



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



Our Lady's School

169-171 Craigieburn Road West, CRAIGIEBURN 3064

Principal: Cinzia Mancuso

Web: www.olps.vic.edu.au

Registration: 1807, E Number: E1314

Principal's Attestation

I, Cinzia Mancuso, attest that Our Lady's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 19 Jun 2025

About this report

Our Lady's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

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 Primary School is situated in the outer northern suburb of Craigieburn, approximately 28 km from Melbourne. The school has a current enrolment of 710 with 28 classes. Our community shares a rich cultural diversity and we ensure students and their families are given 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. In addition to the prescribed Victorian Curriculum and our Religious Education program, we offer specialist classes in Visual Arts, Music, Library, Physical Education, STEM and LOTE (Japanese). All students have access to one to one digital devices as a tool for learning.

Religious Education is a focal point in the school curriculum. We aim to encounter, experience and educate the beliefs and practices of our Catholic Faith. Class and whole school liturgies are celebrated on a regular basis. We involve our teachers, students and families in prayer formation and sacramental programs. We offer Faith Nights to allow families to connect and share their experiences in preparation for their child's sacrament. Our Religious Education program focuses on providing experiences for our students to learn about our Gospel values and how we connect them to the teachings in our own life. We have a special focus on raising awareness within the community about Social Justice issues.

Our whole school pedagogical practices are based on the Science of Learning, ensuring that teaching is informed by evidence and research based strategies. A key focus is on reducing cognitive load for students by presenting content in manageable steps, using consistent routines, and building on prior knowledge. This intentional approach supports working memory, maximises student engagement, and enables all learners to experience and achieve success. By aligning our practices across the school, we create a cohesive and supportive learning environment that prioritises clarity, repetition, and retrieval to strengthen long-term retention.

The school recognises the importance of social and emotional wellbeing as a foundation to learning success. We provide a safe and nurturing learning environment where every child is valued and respected and we have whole school practices in place in the area of Student Wellbeing. We use the URSTRONG program and have implemented the Friendology curriculum as part of our Social Emotional Learning within our classrooms. The program assists students in establishing and maintaining healthy relationships, managing conflict and building overall resilience.

Students have many opportunities to be actively involved in leadership throughout the school, such as School Captains, Class Captains, Sports Captains, Sustainability Leaders

and Justice Leaders. Our Prep and Year 6 Buddy Program also provides the opportunity for our Year 6 students to develop their leadership and mentoring skills.

Our Lady's offers a school camp program in Years 4, 5 and 6, where students are given the opportunity to participate in a variety of outdoor educational activities beyond the classroom. Through a range of hands-on, outdoor, and team-based activities, students are encouraged to step out of their comfort zones, embrace new challenges, and work collaboratively with their peers.

We value the support and partnership of our parents and wider community. We believe that strong family and community engagement plays a vital role in enhancing student learning, wellbeing, and success. We encourage and welcome our parent community to be active participants in their children's education. This occurs through a variety of forums including attending school events, parent advisory committee, special events, school excursions, information sessions and parent teacher conversations.

We continue to strive towards our vision of being a welcoming community unified by love, faith, hope and learning.

Principal's Report

It is with great pleasure that I present Our Lady's Primary School Annual Report for 2024. This report will highlight the key achievements, events and developments of our school community over the past year. Our commitment to providing a nurturing, faith-based education that encourages academic excellence and personal growth continues to guide our efforts.

As a Catholic school, our faith is at the forefront of all that we do. We continue to instill the values of faith, compassion, and moral responsibility in our students, nurturing their spiritual growth and fostering a deep understanding of their Catholic faith. Daily prayer opportunities and Liturgical celebrations at both a class level and whole school liturgies have continued in deepening students' understanding and practice of their faith.

Our Lady's has maintained its high expectations of academic standards. This year, our students have shown growth in standardized tests and internal assessments. The dedication of our teaching staff, along with the support of parents and the enthusiasm of our students, has resulted in student growth and engagement across all year levels. Our work in the Science of Learning has also improved our student engagement and academic achievement through explicit instruction, the use of daily reviews and engagement norms.

