



Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



Our Lady of the Immaculate Conception School

32 Station Place, SUNSHINE 3020

Principal: Caroline Madigan

Web: www.olsunshine.catholic.edu.au

Registration: 1101, E Number: E1096

Principal's Attestation

I, Caroline Madigan, attest that Our Lady of the Immaculate Conception 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 2025 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 02 Apr 2026

About this report

Our Lady of the Immaculate Conception 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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

VISION

In a spirit of unity and harmony, we strive to develop the whole person; providing an excellent education for all and inspiring our community members to live a Christian way of life.

GOSPEL VALUES

With Faith and Love we are people of:

Justice, Peace, Respect, Service, Courage and Compassion.

MISSION

Our Lady of the Immaculate Catholic Primary School is committed to:

- an inclusive learning community that is animated by our Catholic faith to provide deeper engagement with high quality learning
- a collegial performance development culture which nurtures the full flourishing of all
- engaging with current evidence-based research and data to innovate for improvement in learning outcomes
- strengthening positive relationships with families, students, staff and the broader community as active partners in realising the vision of the school.

School Overview

Our Lady's School has been providing a Catholic education in Sunshine for the last 105 years, opening in 1919 to service the educational needs of children of Sunshine Post-World War One. The school continues to emphasise the charism of St Mary of the Cross MacKillop fostered by the Sisters of St Joseph who served at the school from 1928 until 2001.

The school has a long history of having a collaborative and harmonious relationship with the parish, encouraged by the current parish priest, Father Peter Damien McKinley. 2024 was Father Peter's ninth year as our Parish Priest. Father Peter has been very supportive of the school and very actively involved in the life of the school, The school thanks Father Peter for his ongoing spiritual guidance and his pastoral leadership of our school.

Situated in the heart of Sunshine, the school enjoys a highly positive reputation in the local community. Many parents and grandparents identify strongly with the school as ex-students. The demographics of the area are continuing to show that the school and its surrounding environment will be experiencing significant growth in the coming years due to the influx of new families buying into the Sunshine area and many new developments in the local community, including high-rise apartments and town-houses becoming more increasingly part of the landscape.

The school is proud of its cultural and linguistic diversity. 71% of students who attended Our Lady's School in 2025 have a background other than English, with 48.45% of students speaking a language other than English at home. The school is proud of its rich cultural and linguistic diversity and embraces the many cultures represented within the community. Our Lady's School actively supports all children in developing confidence and proficiency when speaking English at school, while valuing and celebrating the languages and cultural traditions of families.

Whilst the area has historically been characterised as a highly industrialised suburb of Melbourne with a large migrant population, there has been a sharp decline in industry, and the suburb of Sunshine continues to undergo rapid change, with high-rise buildings and apartments now becoming a familiar part of the landscape.

The backgrounds of the students reflect a wide diversity of cultures and nationalities. Families are drawn from Australia, New Zealand, South-East Asia, including Myanmar (Burma), Singapore and India, from South Sudan in Africa and from Europe. The school structures its curriculum to ensure that the needs of students who are learning English as a second language are addressed. Predominately our students who come from backgrounds other than English are fluent in English. In 2025 there were 2 students who were classified as students with a refugee background which is the same as 2024 this is a reflection of the changing demographics of the area.

Our Lady's School is continuing to operate at full capacity with younger families continuing to move into the area. This has renewed the community and impacted on the socio-economic data; which has been rising over the last years. Increasingly, parents are predominantly working professionals, small business owners, trades people and those at home rearing their children. Enrolments are from a range of religious and non-religious backgrounds with a slight decline from 57% (2024) to 50.8 % (2025) of families identifying as Catholic.

In 2025, we proudly occupied our new double-storey learning facility, following the completion of a major building project in 2024. The building now accommodates students from Foundation to Year 4 across 10 flexible learning areas designed to support collaboration, engagement and differentiated learning opportunities.

The learning areas are regularly utilised for whole-group learning sessions, incursions and collaborative teaching experiences. The building also includes staff planning and office spaces where teachers and school leaders work collaboratively to plan curriculum, analyse and review student data, and support ongoing school improvement initiatives.

Specialist STEM-focused wet areas, including facilities that support cooking and hands-on learning experiences, further enhance student learning opportunities.

The outdoor spaces connected to the building are currently under review and redevelopment, with a focus on creating flexible, engaging and nature-connected environments that support both play and learning. This project continues to strengthen our commitment to providing high-quality facilities for students, staff and families.

In 2025 out of a total enrolment of 315 students 35.2% NCCD students funded for additional learning needs. The school has continued to strengthen its strategic and differentiated approach to catering for the wide range of learning, behavioural and social and emotional needs of its students. This was reflected by the provision of a Learning Diversity Leader and a Learning Diversity team, employment of 10 Education Support Officers, a school psychologist (one day per week).

In 2025, we continued to strengthen links with external organisations to enrich the learning experiences provided for our students. This was largely coordinated through our Family Schools Partnerships Convenor, Greg Woolford, who liaised with a range of community organisations to support inclusivity and community engagement. This included providing translators to support our Burmese families and strengthening our school's sustainability focus by connecting staff and students with the Jawbone project and local Brimbank Council initiatives centred on caring for our local environment.

As part of this work, students also collaborated on a project submission to secure funding to contribute to the enhancement of the school grounds through public artwork. The school was successful in obtaining this grant and has since worked closely with a local artist to plan a mural that reflects the learning, ideas and voices of our students. The mural will have strong

connections to the local environment, waterways, community and our Catholic faith. Works on the project are scheduled to commence next year.

In 2025, particularly in the latter part of the year, we worked closely with teachers to further refine and strengthen the implementation of the Vision for Instruction and engagement practices across the school. There was a strong focus on moving towards explicit teaching practices and differentiated learning tasks that support students to develop and enhance their skills at their individual point of need.

Building on the familiarisation work undertaken in 2024 with the Melbourne Archdiocese Catholic Schools (MACS) Vision for Instruction document, staff continued to reflect on and refine classroom practices aligned with evidence-based instructional approaches. Our ongoing work in this area ensures that learning and teaching practices continue to evolve in order to provide students with the best possible learning opportunities and outcomes.

In 2025, we continued to implement strategically selected curriculum initiatives aligned to our School Improvement Plan and our 2025 Annual Action Plan. This ongoing and focused approach has been effective in the formation of a learning community that is inclusive, student-centred and committed to developing an excellent model of contemporary learning within a Catholic school context, inspired by the MACS 2030: Forming Lives to Enrich the World document.

Throughout the year, we also worked closely with Melbourne Archdiocese Catholic Schools (MACS) to ensure staff were provided with ongoing professional learning opportunities to strengthen the skills, knowledge and instructional practices required to deliver the curriculum with fidelity and confidence. This collaborative approach has supported staff capacity building and strengthened our commitment to evidence-based teaching and learning practices across the school.

