
- Inaugural School Advisory meeting
- Presentation to 2023 parents regarding school governance and MACS policy
- Specific Staff members from P-2 level undertaking PL in Multiliteracy program- online and in Sydney enabling them to be lead teachers in MULTILIT in their level.
- New Building Handover
- Protocols & Routines for Senior School Operation
- Timetabling of PLC meeting focus
- Establishing the role of middle leaders
- Middle Leaders development of their own leadership skills
- Observation and Feedback from middle leaders around instructional practice and the use of a range of NAST strategies
- Continued work on Team Goals via the Ei Portal
- Review of First Aid Protocols and Processes / First Aid Training for all staff
- Leadership PL - 5 Ways of Being.

- Restructuring of PLP and following of Grift Agenda process.
- Timetabling of team break together

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

[PLUndertaken]

Number of teachers who participated in PL in 2022	65
Average expenditure per teacher for PL	\$1237

TEACHER SATISFACTION

Student safety 65% (MACS average 70%)
 School Climate 79% (MACS average 74%)
 Staff Leadership Relationships 78% (MACS average 79%)
 Instructional Leadership 61% (MACS average 54%)
 Feedback 41% (MACS average 39%)
 School Leadership 62% (MACS average 57%)
 Staff Safety 68% (MACS average 63%)
 Psychological Safety 74% (MACS average 64%)
 Professional Learning 74% (MACS average 60%)
 Collaboration around an improvement strategy 85% (MACS average 65%)
 Collaboration in Teams 90% (MACS average 71%)
 Support for Teams 67% (MACS average 65%)
 Collective Efficacy 83% (MACS average 77%)
 Catholic Identity 82% (MACSnull)

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	74.7%
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ALL STAFF RETENTION RATE

Staff Retention Rate	81.7%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	20.5%
Graduate	10.3%
Graduate Certificate	2.6%
Bachelor Degree	79.5%
Advanced Diploma	10.3%
No Qualifications Listed	2.6%

STAFF COMPOSITION	
Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	57.0
Teaching Staff (FTE)	51.7
Non-Teaching Staff (Headcount)	30.0
Non-Teaching Staff (FTE)	31.8
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

GOAL: To honour the sacred dignity of every student by engaging and empowering all stakeholders in providing the most effective educational opportunities.

Intended Outcome: That families are actively engaged as partners and co-contributors to student learning and school life.

GOAL: To further develop a learning culture, centred on the spiritual, personal and academic growth for all.

Intended Outcome: That collaborative team culture is enhanced through collective decision making.

GOAL: To build a collaborative culture of self-reflection and feedback to ensure consistency and high expectations in all school practices.

Intended Outcome: That High Impact Instructional Strategies are embedded in a whole school pedagogical practice.

Achievements

- Created school guidelines and established the advisory board.
- Planned and mapped out a timeline to celebrate and involve the families in student learning.
- Parents connection to school program via timetabled meetings and invitation to class learning celebrations
- Year 1 Cultural Day
- Year 6 Biography Presentations
- Fathers Day Breakfast with visits to classrooms and students showcasing their learning to their dads.
- Establishment of School Community Hub as a designated room
- Recommencement of 'Pana's Parent Group'- 2 times per week to translate the newsletter and inform Arabic speaking families of school
- Parent Helpers count stands at 70 parents on the registry
- Parent helpers attending excursions
- Parent sessions for Prep parents 2023
- Canteen Parent helpers
- Our Lady's Feast Day celebrations
- Athletics day
- Family carols Term 4
- Assemblies- including families
- Attendance at Hume Carols

- EAL (parents/students) - excursion to the Art Gallery

PARENT SATISFACTION

Family Engagement: 42% (MACS average 46%) 11% increase from 2021

Barriers to Engagement: 61% (MACS average 66%)

School Fit: 73% (MACS average 76%) 5% increase from 2021

Communication: 70% (MACS average 72%)

Future Directions

The future directions of Our Lady's is shaped by a commitment to student engagement, incorporating the Science of Reading/Learning as a focus for pedagogical practice and curriculum development, and a focus for all professional learning opportunities for staff. Additionally, we recognize the significance of extra-curricular activities, such as Art Shows, Athletics Carnivals, and special school celebrations, in fostering holistic development and a sense of community.

One of the key areas of focus in the future of education is student engagement. Schools are increasingly recognizing that engaged students are more likely to excel academically and develop a lifelong love for learning. To achieve this, Our Lady's has schools are incorporating Our Lady's is also leveraging technology to create interactive learning environments that encourage active participation and collaboration. WE are excited to see a return of our STEM program in our purpose built area of our Senior School Building.

Furthermore, the Science of Reading/Learning has emerged as a critical area of focus for pedagogical practice. Research has shown that a strong foundation in reading and literacy is crucial for academic success across all subjects. Therefore, schools are adopting evidence-based reading instruction methods that prioritize phonics, vocabulary development, comprehension strategies, and fluency. By incorporating these practices into their teaching, educators can help students become proficient readers and confident learners.

Professional learning for staff is another vital aspect of the future of education. Schools are investing in continuous professional development programs to ensure that educators stay abreast of the latest research and best practices in teaching and learning. By providing teachers with ongoing training and support, schools can enhance their instructional effectiveness and promote a culture of lifelong learning among the staff.

In addition to academic pursuits, schools recognize the importance of extra-curricular activities in fostering students' holistic development. Art Shows provide a platform for students to showcase their creativity and artistic talents, encouraging self-expression and promoting appreciation for the arts. Athletics Carnivals promote physical fitness, teamwork, and sportsmanship, while special school celebrations build a sense of community and belonging.