The professional development of our staff remains a priority. Our teachers have participated in whole school professional learning opportunities to enhance their skills with the latest research evidenced based educational practices. Our teachers have welcomed observation and feedback from external consultants and their colleagues in order to improve their teaching and learning practice. The focus of our Professional Learning has been on the Science of Learning, in Literacy and Mathematics. Our external consultants have worked with our leaders and staff in providing whole school professional learning, classroom demonstrations, coaching and feedback. We continue to provide our students with access to Allied Health services onsite, these include speech pathology and psychology services.

Our dedicated staff, supportive parents, and enthusiastic students have all contributed to making our school a vibrant, faith-filled community. As we look forward to the coming year, we remain committed to our vision of providing a welcoming community unified by love, faith, hope and learning. Thank you for your continued support and partnership in this educational journey.

Catholic Identity and Mission

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.

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

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

- That teacher professional growth is driven through self-reflection and feedback in line with whole school pedagogical practice

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

- That staff have a deeper understanding of their own spiritual development and the role it plays in stimulating a search for meaning and truth.

Achievements

2024 saw a continuation of the investment in the development of our school's Catholic Identity by empowering students and teachers to embrace active teaching and learning within the curriculum. Teachers began to create units of learning that were thematic to the season of the Church and Sacramental program within the school. In collaboration with the Religious Education Leader, a scope and sequence was created that had learning proficiency scales to assess student success within the achievement standards of 'Knowledge and Understanding', 'Reasoning and Responding' and 'Personal and Communal Engagement'. Through these themed units of learning, students were empowered to explore the traditions, rituals and practises through explicit instruction, dialogical activities and calls to action to participate fully within the Catholic Social Teachings.

Throughout the year, students were encouraged to raise awareness and participate in Social Justice partnerships like Project Compassion, Socktober Mission Mass, and the St. Vincent De Paul Winter and Christmas Appeals. The Social Justice leaders were provided with greater opportunities to become advocates for these partnerships through speaking at Assemblies, presenting to classrooms, creating school displays and contributing to the Religious Education section of the Newsletter.

Professional development in Religious Education at OLPS was focused around building teacher capacity to break open the world of scripture through interactive strategies like Godly Play, Bibliodramas and analysis models such as S.O.A.P and K.I.T.E. As teachers created opportunities to use these strategies in their classrooms, discussions happened during planning sessions to enhance student learning through their own practice to know the content and context required for the scriptures used.

Staff also participated in a whole day Professional Learning seminar with Fr. Mark Reynolds in relation to Catholic Leadership and formation where the focus was on their impact both spiritually and mentally plays a very important role within the classroom. Staff explored the idea of authenticity and used the scripture of Salt and Light to reflect on who they are as a professional and faith-filled person within the Catholic School setting. This knowledge and understanding of authenticity and flavour then formed the theme for the 2025 year.

Staff professional knowledge was also encouraged with a few staff attending an online webinar on the impact of Mary within our modern world. Two staff members also continued their accreditation studies.

Value Added

- Creation of a Student Sacramental Database to keep informed on student religious denominations, and dates and places of Sacraments received.
- Sacraments celebrated at Our Lady's Church in unison with the School Sacramental program
- Year 3 - Reconciliation Retreat Day, Family Night, Presentation Mass and Sacramental Ceremony (March 2024)
- Year 4 - Eucharist Retreat Day, Family Night, Presentation Mass and Sacramental Mass at Our Lady's Church (June 2024)
- Year 6 - Confirmation Retreat Day, Family Night, Bishop presentation, Presentation Mass and Sacramental Mass at Our Lady's Church with Bishop Terry Curtin (August 2024)
- Social Justice Leader led partnerships (project compassion, winter and christmas appeal)
- Introduction of prayer during school events (Mother's Day breakfast, Father's Day breakfast, School PL days, Head Start program)
- Development of a morning prayer routine to ensure a unified and shared experience of prayer
- Creation of weekly morning prayer experiences for teachers to utilise daily
- Introduction of a Formal Prayer Sequence targeted at specific year levels to learn as their understanding grows
- Year level masses combined with Parish Masses to create authentic experiences and connections with the Parish Community.