Principal's Report

2025 has been marked by a strong commitment to excellence in learning and teaching, faith formation and community, which continues to shape every aspect of school life at Our Lady's School. Our students have embraced opportunities both within and beyond the classroom, growing academically, spiritually and socially within a nurturing Catholic environment centred on belonging, respect and service to others.

In Term 3, I was honoured to be appointed as the new Principal of Our Lady's School. Returning to the school as a former student, having completed my own education here from Foundation to Year 6, has been both a privilege and a deeply meaningful experience. The strong sense of belonging, faith and community that I experienced as a student continues to resonate throughout the school today and remains a defining strength of our community.

My appointment also marked a significant transition for the school community as we farewelled a long-standing staff member Patrizia Bertani and Principal upon her retirement. Her dedication, leadership and commitment to Catholic education and to the families of Our Lady's School over many years has been exceptional. We thank her sincerely for her outstanding contribution to the life of the school and the lasting impact she has had on generations of students, staff and families.

Throughout the year, school life has been enriched through a wide range of learning experiences including excursions, incursions, camps, sporting opportunities, whole school performance, student leadership initiatives, sacramental celebrations, school assemblies, liturgies and whole-school community events. These experiences have provided students with opportunities to strengthen their confidence, creativity, collaboration and faith, while building strong relationships within the school and wider community.

A strong focus throughout 2025 has been the continued development of contemporary learning practices aligned with the Melbourne Archdiocese Catholic Schools (MACS) Vision for Instruction. Staff worked collaboratively to strengthen explicit teaching practices and differentiated learning opportunities that support all students to achieve growth at their individual point of need. We also worked closely with MACS to ensure staff were provided with professional learning opportunities to further develop the skills and knowledge required to deliver the curriculum with fidelity and confidence.

Student voice, leadership and agency continue to play an important role within our school culture. Our student leaders demonstrated responsibility, compassion and integrity in the way they represented their peers and contributed to the life of the school. Opportunities for leadership across year levels encouraged students to actively participate in shaping a positive and inclusive school environment.

Our commitment to living out our Catholic faith was also reflected through social justice initiatives, outreach opportunities and sustainability projects that encouraged students to care for others, the environment and the wider community. In partnership with local organisations and community groups, students engaged in learning experiences that strengthened their understanding of stewardship, service and social responsibility.

A significant highlight for the school community has been the occupation of our new double-storey learning facility in 2025. The building now supports students from Foundation to Year 4 across 10 flexible learning spaces designed to enhance collaboration, engagement and contemporary learning practices. Staff planning areas and collaborative workspaces have further strengthened opportunities for teachers and leaders to work together in planning, reviewing data and supporting student learning outcomes.

As we look to the future, Our Lady's School remains committed to providing a high-quality Catholic education where every child is known, valued and supported to flourish. A key priority moving forward is our intentional commitment to working closely and in partnership with our Parish and Parish Priest, Fr Peter Damien, to strengthen a shared mission for both school and parish. This collaboration will continue to deepen our connection as one faith community, united in purpose and working together to support the spiritual growth, learning and wellbeing of our students and families.

I extend my sincere gratitude to our dedicated staff, leadership team, parish, families and students for the care, professionalism and commitment they bring to our community each day. Together, we continue to build a welcoming and faith-filled learning environment where students are empowered to grow in knowledge, faith and compassion.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal

To develop, implement and evaluate documented plans, structures, practices and processes to support a high quality curriculum which is inspired by our Catholic faith.

Intended Outcomes

That an ongoing process of religious formation and personal and professional growth will lead to innovation for improvement in professional practice.

That our Catholic faith is expressed throughout the whole curriculum.

Achievements

The academic year started with an opening school mass celebrated by Fr Peter-Damien McKinley. The school community gathered in Our Lady of the Immaculate Conception Church to pray for the year ahead as well as celebrating the “Pilgrims of Hope” theme for the 2025 Jubilee Year.

A few weeks later a Welcome to Country and an Aboriginal Smoking Ceremony was held in the school grounds, led by Wurundjeri Man Thane Garvey. This meaningful cultural event allowed the school community to recognise and honour the traditional custodians of the land and helped students make connections to the whole school themes of identity and diversity. Many parents and grandparents attended the ceremony.

To mark the beginning of Lent, the Years 3-6 classes attended the Our Lady's Parish Ash Wednesday mass, while the Foundation to Year 2 students prepared and led a liturgy at school and in their year levels. It was pleasing to note that many members of our community attended the classroom services as well as the mass. In addition, the Year 6 Social Justice Committee took the initiative to organise and promote the Project Compassion fundraiser within the school. They engaged with each grade, put up posters, and managed the delivery and collection of the Project Compassion boxes. To further support the fundraiser, they organised a ‘Guess the Lollies in the Jar’ and Casual Clothes Day, boosting the donations gathered in classrooms. A small number of Year Four and Year Five students also organised stalls to sell second hand toys and art & craft items using their own initiative. During Holy Week, each class prepared a Station of the Cross-art installation which was called the Way of the Cross and was set up in the hall so that classes could go and pray during Lent and Holy Week.

Classes were also invited to plan and participate in various masses, assemblies, and prayer services in line with the MACS calendar of events, which follows the liturgical calendar. They also attended parish masses as a class once a term as scheduled. The Religious Education Leader created a roster for masses and assemblies, and teachers worked together with the REL to plan whole school masses. Families were always encouraged to attend the masses and assemblies.

The Sacramental program continued for students in Years 3, 4, and 6 and new teaching resources were purchased to support the classroom program. Class teachers of the Sacrament grades collaborated with the Religious Education Leader to plan the Sacrament family workshops. The Sacraments of Reconciliation and First Eucharist were celebrated by Parish Priest Fr. Peter-Damien McKinley, while Confirmation was celebrated by Bishop Martin Ashe. In preparation for the Sacraments of Initiation, Year 4 students had a reflection day at the Mary MacKillop Heritage Centre and St. Patrick's Cathedral in East Melbourne. While Year 6 students participated in a reflection day at St. Joseph's By the Sea in Williamstown. These sacred places hold a strong connection to Our Lady's, as they are significant to the Sisters of St. Joseph and keep the charism of the Josephites alive in the school community. After receiving the Sacraments, students from all Sacrament grades gathered for a celebration gathering in their year levels to mark the occasion with their peers.

The Religious Education Leader (REL) continued to contribute Religious Education school-based professional learning to the TAPS MACS portal for Teacher Accreditation in Religious Education, playing a key role in the ongoing professional development and ensuring accountability. To support this, the school purchased online subscriptions to Australian Catholics +, Butterfly House by Andrew Chinn, John Burland and ICON Ministry Encounter Courses by Fr. Rob Galea. Additionally, staff participated in two closure days with a Religious Education focus. The first closure day was held at school in March and was led by Fr Rob Galea with a focus on the themes of Extravagant God, Give What You've Got and Loving Our Liturgy. The second closure day was held in August at the Mary MacKillop Heritage Centre and was led by Sr Rita Malavisi and focussed on "Pilgrims of Hope" and making connections to the life of St Mary MacKillop. Feedback from both closure days was positive and inspiring, staff stating that they would like more of this type of professional learning.