- Invitation of parents and families to Year level masses to build connections with school and family.
- Introduction of specific Year level masses:
 Prep & Year 6 - Mother's Day Mass
 Year 2 - Father's Day Mass
 Year 3 - Grandparents Mass
- 'Stock the Pantry' fundraiser in collaboration with St. Vincent De Paul Winter Appeal and Refugee Week
- 'Christmas Feast Fundraiser' in collaboration with St. Vincent De Paul Christmas Appeal creating hampers for local residents
- Feast Day celebrations with a particular focus on Mary, Mother of God
- Creation of Holy Week Choral Liturgy with Social Justice Leaders and Choir
- Creation of Advent Masses & Liturgies with Year 5 students and teachers
- Design and creation of a Reconciliation Week video with the Social Justice Leaders
- Staff PL Day - Fr Mark Reynolds (Catholic Leadership & Sacramentality)
- Staff Meetings around strategies to build teacher capacity when reading scripture
- Facilitated planning in organising learning units that explored themes such as Sacramentality, Prayer, Community, Social Justice, Easter, and Christmas
- Facilitated planning in the creation of a learning proficiency scale to match the units of learning across the semester
- Continued work around the NAST element of Feedback through instant feedback at the completion of learning tasks.

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

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.

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

That teacher professional growth is driven through self-reflection and feedback in line with whole school pedagogical practice

Achievements

In 2024 we continued the implementation of our School Improvement Plan in its third year of a four year cycle. A large focus was continuing to develop a learning culture centred around the science of learning with a view to embedding High Impact Instructional Strategies into whole school pedagogical practice. This included developing a shared understanding of explicit instruction through building teacher knowledge and capacity in both Mathematics and English. As such a number of professional development opportunities and initiatives were introduced into the Learning and Teaching Sphere to ensure that whole school pedagogical practices are embedded through the science of learning in English and Mathematics.

This included but was not limited to:

- Whole school Professional Development conducted by Shaping Minds on explicit teaching.
- All classroom teachers observe explicit teaching in mathematics modelled by a consultant from Shaping Minds and participate in debriefs and Q&A sessions.
- Dedicated staff meetings to follow up on feedback from Shaping Minds with a focus on creating resources to improve the delivery of Daily Reviews and lessons that require explicit teaching.
- PL for specialist teachers focusing on engagement norms and explicit instruction.
- Whole school Professional Development, modelling and coaching conducted by Shaping

Minds on the explicit teaching of writing.

- PLCs breaking open new English and Maths curriculum
- PLCs in Maths on worked examples (focus on 'We Do')
- PLCs on using the Ochre resources for Maths and English (refining planning)

A focus in Semester 1 was refining and embedding English and Maths daily reviews as part of the learning and teaching cycle. Time was dedicated in PLCs to analyse student data to inform content of daily reviews and to begin to space and interleave practice. Creating quality daily review content became a focus of the curriculum team, using resources such as Ochre to begin to build a bank of Daily Review slides. Classroom teachers (facilitated by the Maths Leader) continued to build their concept on what explicit instruction in Maths looks like. A cycle of modelling, observation and feedback was set up giving all classroom teachers the opportunity to observe best practice, implement new learnings and receive timely feedback on practice. Our whole school professional development conducted by Shaping Minds on explicit teaching in Maths laid the foundation for this work on pedagogical practice. In the English domain Years 3-6 focused on the development of a structured literacy program. The Ochre novel studies were introduced in Year 3-6. The Spell X program was introduced in Year 3 and DIBELS Literacy assessment was implemented to closely monitor and track student progress and impact of teaching programs.

In Semester 2, time was spent reviewing and refining some of our engagement norms. The pair/share routine was targeted as a norm that needed improvement in implementation and consistency. Protocols were introduced and modelled during PLCs for this engagement norm, and teachers then embedded this within daily reviews and explicit instruction. Peer observations of daily reviews in English and Mathematics were scheduled and a cycle of observation and feedback continued which affirmed explicit teaching strategies that were becoming embedded in practice, and provided opportunities for teachers to set their own goals for instruction. Specialists also began to plan more explicitly for the use of engagement norms within their own context. Mathematics lesson structure templates were refined to align with explicit instruction structures and Mathematics lessons created to reflect explicit instruction pedagogy. Our whole school professional development for the semester centered around the explicit teaching of writing, in particular sentence level writing. The Literacy Leader then spent time with teams unpacking how this would look in our planners and explicit English lessons.

In the area of Learning Diversity, our National Consistent Collection of Data (NCCD) submissions decreased from 372 in 2023 to 356 in 2024. Staff were involved in professional learning, focussing on moderation and ascertaining the level of adjustments and category for the students in their class. This process enabled teachers to collaborate and discuss the adjustments and modifications implemented to support student learning. Professional

learning was also provided by our allied health team in the areas of neurodiversity and dyslexia.

In the area of EAL/D, we continued to support our New Arrival students through our targeted daily EAL Program. The program focuses on building students' English proficiency through the explicit teaching of vocabulary and grammar. The school speech pathologist worked alongside our EAL/D leader to develop a program using colourful semantics for our Prep to Two students. Additionally, we provide explicit instruction in vocabulary and grammar to our Year 3-6 students in small groups. Our New arrival families have continued to be supported by our EAL Liaison Leader and weekly parent sessions facilitated by the EAL team. The focus of these sessions is to inform families about what is happening within the school and to answer any questions they may have.

Student Learning Outcomes

NAPLAN Data 2024

When comparing our NAPLAN results to students with a similar background our students sit above average in Year 3 Reading, Writing, Spelling and Numeracy. Our students also sit above average in Year 5 Writing and Spelling when compared to students with a similar background. It is pleasing to see that none of our average school student results sit below or well below when compared to students with similar backgrounds. Compared to last year we have also been able to increase the number of domains that our results sit above average in for Year 3. We now also sit above average in Reading and Spelling whilst still remaining above average in Writing and Numeracy. These results are pleasing considering the efforts the school is putting into our whole school pedagogical approach in both English and Mathematics centered around high impact instructional strategies including explicit instruction and daily reviews. We would like to see this trend continue especially for our Reading and Numeracy results in Year 5.

DIBELS 2024 Data

Our Early Years Literacy DIBELS data also displayed positive results. It was extremely pleasing to see the growth in student achievement throughout the year in both Prep and Year 2. At the start of the year 72% of students were assessed as below or well below the benchmark. By the end of the year only 14% were below the benchmark. Similarly, in Year 2, only 15% of our students were below the benchmark at the end of the year with 45% being assessed at above the benchmark. We would like to continue to see the amount of students assessed at below the benchmark reduce further to below 10% by the end of the academic year.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	405	58%
	Year 5	485	64%
Numeracy	Year 3	404	67%
	Year 5	475	60%
Reading	Year 3	400	68%
	Year 5	469	64%
Spelling	Year 3	408	64%
	Year 5	494	75%
Writing	Year 3	419	85%
	Year 5	488	76%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

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

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 invested in a new SEL Program “Friendology” from URStrong, which focuses on empowering students with friendship skills, in order to enhance their wellbeing. This program is taught in conjunction with the 3 pillars learnt from the resilience project, of gratitude, empathy and mindfulness. The program supports students in building positive relationships and provides strategies on how to deal with conflict with others and to also build their resilience.

Staff attended an online workshop, which introduced them to the program and assisted them in how to plan sessions throughout the term. Posters were also sourced, which were displayed in each classroom to enhance the common language used throughout the program. Parents were invited to attend an online workshop with their children on Friendology, which introduced them to the program and the common language.

Lunchtime activities were introduced in order to provide students with opportunities to explore and be involved in a variety of activities. These included: table tennis club and library games. To further develop students’ social skills for our Tier 2 and 3 students, our onsite speech pathologist and psychologist held specific workshops during lunchtime.

A refresher of our whole school behaviour management program (123 Magic and Emotion Coaching) was provided for all staff at the beginning of the year, a parent online workshop was also available.

The school engaged with Good360, which enabled us to purchase educational resources that have been used for classroom, families and student rewards and prizes.