As students prepared for the Feast of the Sacred Heart, the Year 6 Social Justice Committee contacted St Vincent De Paul to see how they could help the local community, especially since they were eager to help the homeless and those less fortunate during the winter season. It was decided that blankets would be collected for people in the local community. An overwhelming number of blankets were donated and then distributed by St Vincent De Paul to those in need. A movie day was also organised for students to watch 'The Lorax' for a donation during break times and a PJ/Casual clothes day helped to raise funds for the Vinnies Winter Appeal raising \$1086.75. Later in October, the Year 6 Social Justice Committee worked on raising funds during Mission Week by having a crazy socks and

favourite colour clothes day for Caritas Australia. The school community also raised over \$981.90. Our Lady's continued to shine as a very generous school community.

Staff continued to lead prayer before PLCs weekly on Tuesdays. They were encouraged to use the digital portal ReSource on CEVN, provided by MACS, to connect their prayers to the liturgical calendar and access scripture readings that align with the themes they have chosen.

In 2025, students participated in a whole-school John Burland concert in order to celebrate the "Pilgrims of Hope" Jubilee Year. The feedback from the students and the teachers was extremely positive. Students were actively engaged by singing, dancing and following the actions. After the concert, teachers made a conscious effort to select John Burland songs to enhance school liturgies and overall participation.

Value Added

- The RE/Learning and Teaching Leader position is a 0.8 position with a POL3
- Working closely with the Parish in delivering the Sacramental program which includes parent information evenings focused on Reconciliation, Eucharist and Confirmation.
- Professional Learning for whole staff with Father Rob Galea.
- Regular attendance to parish masses and school organised feast day masses.
- Classes F-6 begin the day with prayer.
- Beginning all meetings with prayer and scripture reflection.
- Focus continued on implementing the RE Framework, weekly facilitated planning with RE/Learning and Teaching Leader with level teams.
- Whole school F-6 implementing a Hermeneutical approach to learning and teaching in Religious Education.
- Embedding the Catholic Social Justice teachings F-6
- Professional Learning Community and staff meetings regularly facilitated each term by the RE/Learning and Teaching Leader. The focus was on Scripture, RE moderation and embedding the Dialogue of Encounter approach into the delivery of the RE Curriculum
- Regular and varied communication focused on RE to parents via the weekly newsletter, Seesaw and Skoolbag apps and Google Meets.

Learning and Teaching

Goals & Intended Outcomes

Goal

To develop, implement and evaluate documented plans, structures, practices and processes to support a high-quality curriculum which is inspired by our Catholic faith.

Intended Outcomes

That an ongoing process of religious formation and personal and professional growth will lead to innovation for improvement in professional practice.

That our Catholic faith is expressed throughout the whole curriculum.

Achievements

LEARNING AND TEACHING

2025 was a School Review year for Our Lady's. This was the opportune time to evaluate the school's processes, procedures and policies. The Learning & Teaching policy was reviewed against best practice and current research and evidence. The Leadership Team continued to attend the Flourishing learners professional learning opportunities held by MACS throughout the year. The Vision for Instruction continued to be unpacked and highlighted with staff in planning sessions and PLCs so that it was visible in all classrooms as walkthroughs occurred. Using Daily Reviews and Checks for Understanding within lessons was a focus and was becoming more consistent throughout the school.

The Vision for Engagement was then introduced and staff were given time to evaluate current practice against best practice. It was noted that the engagement practices relating to mental health and wellbeing as well as fostering belonging were strengths within the school. However, strengthening engagement practices focusing on attendance and respectful behaviour practices for some students needed to be more consistent across the school and so was to become a goal for the 2026 year. The Learning & Teaching Leader and the Literacy Leader attended the Flourishing Learners MACS conference at Marvel Stadium and then shared this information back with the leadership team in order to plan future goals.

Kath Murdoch, an Inquiry Educational Consultant, in 2025 continued to support the professional development of teaching staff from Foundation to Year 2, deepening their understanding of Discovery Learning. A new Discovery planner was developed, trialed and implemented, designed to reflect the Victorian Curriculum 2.0 and incorporating the Learning Assets based on the capabilities in the Victorian Curriculum. Teachers were encouraged to document the learning journeys of students on a Discovery Learning Wall to demonstrate

ways to cultivate curiosity and foster critical and creative thinking. To further enhance professional growth, Kath created a personalised Discovery Padlet for the teachers so that they were able to access research based professional reading as well as inspiring examples and models of how to set up invitations for Discovery Inquiry.

In 2025, Our Lady's continued its participation in the RESP (Refugee Education Support Program) with the support of Foundation House and Centre for Multicultural Youth (CMY). As the school has approximately 74% of students and families from an EAL background, the school community prioritises creating intercultural connections within the school and the local community. The school RESP action team included the Family School Partnerships Convenor, Learning & Teaching Leader, and Learning Diversity Leader. The team continued to use the Schools In For Refugees audit tool to reflect on the school's current practices and plan ways to become more culturally inclusive. A major win for the school was our participation in the RESP project which was facilitated by the Western Bulldogs Community Foundation and CMY. The program 'Leaders of the Pack' aimed to define and understand what racism is and the impact it can have on others as well as strengthening positive and respectful relationships with others from different cultures. The Year 5 target audience noted that they had an increased appreciation and understanding of different cultures of peers in their classroom as well as an increase in kindness and respect for others on the yard and in the classroom.

As part of the Performing Arts program at Our Lady's, students studied the curriculum areas of Drama, Dance and Music in order to plan and perform a concert titled 'Three Little Birds'. The concert was performed during the day as two different sessions and in two different time slots in the school Auditorium. Students worked with the Performing Arts teacher to write the script, choreograph the dance, work backstage, make and organise props as well as perform. Student voice and agency was harnessed throughout the process. Feedback from families and visitors was encouraging and highlighted its overall success.

Many experiences were organised for students throughout the year, including a variety of incursions and excursions. These provided valuable opportunities for students to connect deeply with their learning and to actively engage in the learning opportunities offered through the shared inquiry. To highlight road safety awareness, a free incursion through the RACV was taken up by the F-2 year levels. Year 6 attended the Melbourne Museum Road to Zero program assisting with their transition to secondary school. Years 3-5 attended the Brimbank Traffic School to practice road safety and bike education. Foundation also participated in the firefighter visits to learn more about how to stay safe at home around fire. Years 3 and 4 also connected with CERES and Greater Western Water to deepen their understanding of sustainability and responsibility.

Our Lady's was fortunate to receive a STEM grant from Immersive Education Aviation Primary Project & Grant (2025). The Learning & Teaching and DDT Leader collaborated to attend the professional learning offered, organise the resources needed and implement the

STEM program for Year 6. The students showed an increase in engagement in DDT STEM focussed classes and created videos to showcase their learning on Seesaw.