Through the various student leadership roles, there have been a variety of opportunities for students to voice their ideas and enact new school initiatives.

Value Added

- Allocated a new Mental Health in Primary Schools leader.
- Wellbeing leader and MHiPS leader attended online webinars
- The wellbeing leader attended the wellbeing conference
- Lunchtime clubs
- Social skills groups with our speech pathologists
- Anxiety Group with the school psychologist
- Consistency across the school in behaviour management
- Introduction of new SEL program 'Friendology'
- Implementation of mobile phone policy

Student Satisfaction

Student safety (staff data) 58% (MACS average 67%)

Student safety (student data) 51% (MACS average 57%)

Enabling Safety (student data) 51% (MACS average 57%)

Student Voice (student data) 56% (MACS average 67%)

Learning Disposition (student data) 71% (MACS average 73%)

School Belonging (student data) 60% (MACS average 69%)

Student Attendance

Average student attendance rate by year level

Prep - 88.62%

Year 1 - 90.67

Year 2 - 90.39%

Year 3 - 89.64%

Year 4 - 91.38%

Year 5 - 90.8%

Year 6 - 87.69%

Average attendance - 89.88%

Teachers record student attendance through COMPASS twice each day by 9.00 am and 11.30am. It is the classroom teacher's responsibility to make sure the rolls are marked each day.

Teachers are expected to monitor students' attendance and discuss any concerns with leadership to follow up. Any concerns about recording of attendance are reported to the office.

Parents/Carers have an obligation to fill in reasons for student absence via the COMPASS portal. If a parent has not provided an explanation for their child's absence, the class teacher follows this up with a phone call and/or absence letter to be sent home for parents to sign. Once this information is returned, the class teacher adds the reason for the absence on COMPASS.

Average Student Attendance Rate by Year Level	
Y01	87.0
Y02	87.9
Y03	88.3
Y04	89.2
Y05	88.8
Y06	74.6
Overall average attendance	86.0

Leadership

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.

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

That staff have a deeper understanding of their own spiritual development and the role it plays in stimulating a search for meaning and truth.

Goal: 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.

That teacher professional growth is driven through self-reflection and feedback in line with whole school pedagogical practice

Achievements

- Continuation of Student voice page in the school newsletter.
- School Captains plan and run weekly whole-school assemblies
- Suggestion box available to all students
- EAL support team for classroom and intervention support.
- Process in place for students to have a voice on important issues in the school through Whole School Assemblies.
- Allocation of chairperson for Parent Advisory Board
- Continuation of whole school Professional Learning with collective school in the Science of Learning
- Continued partnership with shaping Minds with classroom modelling, observation and coaching

- Weekly updates on the Professional Learning page in the staff newsletter
- Ongoing professional learning Elastik
- One teacher completed study in Masters in Educational Leadership
- One teacher completed Graduate Certificate of Literacy Intervention
- Leaders attended relevant network meetings
- Six teachers continuing their study in Masters in Educational Leadership.
- Ongoing collaboration with network schools
- Continue to refine PLC Leaders roles
- Provided Professional Learning in IntiaLit (6 Teachers) and MacqLit Literacy Intervention (1 Teacher)
- Deputy Principal attended the 5 day master class in the Teach Well Science of Reading and Learning Course.
- Provided Learning Walks to other schools to share our practices around the Science of Learning
- Appointment of new REL
- Appointment of MHiPS Leader
- Appointment of STEM teacher
- Introduction of peer and leader classroom modelling and observations of best practice
- Introduction of Teacher talks from Allied Health Team on various topics
- Six staff completed their VIT registrations
- 3 Deputies completed the Pathway to Principalship
- 3 teachers successfully applied for RE Accreditation
- Revamp of the induction process for new staff
- Introduction of curriculum team meetings
- Formal fortnightly allied health meetings introduced
- Introduction of new assessment processes

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
- Shaping Minds Terms 2 and 3. Professional Learning, - SIP and Annual Action Plan - Science of Reading - The Science of Language and Reading x 5 sessions - CPR Training - Spelling Mastery Training - New Arrival Networks - Deputy Principal Networks - RE Networks - Student Wellbeing Networks - MHiPS Networks and PL - Initial Lit Workshop/Training - Learning Diversity Networks - Mission Formation Workshops - Northern Regional Office. - Mandatory Reporting Online Modules - Whole school RE PL - Faith Formation Day - Onsite Professional Learning in Religious Education - RE Accreditation - MAV Primary Mathematics Conference - Mathematics Network Meetings - Master of Leadership Studies - Certificate in Literacy Intervention - Think Forward Educator Training

Expenditure And Teacher Participation in Professional Learning	
- Elastik Training - Diabetes training for 3 staff -123 Magic and Emotion coaching training - Friendology Training - Mandatory Reporting Modules -Warden Online Training -Anaphylaxis Training -Emergency Management Training	
Number of teachers who participated in PL in 2024	69
Average expenditure per teacher for PL	\$1175.00

Teacher Satisfaction

Student safety 58% (MACS average 67%)

School Climate 72% (MACS average 73%)

Staff Leadership Relationships 75% (MACS average 81%)

Instructional Leadership 50% (MACS average 57%)

Feedback 48% (MACS average 41%)

School Leadership 60% (MACS average 59%)

Staff Safety 64% (MACS average 68%)

Professional Learning 76% (MACS average 63%)

Psychological Safety 61% (MACS average 65%)

Collaboration around an improvement strategy 75% (MACS average 67%)

Collaboration in teams 83% (MACS average 70%)

Support for Teams 72% (MACS average 68%)

Collective Efficacy 79% (MACS average 75%)

Catholic Identity 72% (MACS average 76%)

Teacher Qualifications	
Doctorate	0
Masters	8
Graduate	4
Graduate Certificate	0
Bachelor Degree	27
Advanced Diploma	4
No Qualifications Listed	21

Staff Composition	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	63
Teaching Staff (FTE)	56.97
Non-Teaching Staff (Headcount)	35
Non-Teaching Staff (FTE)	27.52
Indigenous Teaching Staff (Headcount)	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.

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Achievements

-The Behaviour Tonics (1,2,3, Magic and Emotion Coaching) parent webinar provided for whole school community

-Meet and Greet sessions in Term 1 for scheduled meetings with families at the beginning of the year

-Prospective Prep school tours run over four weeks, culminating in the Prep Information session Term 2

-Headstart parent sessions Term 4

-Parent Helper course

-Advisory Council established and chairperson appointed.

-Increase in the Parent Advisory Council meeting attendance

-URSTRONG Friendology student and parent webinar

-Choir participation with the Hume City Orchestra

-Semper Dental Program commenced

-Things are changing, Puberty webinar parent and student workshop

-Choir participation with the Hume City Council (Hume festival and Christmas Carols)

-Semper Dental Program

-Partnership with local kinder visit

-Parent engagement with learning through showcase afternoons

-Mother's Day and father's Day Breakfast

-Shrove Tuesday pancake morning for parents

-Parent attendance at school excursions

-Parent volunteers at the school canteen

-Parent helpers at Athletics Day

-Invitation for parents to attend whole school and level mass

-Year 6 Graduation dinner

-Parent volunteers for fundraising events (Year 6 Graduation)

-Introduction of Lunchtime Activities

-School Christmas Performance at Kolbe College

-Parent information Sessions for Prep and Year 1 families with a focus on Reading at home

-School Captains attended the ANZAC Day service at ANZAC Park

-Engaging with Good 360 to provide educational resources

-Engaging with Bunnings Craigieburn for donations and purchasing of equipment/resources

-Support and promotion of Parish fete

-Faith parent evening in preparation for sacraments

-Incursion visits from Emergency Services for junior school

-Increased attendance from parents at Friday afternoon assemblies

-Termly Learning Overviews provided to parents

Parent Satisfaction

MACCSIS DATA

Overall positive responses in all 7 domains and were comparable to the MACS average. With only 38 parents completing the survey, the data cannot be used as a true indication of parent satisfaction and not all data sets were able to be measured.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.olps.vic.edu.au