LITERACY

In 2025, Our Lady's continued to implement the school-wide Spelling Program which was introduced in 2024. Deborah Sukarna worked with teachers to embed spelling instruction in classrooms and provide professional development. To sustain this practice, the school provided release time once per term in terms 1, 2 and 3 for teachers to plan with Deb for approximately two hours. During these sessions, teachers were coached to analyse student spelling errors and plan lessons to address specific student needs. Deb worked alongside teachers to develop their own lesson sequences. Throughout the year, teachers strengthened their knowledge of spelling strategies, using feedback to refine their practice and enhance student learning.

In 2025, the Reading Program remained a key focus at Our Lady's. In Foundation to Year 6, teachers drew on a range of assessment data, including PATR, DiBELS, ALPHA ASSESS and BAS, to plan responsive literacy instruction and monitor student growth. ORFC Discover - Decodable texts were purchased through Oxford University Press for F-2 teachers to use in guided reading groups as well as a number of titles from the Flying Start to Literacy Series (Oxford University Press) to be used with students from years 2-6.

Targeted intervention programs, including UFLI Foundations, were implemented across the school to support students requiring additional assistance. Identified students participated in structured, data-informed programs designed to strengthen key reading skills. As a result, 13 students in Years 1 and 2 received additional reading support throughout the year, while a further 23 students in Years 3–6 participated in targeted intervention programs.

Across all year levels, teachers also used high-quality mentor texts to model and explicitly teach the features of effective reading and writing, in line with the Victorian Curriculum. These texts supported students to explore vocabulary, text structures, language features, and author's craft, enabling them to build comprehension and apply these understandings in their own writing.

Writers Workshop continued to be implemented from Foundation to Year 6, with teachers guiding students to shape their thinking into purposeful writing. Thinking routines were used to facilitate deeper exploration of 'seeds' for writing, supporting students to generate, develop and refine ideas. Students were also explicitly taught the structures and language features of a range of text types and genres, enabling them to create increasingly cohesive, purposeful and audience-aware texts.

The online digital reading subscriptions for Sunshine Online and Storybox Library were renewed in 2025, providing students with access both at school and at home.

As part of our Book Week celebrations, students in Foundation to Year 2 were delighted to take part in an engaging session with Chris Collin, who entertained and inspired through his lively storytelling. In preparation for his visit, students explored a selection of his books, helping them to build familiarity with his storytelling style and themes. His interactive approach captured the imagination of our youngest learners, encouraging a love of stories and language. Students responded with enthusiasm and curiosity, making the experience both memorable and enriching as they celebrated the joy of books and storytelling.

Students in Years 3–6 explored the work of Morris Gleitzman, engaging deeply with his novels in the lead-up to his visit. This purposeful learning ensured that students were well prepared, with many creating thoughtful welcome signs and presentation slides that reflected a strong understanding of his themes, characters, and writing style. The author expressed genuine appreciation for the students' level of preparation and engagement, which contributed to a highly successful and enriching visit as part of our Book Week celebrations.

Book Week 2025 concluded with a vibrant character parade celebrating the theme Reading is a Superpower, with students and families embracing the spirit of reading through creative costumes and shared enjoyment.

School-wide, we built on and sustained strong growth in students' reading text levels. PAT Reading assessments for Years F to 6 are conducted twice a year to evaluate students' reading comprehension. These tests feature a diverse range of texts, reflecting students' varied reading experiences and assessing the skills they develop on their path to becoming proficient readers.

Results indicate that 46.5% of students in Years F-6 achieved the expected reading level, while 37.9% performed at least one year above expectations. Meanwhile, 14.6% of students were below the expected level and were enrolled in reading intervention programs to provide targeted support and enhance their reading progress.

MATHEMATICS

The Mathematics program at Our Lady's School has continued to be strengthened through a clear and intentional focus on improving student outcomes in line with the Victorian Curriculum 2.0, with particular emphasis on teaching Number and Algebra through the strands of Measurement, Space, Statistics and Probability. Teachers have worked collaboratively to ensure the explicit teaching and modelling of mathematical vocabulary, recognising the importance of language in helping students make meaning, build understanding and confidently communicate their mathematical thinking.

A strong focus on assessment has supported the use of pre- and post-assessment data, along with reflective tools, to inform planning and teaching. This has enabled teachers to track student growth, evaluate the impact of their practice, and forward plan targeted learning

experiences to meet the diverse needs of all learners. Moderation tasks across year levels have provided valuable opportunities for teachers to engage in professional dialogue, build shared understanding of assessment expectations, and strengthen consistency in judgements to better support student learning growth.

Students have benefited from rich, diverse and open-ended learning experiences that encourage exploration, reasoning, investigation and the articulation of mathematical thinking. Facilitated planning across all year levels has further supported consistency and continuity in curriculum delivery. In the Early Years, the school has sustained and expanded its Number Intervention program, with Educational Support Officers upskilled to support students from Foundation to Year 4. Targeted small-group sessions were delivered Monday to Thursday (8:45–8:55am) as well as within daily Mathematics lessons, focusing on students identified as at risk. Key areas of focus included conceptual place value, number words and numerals, counting strategies and structuring numbers 1–20.

In addition, the use of Mathletics has supported learning both at home and at school through engaging interactive activities, games and challenges. Professional Learning Community meetings have provided ongoing opportunities for all teaching staff to collaborate, reflect on practice and engage in moderation processes, further strengthening the quality and impact of Mathematics teaching across the school.

Student Learning Outcomes

Year 3 NAPLAN

Year 3 students achieved positive learning outcomes across the NAPLAN domains in 2025, with particularly strong results in Reading and Writing. Writing was a standout area, with 87% of students meeting the proficient standard, exceeding the two-year average of 83%. Reading results were also very strong, with 79% of students achieving proficiency, slightly above the two-year average.

Grammar and Punctuation results reflected encouraging growth, with both the mean scale score and proficiency rate improving compared to the two-year average. This demonstrates continued development in students' language skills and understanding of writing conventions.

Numeracy performance remained consistent, with students continuing to achieve strong proficiency levels. While results were slightly below the two-year average, overall achievement in Numeracy continues to provide a solid foundation for future learning.

Spelling results indicate an important opportunity for continued improvement and targeted support to further strengthen students' literacy skills and confidence.

Key Strengths – Year 3

- Excellent achievement in Writing and Reading.

- Positive growth in Grammar and Punctuation.
- Consistent and stable performance across most domains.

Areas for Continued Improvement – Year 3

- Continue strengthening Spelling skills through targeted literacy support.
- Maintain growth and consistency in Numeracy achievement.

Year 5

Year 5 students continued to demonstrate strong achievement across all NAPLAN learning areas in 2025. Reading remained a key strength, with 84% of students meeting the proficient standard, reflecting strong comprehension and literacy skills.

Writing outcomes were also highly positive, with 86% of students achieving proficiency. Students demonstrated solid capabilities in written communication and expression, providing a strong platform for ongoing learning growth.

Numeracy results showed that the majority of students achieved proficiency, highlighting students' sound mathematical understanding and problem-solving abilities.

Grammar and Punctuation and Spelling results also reflected strong student achievement overall, while identifying valuable opportunities to further strengthen students' literacy development and consolidate skills.

While results across several domains were slightly below the two-year averages, student achievement levels remain positive and provide clear direction for future teaching and learning priorities.

Key Strengths – Year 5

- Strong overall achievement across all learning domains.
- High levels of proficiency in Reading, Writing, and Numeracy.
- Positive literacy outcomes supporting student learning growth.

Areas for Continued Improvement – Year 5

- Continue building student confidence and consistency in Grammar and Punctuation.
- Strengthen growth in Reading, Writing, and Numeracy to further align with previous performance trends.
- Maintain targeted literacy support to enhance Spelling achievement.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	414	62%	411	59%
	Year 5	483	61%	504	66%
Numeracy	Year 3	410	72%	416	73%
	Year 5	502	75%	516	82%
Reading	Year 3	420	79%	423	78%
	Year 5	503	84%	517	90%
Spelling	Year 3	391	53%	398	54%
	Year 5	499	80%	509	84%
Writing	Year 3	413	87%	413	83%
	Year 5	505	86%	508	91%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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 prioritise and strengthen student wellbeing at Our Lady's School by fostering safe, supportive and trusting relationships and implementing evidence-based social and emotional learning practices in alignment with the Australian Wellbeing Framework and the MACS Child Safety and Wellbeing Framework.

Intended Outcomes

Students will demonstrate strong social and emotional wellbeing, a sense of belonging and increased capacity for self-regulation, positive relationships and engagement in learning within a safe, inclusive and faith-filled Catholic school community.

Achievements

At Our Lady's, a constant priority and one of our essential goals is to continually develop and enhance the area of wellbeing at our school. "The wellbeing of children and young people is enhanced and their learning outcomes optimised when they feel connected to others and experience safe and trusting relationships" (Australian Wellbeing Framework, p. 2). As a MACS school, we continually work on nourishing the wellbeing and safety of all children at our school to "ensure that our commitment to child safety and wellbeing fulfills our mission of providing a Catholic education that fosters a formation of the whole person that is deeply and enduringly humanising" (MACS, Child Safety & Wellbeing Framework, p. 2).

Building and nurturing relationships is an essential element of our community and as such, at the core of our work. Therefore, Our Lady's continues to start the school year in the way we do, through the 'Getting to Know You' discussions. This valued opportunity allows classroom teachers, students and their families to have time to connect with each other and pave the foundation for a positive partnership as they commence working together with each child's educational journey at the forefront.

The curriculum area of Social and Emotional learning (SEL) in 2025 has been very similar to our last few years as wellbeing and SEL has continued to be a priority. The Victorian curriculum program, 'Resilience, Rights and Respectful Relationships' (RRRR) has continued to be one of the main curriculum sources across Foundation to Year 6. The RRRR program consists of eight units, however, our students are currently immersed in seven of these units throughout the school year which include:

1. Emotional Literacy
2. Personal Strengths

3. Positive Coping
4. Problem Solving
5. Stress Management
6. Help Seeking
7. Gender and Identity

A few years ago, in 2021, we commenced our journey in implementing The Zones of Regulation. The Zones program has continued to be a whole-school approach where our F-6 students learn about the four different zones of regulation (blue zone, green zone, yellow zone and red zone). The Zones of Regulation is a program encompassing the SEL competencies of self-management, relationship skills, responsible decision making, social awareness and self-awareness. All of these SEL competencies are reflected in Victorian Curriculum: Personal and Social Capability 2.0.

The Zones of Regulation also incorporates focusing particular attention on feelings and emotions associated with each zone, as well as triggers that can cause us to feel the way we do. Students learn about their 'triggers' and 'sparks'. Every fortnight the students are exposed to a new tool of regulation which they can add to their individual toolbox. We consistently talk about the tools of regulation as the tools we use can change over time and therefore what was once a reliable tool may not be as calming as it was. The students are taught to continually reflect on what tools work for them and refine their toolbox. We have continued to nurture a whole school approach with The Zones of Regulation so that consistency with the language and understandings are embedded across our school.

In addition, some of the Berry Street Education Strategies continue to be implemented by teachers across the school. In particular, 'brain breaks' continue to occur in all classes every day to assist the students to transition from one learning experience to another allowing their brain to re energise for the next learning area. Brain breaks can include escalation activities or deescalation activities depending on the student needs. On some occasions, depending on the needs in the classroom, breathing practices are incorporated into this time bringing inner calm and focused energy to the classroom.

For the third year, our school was fortunate to receive some government funding to promote Mental Health within our school community. We combined these funds to enhance the role of our Learning Diversity Leader, which was already a pre-existing role at our school. Therefore our Learning Diversity Leader role also intertwines the role of Mental Health Leader. The area of Learning Diversity strongly overlaps with Mental Health and Wellbeing. The Learning Diversity leader in this role, also works closely with the Principal and Deputy Principal/ Student Wellbeing Leader. The Learning Diversity Leader/Mental Health Leader engaged in Professional Learning facilitated by Melbourne University and Murdoch Children's Research Institute.

We are fortunate to have the continued external support of our school counselor from Catholic Care, who works at our school once a week. Our school counselor works with students and our Wellbeing Team on a weekly basis.

Planning time at Our Lady's is valued to support the progression of all our students. Leaders support teachers in many planning sessions across curriculum areas. In the area of SEL, we continue to ensure our scope and sequence is embedded into our planning cycle where the SW leader and the classroom teachers utilise our SEL scope and sequence as a working document to ensure the SEL curriculum is facilitated to meet the needs of our students and curriculum. We continue to use our Tools of Regulation scope and sequence to ensure all students are being taught a variety of new regulation tools each year. The teaching staff find this extremely worthwhile as each year, classroom teachers are able to review the regulations strategies students were taught the year before as well as implementing a variety of new strategies. It is important that students are exposed to a variety of regulation strategies so each individual is able to decide what tools can be added to their regulation toolbox.

At the end of 2025, the SW Leader updated all classroom SEL kits ensuring they are ready for the new school year. These kits contain many varied hand on resources for teachers and students.

At the beginning of Term 3, after a semester of learning, the students completed the ACER Wellbeing survey. Part of our planning, incorporated analysing the data to allow the teachers and SW leader to gain an insight into particular cohorts and target needs based on the results.

Results from the 2025 annual ACER Social Emotional Wellbeing Survey indicated that 83.4% of our students demonstrated having a developed, highly developed or very highly developed, social-emotional wellbeing.

Our Lady's continues to implement a positive behaviour approach, implementing the MACS Behaviour Policy, together with the Restorative Practices Model which is aligned with our school values and clearly outlines behaviour expectations to all students.

All staff at Our Lady's are committed to nurturing our positive learning culture.

Value Added

- Student Wellbeing Leader is a member of the NCCD, Leadership and Curriculum Teams
- The STARS program run by the Performing Arts teacher
- Implemented a whole school online approach to student wellbeing with an emphasis on cybersafety.

- Continued school-based psychologist available one day a week for one-on-one counselling with students, parents and staff and also targeted small group student SEL focused lessons.
- Circle Time strategy as needed to maintain a universal social/emotional learning strategy Foundation to 6
- Updated class SEL kits with additional resources
- Continued with the Year 6 committees to promote student leadership, voice and agency
- Year 6 committees- Events, Social Justice, Art, Student Wellbeing, Sports, Green team and Digital and Design Technologies team.
- Year 6 students collaborated together to plan, organise and run the annual Our Lady's Year Six Leadership Conference.
- Continued to strengthen student voice from Foundation to Year Six via: Discovery Learning in Foundation, Year One and Two and Faith Life Inquiry learning in Years 3-6
- Continued to strengthen the implementation of the Zones of Regulation
- Continued to implement elements of the Berry Street program
- Continued the RRRR program to the school and joined a RRRR network of schools to support transition implementation of this program and to share practice
- The school Camp Program Foundation to Year Six

Student Satisfaction

The MACSSIS survey results for 2025 in relation to student satisfaction indicate that Our Lady of the Immaculate Conception School continues to achieve positive outcomes across a number of important domains. The school achieved results above the MACS average for all schools in the areas of School Engagement, School Belonging and Learning Disposition, reflecting students' positive connection to their learning and school community. Strong results were also recorded in Rigorous Expectations, Teacher-Student Relationships and Catholic Identity, demonstrating that students feel supported, valued and encouraged to do their best.

The 2025 data relating to Rigorous Expectations, which measures how strongly students believe their teachers hold them to high expectations in effort, understanding, persistence and performance, showed Our Lady's School achieved 75%, just below the MACS average for all schools of 76%.

The School Engagement data, which reflects how attentive and invested students are in school, showed Our Lady's School achieved 55%, above the MACS average for all schools of 50%.

The School Climate data, which measures students' perceptions of the social and learning climate of the school, showed Our Lady's School achieved 54%, slightly below the MACS average for all schools of 59%.

The Catholic Identity data, relating to students' perceptions of the Catholic identity of the school, showed Our Lady's School achieved 67%, above the MACS average for all schools of 65%.

The survey results highlight many positive aspects of student experience at Our Lady's School and demonstrate the school's continued commitment to fostering a supportive, engaging and faith-filled learning environment. In 2025, the school will continue to strengthen its focus on Student Wellbeing, Student Engagement and Student Voice to further enhance outcomes for all students.

Student Attendance

Student attendance data continues to be an important indicator of student engagement, connectedness and sense of belonging, all of which are essential foundations for positive learning and academic achievement.

The 2025 student attendance data for Our Lady's School, which measures the percentage of days attended by students out of the total number of school days, was pleasing and indicated that the school continued to perform slightly above the MACS average throughout the year.

Attendance data relating to the percentage of students attending school for at least 90% of days, which is used as a measure of persistent absenteeism, also reflected positive outcomes for the school community. Once again, Our Lady's School performed well above the MACS average across all schools, indicating lower levels of persistent absenteeism and highlighting the strong engagement and commitment of students and families to school attendance.

Our Lady's School Absenteeism Procedure:

1. Classroom teachers check for any SeeSaw messages or emails from parents explaining their child's absence and then accurately (enter the reason for absence and the method the parents have communicated this to you) mark the roll between 8:35-8:40am.
2. Office staff check the Message bank on the school phone, Audiri app, SeeSaw messages and emails received as well as any telephone calls taken from parents advising of their child's absence.

3. At 9.00am the office staff view a report identifying all unexplained absences.
4. Office staff then ring the parents and if they respond ask for the reason their child is absent.
5. If the parents do not respond the office staff will ring the emergency contact numbers.
6. The office staff will continue to ring these until there is a response.
7. If by 10.00am there is no response the school will ring the police.

Average Student Attendance Rate by Year Level	
Y01	91.93
Y02	93.27
Y03	93.77
Y04	93.21
Y05	92.95
Y06	93.93
Overall average attendance	93.18

Leadership

Goals & Intended Outcomes

Goals

To build a strong professional learning community by empowering staff to develop a clear understanding of their role and responsibilities as a catholic educator.

Intended Outcomes

That a collective responsibility for improving practice, professional knowledge and application of learning will increase the capacity for student learning.

Achievements

In 2025, leaders at Our Lady of the Immaculate Conception School continued to work consistently and strategically to implement the 2025 Annual Action Plan in close collaboration with staff. The 2025 Annual Action Plan was developed, discussed and shared with all staff to ensure that every team member understood and was informed about the key school improvement priorities, strategies and actions for the year.

Leadership and staff worked together to analyse the 2024 MACSSIS survey data to inform the 2025 Annual Action Plan, ensuring that planning and improvement strategies were grounded in the most current student, parent and staff feedback data, as well as NAPLAN 2024 results and PAT Reading and PAT Mathematics standardised assessment data.

Throughout 2025, the school community worked collaboratively and successfully to implement a range of school improvement initiatives, learning programs and community events that continued to strengthen student learning outcomes, staff collaboration and overall school culture.

In 2025, Our Lady of the Immaculate Conception School continued to deepen the implementation of both the Vision for Instruction and Vision for Engagement with fidelity across the school. During Semester Two, careful planning, reflection and evaluation of current teaching practices were undertaken, with a strong emphasis on the use of student data to identify and target individual learning needs. A particular focus was placed on strengthening explicit teaching in phonics, reading and spelling to improve student literacy outcomes.

The Vision for Instruction position statement, developed by Melbourne Archdiocese Catholic Schools (MACS), was embedded as a key whole-school priority. This document provides Catholic schools with clear guidance on evidence-based instructional practice, grounded in

principles of equity and high expectations for all students, ensuring that every learner, regardless of background, has the opportunity to achieve excellence.

Throughout the year, the Principal, Deputy Principal/Wellbeing Leader, Religious Education/Learning and Teaching Leader, and Literacy Leader participated in professional learning facilitated by MACS in collaboration with Western Region Catholic Schools. This learning supported a shared understanding of high-impact instructional practice and informed whole-school implementation.

To further embed the Vision for Instruction, four dedicated staff meetings were used to unpack the document with all staff. These sessions allowed time for professional dialogue, reflection and a structured audit of current practice against the Vision for Instruction framework. This process was both affirming and developmental, confirming that many aspects of effective practice were already in place while also clearly identifying priority areas for improvement aligned with the Principles of Effective Implementation.

Staff engaged actively and thoughtfully throughout this process, contributing to open and honest professional conversations. Following this, the leadership team planned targeted Professional Learning Community meetings and structured planning time to focus on the identified priority areas, ensuring continued improvement and consistent implementation across the school.

Throughout 2025 we remained focus on:

Our Lady of the Immaculate Conception School remained strongly focused on continuing to strengthen a school-wide, performance-based professional learning culture while ensuring staff were consistently provided with targeted professional learning opportunities, collaborative practices and structured opportunities to evaluate and refine teaching processes.

A key priority throughout the year was the continued strengthening of a whole-school approach to the teaching and learning of spelling, with an ongoing emphasis on grammar and writing development, supported by literacy consultant Deb Sukarna. In addition, numeracy intervention strategies were further embedded within mainstream classrooms to support students at risk, ensuring timely and responsive teaching adjustments based on student data. The school also continued to strengthen parent engagement in student learning through a range of strategies, including the use of the Seesaw platform and the highly valued Community Classrooms initiative.

A central focus for 2025 was the continued development and refinement of a collaborative, performance-based professional development culture. This work built on the foundations established in previous years and was further strengthened through the implementation of the school's Professional Learning Policy. The leadership team continued to work

strategically and intentionally to embed a culture of ongoing professional growth, shared accountability and continuous improvement across the school.

The intent of this work was to ensure a high-quality Professional Learning Program that consistently provided staff with: strong leadership support for ongoing learning and professional risk-taking; collective responsibility for improving practice; disciplined collaboration focused on clear and relevant goals aligned to student learning needs; high levels of trust, collegiality and interdependence; and well-structured opportunities supported through timetabling, planning and allocation of time.

Throughout 2025, all teaching staff and ESOs were provided with structured opportunities to implement evidence-based strategies, engage in professional inquiry, collect and reflect on evidence of impact, and present their professional growth and goal achievement through Annual Review processes. This ensured that professional learning remained purposeful, collaborative and closely aligned to improving student outcomes.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2025
Expenditure And Teacher Participation in Professional Learning Professional Learning undertaken in 2025 • Professional Learning Community meetings for Literacy and Numeracy (weekly) • Graduate and new teachers to the school Induction Program • Principals' Network • Deputy Principals' Network • Literacy Leaders' Network • RE focused professional learning with Father Rob Galea and subscribe to his online platform to support staff with Professional development • Learning Diversity Leaders' Network • Western Zone Learning and Teaching Network-Vision For Instruction focus • Deb Sukarna continuing with the embedding of Writer's Notebook via Workshops F-6 (throughout the year) • Kath Murdoch - Personalising Learning using an Inquiry Approach workshops F-6, throughout each term/Coaching, modelling, feedback and debriefing • Child Safety/Occupational Health and Safety - Martin Tenant facilitating • First Aid Training for all staff • NCCD Professional Learning • EAL-Teaching and Learning Framework • Online course Child Safety Standards, • Understanding ADHD • Mandatory Reporting online module • Emergency Management Training VIT • Coaching and Mentoring Graduate teachers (weekly)

Expenditure And Teacher Participation in Professional Learning	
• Coaching for Senior (GROWTH model) with Pauline Zappulla (each term) • Leadership team members having individual coaching and mentoring with Pauline Zappulla each term	
Number of teachers who participated in PL in 2025	27
Average expenditure per teacher for PL	\$3438.00

Teacher Satisfaction

The MACSSIS survey results for 2025 in relation to staff satisfaction indicate that Our Lady of the Immaculate Conception School has continued to achieve strong results across many domains measured in the survey. These results are a significant achievement and reflect the positive and collaborative culture that continues to be fostered within the school community. The school achieved particularly strong outcomes in the areas of school climate, staff-leadership relationships, collective efficacy, student safety, psychological safety, professional learning, collaboration around an improvement strategy, collaboration in teams, support for teams, and Catholic identity.

In 2025 the leadership team continued to work strategically to strengthen a culture of collaboration, professional growth and shared responsibility for student learning outcomes. A strong focus remained on supporting staff wellbeing, improving teamwork practices, and maintaining a positive and inclusive school climate. These ongoing strategies have continued to positively influence staff satisfaction data and contribute to a cohesive and supportive workplace culture.

The 2025 MACSSIS survey data below provides evidence of these positive outcomes.

Perceptions of the overall social and learning climate in the school in 2025 were 91% positive, which is significantly above the MACS average of 75%. This indicates that staff continue to experience a highly supportive, collegial and positive working environment at Our Lady's School.

Staff perceptions of the quality of relationships between staff and members of the leadership team were 94% positive, compared to the MACS average of 81%. This highlights the strong professional relationships and trust that continue to exist between staff and leadership.

The data also showed that 93% of staff believe that staff at the school have what it takes to improve instruction and student outcomes. This result is substantially above the MACS average of 77% and reflects the strong collective efficacy and shared commitment to continuous improvement across the school.

Professional learning remained a positive area, with 79% of staff responding positively regarding the quality and coherence of professional learning opportunities, exceeding the MACS average of 64%.

Staff perceptions regarding collaboration around the school's improvement strategy remained very strong, with 77% positive responses, again above the MACS average of 71%. This demonstrates that staff continue to feel connected to and engaged in the school's improvement priorities.

In the area of psychological safety, 73% of staff indicated that they feel safe to take risks and make mistakes within the school environment, which remains above the MACS average of 66%. This reflects a culture where staff feel supported, respected and encouraged to grow professionally.

Overall, the 2025 survey results demonstrate that Our Lady's School continues to foster a positive, collaborative and improvement-focused culture where staff feel valued, supported and committed to achieving strong outcomes for all students.

Teacher Qualifications	
Doctorate	0
Masters	11
Graduate	2
Graduate Certificate	5
Bachelor Degree	22
Advanced Diploma	2
No Qualifications Listed	1

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	32
Teaching Staff (FTE)	27.19
Non-Teaching Staff (Headcount)	21
Non-Teaching Staff (FTE)	11.29
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal

To develop and sustain reciprocal partnerships with parents, parish and the community beyond the school, to improve students' wellbeing, learning and engagement.

Intended Outcome

That parent partnerships will be strengthened by enhanced collaboration between parents, staff and students.

Achievements

Parent engagement:

During 2025 our school continued to focus on increasing parent engagement and participation in Our Lady's School community. Throughout the year we built a combination of diverse events focused on curriculum and student learning and others focused on engaging community based events to build stronger connections between families and the school.

Parallel to this we sought out opportunities to connect our students to the local and broader community, to enrich their learning, through excursions and incursions that formed an additional layer of community partnerships.

This enabled our students to have engaging learning experiences and equip them for the future as they met people from a broad range of organizations and backgrounds often being exposed to learning opportunities and people in life that they may not have otherwise met. This included marine scientists, professional dancers, indigenous leaders, artists and others in range of activities.

Reflecting on these two levels of community engagement, below is a summary of the highlights that were achieved during 2025.

Actions in 2025 to build parent engagement with their children's learning and to strengthen their engagement with Our Lady's School were:

Beginning the year with the Getting to Know you and your child meetings for all classes.

Opportunities to dialogue with Parents about the Three-way Learning conversations and the incorporation of ongoing evidence of students' progress via the Seesaw App connected parents to their children's progress and learning goals. Parents and Friends Committee -met

with the Principal and Deputy Principal throughout the year with a key focus on fundraising, where they did a great job.

Parent Advisory Board met with the Principal and Deputy Principal throughout the year with a key focus on bringing the parent voice and feedback; regarding the capital works program, the school curriculum and school finance.

In 2025, Parents and Friends played an instrumental role in bringing the school community together by coordinating a whole-school celebration that invited families to share in an evening of connection and enjoyment. The event featured food, music, a movie and a range of engaging activities, creating a warm and inclusive atmosphere for all attendees. It was a highly successful evening that provided many families with the opportunity to meet one another, strengthen connections with staff and experience a strong sense of community. The celebration was well attended and thoroughly enjoyed by all, reflecting the positive and welcoming spirit of the school.

Providing parents with an extensive range of communication strategies which includes email, text, phone calls, in person meetings, newsletter and google meetings.

The use of the Operoo App to improve incursion/excursion process for both the parents and the school and which has provision for parents to update personal information about their child which syncs with the school admin system- ICON.

Use of interpreting and translation services available for all parents who require this service when interacting with the school.

Performing Arts Show:

Throughout 2025, students worked tirelessly in close collaboration with the Performing Arts teacher and school staff to create a highly successful whole-school production that showcased their creativity, commitment and teamwork. This significant undertaking culminated in an outstanding performance season delivered over two weeks, featuring eight separate shows to accommodate the school community.

The production was the result of sustained effort and dedication across the year, with students engaging in regular rehearsals, creative workshops and guided instruction that supported them to develop confidence in performance, expression and collaboration. The Performing Arts teacher worked closely with students to refine their skills and bring together a cohesive and meaningful performance that reflected both their learning and lived experiences.

Parents were warmly invited to attend across the eight performances, with strong attendance at each show demonstrating high levels of community engagement and support. The repeated performances allowed families multiple opportunities to experience and celebrate

the students' achievements, with each show receiving enthusiastic feedback and positive acknowledgement from the school community.

Importantly, the performance carried a strong thematic focus on emotions associated with transitions, regulation and change. Through music, movement and storytelling, students explored and expressed these experiences in a sensitive and authentic way, developing deeper understanding and empathy. The production not only highlighted students' artistic abilities but also reinforced the school's commitment to supporting wellbeing, emotional literacy and resilience through the arts.

Community Classrooms continued to be a very successful way of linking parents to their child's learning and the number of parents and extended family members attending was very pleasing. Our Family School Partnership Leader facilitated a staff meeting to discuss the Purpose, based on research (Anne Henderson) and the why behind the Community Classrooms strategy. He shared examples of how to successfully implement Community Classrooms in schools. As a result we implemented 2 Community Classroom events at Our Lady's in 2025 and received glowing feedback from parents.

The Foundation Picnic organised in early Term 1 to connect new families with each other and with the teachers as well as providing a further opportunity the Foundation students to develop friendships and have lots of fun.

Foundation Information night was a great success with curriculum leaders and Foundation teachers sharing how learning occurs in core curriculum areas and providing time for a question and answer session in order to support parents' understanding of learning at Our Lady's.

Actions in 2025 to enrich children's learning through community engagement and partnerships:

In 2025, Our Lady of the Immaculate Conception School continued to strengthen children's learning through meaningful community engagement and strategic partnerships that enriched curriculum experiences and supported student growth.

Throughout the year, cyber safety education was delivered in partnership with the Cyber Safety Project, engaging staff, students and parents through targeted workshops and evening information sessions focused on supporting safe and responsible digital practices. The school also continued to share and celebrate community partnerships through newsletters and communication platforms, highlighting initiatives such as River Detectives and local environmental tree planting programs.

The Family School Partnerships (FSP) program, led by Greg Woolford in collaboration with the Principal and curriculum leaders, continued to play a key role in designing and coordinating enriching incursions and excursions that strengthened real-world learning experiences. In addition, active participation in external networks such as the Brimbank Early

Years Network and School Focused Youth Services Network supported ongoing collaboration and access to broader community expertise and opportunities.

Student leadership was further developed through the Year 6 Leadership Conference, hosted at the school in 2025. Year 6 leaders from across Brimbank were invited to participate in a day of inspirational speakers and leadership activities, with the event fully planned and facilitated by Our Lady's Year 6 students. This experience provided valuable opportunities for students to reflect on their leadership identity and strengthen their capacity to lead with confidence and purpose.

Transition programs were also a key focus in 2025. Foundation students and families participated in a structured transition program involving three parent information sessions and classroom familiarisation visits for children, supporting a positive and confident start to school. This program will continue into the first weeks of 2026. Similarly, Year 6 students were supported through a comprehensive secondary school transition program in Term 4, including panel sessions with Year 7 students from feeder schools and collaborative events such as the Bluearth transition experience, which connected students with peers attending the same secondary schools.

The school's strong environmental and sustainability partnerships were further enhanced through successful grant applications secured by the FSP leader, enabling students to participate in tree planting and freshwater ecosystem studies along the local creek. These initiatives were supported through partnerships with Melbourne Water, The Friends of Kororoit Creek and The Werribee Riverkeeper, significantly enriching student environmental learning.

Much of this work was strengthened through the continued implementation of the Family School Partnerships role, which has been instrumental in building and sustaining strong connections between school, families and community partners. This collaborative approach, supported across Our Lady's, St Theresa's and Mother of God Primary Schools, has continued to enhance opportunities for student learning and community engagement.

Overall, 2025 reflects a continued commitment to building a connected, inclusive and partnership-rich school community where students are supported to learn, grow and thrive through authentic real-world experiences.

Parent Satisfaction

The 2025 MACSSIS Family Survey results for Our Lady of the Immaculate Conception School indicate generally positive parent perceptions across several key domains, noting that the results are based on a relatively small number of parent responses and should therefore be interpreted with caution.

Overall school positive endorsement was 70%, which is above the MACS average of 69%, indicating a slightly more positive overall perception compared to other schools in the system. Strong results were evident in school climate (79% compared to the MACS average of 79%), student safety (48% compared to 48% MACS average, noting consistency with system data), and communication (71% compared to the MACS average of 73%), suggesting families generally feel supported and informed, with communication remaining a stable area of focus.

The data also highlights positive perceptions of school fit (63%) and Catholic identity (61%), both of which indicate moderate to strong family connection with the school's values and learning environment. However, barriers to engagement (54%) and family engagement (53%) suggest that some families continue to experience challenges in fully engaging with the school community, presenting an ongoing area for improvement.

Overall, while the results show a broadly positive picture of parent satisfaction, the small sample size means these findings should be viewed as indicative rather than fully representative of the wider school community.

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.olsunshine.catholic.edu.au